

# Textiles at Norbury High

## Overview

The ethos of the textiles department at Norbury High is one that celebrates the creative and practical nature of the subject. Through a wide range of engaging projects and activities, it seeks to ignite student interest, curiosity and dexterity across all key stages. This holistic approach enables all students to confidently develop their research, designing and making skills. We want them to achieve a highly applicable and transferable skills set for the wider world beyond the classroom. We aim to equip them with resilience and an awareness of their roles and responsibilities as consumers and designers in the global age, while also taking time to reflect on the importance of craft, refinement and individuality within fashion and textile design.

## Key Stage 3 (KS3)

### Year 7 Textiles

#### **Theme: Developing competence within textiles through design and making**

In order to prepare students for practical skills and the development of independent machine use, students complete a range of theoretical and practical activities within booklet form over the first term before completing more focused design and making tasks in the spring and summer terms.

**UNIT 1: Introduction to textiles** - students learn about the basic principles and skills used in textiles. This includes health and safety during practicals, knowledge and safe use of sewing machines. Learners also undertake basic theoretical knowledge of fibres, fabrics, care labelling and methods of construction.

**UNIT 2: Applying practical skills** - students implement their first half-term knowledge and skills to make a collection of three beanbags and a box from net as packaging for them.

**UNIT 3: The Memphis pencil case project** - working to a design and make brief that builds on and applies skills learned in the previous term, students develop, research, design and use presentation skills to create a denim zip-up pencil case inspired by the Memphis style. They are introduced to a range of machine and hand sewing decorative techniques that culminate in the completion of a finished, well-made product. Students are encouraged to develop independence in completing individual designs using their judgement and evaluation skills to make progress. They develop design adaptation and problem solving skills.

**UNIT 4: Sustainable salvage fairies project** - students are given a brief to design and make a fabric collage 'salvage fairy' from recycled and reused scrap fabrics to promote sustainable thinking. Students are introduced to the basics of upcycling and

sustainable design thinking; they develop the design of a salvage fairy character and apply a range of decorative techniques. Completion of the practical aspect of the project consolidates learners' practical skills; machine knowledge; and understanding.

## Year 8 Textiles

### Theme: Understanding and developing design influences

Year 8 builds upon learners' knowledge from year 7 of design and making practices by offering a wider range of techniques and processes. Students are given the opportunity to work with greater independence, learning to use and visually analyse design influences to create personal, original responses to a set brief.

**SINGLE UNIT: student design brief** You have been asked by the Tate Galleries to design and make a sample cushion (including paper pattern) for their gift shop collection. The cushion must incorporate some repeat pattern and should include at least four patchwork panels on the front, as well as a range of surface decoration techniques inspired by one of the following female artists' work: Goncharova, Hussain, Kusama or Hayuk.

During this project, students will undertake research into historical and contemporary designers and artists, develop a wide range of decorative samples and experiment with repeat patterns, inspired by their chosen artist. Students are encouraged to link their own design and practical skills in relation to the work and influence of others. They are expected to be iterative and evaluative in their processes and selections of materials and techniques.

## Year 9 Textiles

### Theme: Fashion practices and sustainability

In year 9 previous Key Stage 3 (KS3) knowledge and skills are built upon through recalling and analysing in further depth issues surrounding sustainability and textiles as well as ensuring that students leave the key stage with competent experience of the design and making process. It also introduces more industrial practice and gives students a chance to experience a taste of the KS4 programme through the use of fashion illustration and pattern creation.

**UNIT 1: GCSE taster sessions and skills development.** Students complete a range of workshops that link to the GCSE syllabus. Topics covered include career pathways, design inspirations, fashion illustration, pattern making, draping and the use of industrial manufacture processes.

**UNIT 2: Fast fashion & upcycling project.** Incorporating knowledge and experiences from the first half-term, students review the basics of upcycling and sustainable design thinking to create an end product. Looking at product life cycles and their roles as both designers and consumers they explore fast versus slow fashion, completing design challenges and making an upcycled skirt or bag.

## Key Stage 4 (KS4) Art and Design: Textile Design

Students study AQA GCSE Art and Design: Textile Design. The course is assessed in two components:

### **Unit 1: Coursework-based project portfolio (years 10 /11) - 60%:**

*Each student must select and present a personal portfolio of work.*

*The work submitted for this component will be marked as a whole and equates to 60% of the overall GCSE grade.*

### **Unit 2: Externally set practical examination (year 11) - 40%**

*The practical exam paper is externally set by the AQA exam board and requires a preparation and practical exam period.*

KS4 comprises the following structure:

## Year 10

**Introduction to GCSE Textiles course.** Students are guided through aims and expected outcomes for the year. Examples of previous years' work and projects are examined and students' questions about the course are answered.

### **Introduction to the body adornment project.**

**Design task: design and develop a range of textile samples for a fashion collection based around the theme of 'body adornment'.** This is an introductory yr 10 GCSE project, which is designed to develop students' skills, knowledge, and experiential learning within textiles and prepare them for the requirements of GCSE working.

### **Decades of design project – major portfolio project**

Decades from the 20<sup>th</sup> century are a great source of texture, shape, colour and inspiration for designers. The brief given to learners is to research a particular decade of the 20<sup>th</sup> century, the key artists and designers that helped shape it, as well as making historical and contextual links. Using this research, students will then complete a range of design ideas culminating in a final made fashion or interior/fine art textiles piece. Work is presented in sketchbook form and as a final practical piece.

## Year 11

Completion of the 'Decades' project.

- **Completion of GCSE portfolio unit and mock exam**

Using previously set external exam questions, students select their own design briefs to work from with guidance and verification from their subject teacher. The brief must culminate in an individual design and made bag and should be realistic for students' levels and needs. Projects will differentiate according to the individual needs of briefs and the practical aspect completed under exam conditions during the mock exam period.

- Completion of the AQA externally set exam unit (40% of final GCSE grade)

**Students select one starting point and produce a personal response, using the following AQA guidance:**

- You have a preparatory period to research, develop, refine and record your ideas.
- Your work during the preparatory period could be in sketchbooks, journals, design sheets, separate studies or in any other appropriate form, including digital media.
- You must make reference to appropriate sources such as the work of artists, craftspeople, designers and/or photographers. These can be those named in your chosen starting point and/or other relevant examples. You must identify and acknowledge sources that are not your own.
- Following the preparatory period, you will have 10 hours of supervised time to complete your personal response.
- You may refer to your preparatory work during the supervised time, but the work must not be added to or amended once this time starts.