



CURRICULUM PLAN

ART TEXTILES

BRAMHALL HIGH SCHOOL

Curriculum Intent

YEAR 10

Projects that help students to develop Ideas through investigations, demonstrating critical understanding of sources. They will refine work by exploring Ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Students will communicate their design journey to record ideas, observations and insights relevant to intentions as work progresses. Students will make high quality products to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

YEAR 11

Projects that help students to develop Ideas through investigations, demonstrating critical understanding of sources. They will refine work by exploring Ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Students will communicate their design journey to record ideas, observations and insights relevant to intentions as work progresses. Students will make high quality products to present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Academic Year: 2026-2027

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YEAR 10					
Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a Term 1b Term 2a	Experimentation Workshop: Looking at the 4 core elements; Line, Tone, Texture and Colour. Drawing, Textiles Skills and Annotation are the 3 major components of the course which underpin the 4 core elements. An introduction to the course. Students will acquire core foundation skills needed for an art based course. Experimentation and refinement is embedded throughout.	4 Assessment objectives are embedded throughout the project: A01: Develop Ideas through Investigations, demonstrating critical understanding of sources. A02: Refine work by exploring Ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions as work progresses. A04: Present a personal and meaningful response	Sewing Machine control assessment. Revisit prior skills as a refresher. Line Unit Tone Unit Texture Unit Colour Unit Design Ideas Final response	Introduction to the fashion industry, encouragement to look at wider influences, by looking at Pinterest for current trends and existing ideas. Personal Investigation Tasks with each assessment units. This involves student's widening their learning to look beyond the classroom for new ideas to influence their work.	• Tone • Texture • Line • Form • Colour theory • Context • Media • Content • Process

	Each of the 4 core elements follow the same process of learning; New knowledge and understanding delivered, Artist/Designer Links, Drawing Skills, Textiles Experimentation and Personal Investigation. A skills building foundation course which students will revisit throughout their learning journey in the future.	that realises intentions and demonstrates understanding of visual language.			• Mood • Reflection
Term 2b & Term 3a	Natural Forms Introduce students to a range of materials, experimental techniques and processes and give them the opportunity to: • explore practical activities • make connections with the work of textile artists, craftspeople and designers • integrate the use of drawing and written annotation into working practice	4 Assessment objectives is embedded throughout the project: AO1: Develop Ideas through Investigations, demonstrating critical understanding of sources. AO2: Refine work by exploring Ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Work is marked in line with the marking policy as this is a holistic journey. All students have a feedback diary which includes all assessment and feedback info.	Encouragement to look at wider influences, by looking at Pinterest for current trends and existing ideas. Personal Investigation Tasks with each assessment units. This involves student's widening their learning to look beyond the classroom for new ideas to influence their work.	• Shape • Aesthetics • Form • Space • Tone • Pattern • Texture • Line • Colour

	• respond to a given starting point(s) • understand assessment objectives by having them explained, identified and exemplified • develop and present work in any appropriate format such as sketchbooks, worksheets or through sample and design journals. Introduce students to materials and explore a range of practical activities. Students use their collage and mixed media experiments to inspire fabric/textile samples/studies. They select, analyse and investigate the work and style of suggested artists and discover influences on working practice and style. Students make connections with their				
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	own practice and may use their findings to develop new methods of working or find new media with which to experiment.				
Term 3a & Term 3b	Natural Forms Students identify, observe and record examples of specific textures in their local environment through drawing and/or other appropriate means. They experiment with paper pattern making, scale drawings of compositions or use multiple prints/ photocopies of pattern images to help suggest possible responses or intentions.	4 Assessment objectives is embedded throughout the project. A03: Record ideas, observations and insights relevant to intentions as work progresses. A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Work is marked in line with the marking policy as this is a holistic journey. All students have a feedback diary which includes all assessment and feedback info.	En plein air beyond the classroom.	• Composition • Moods • Surface quality • Shape • Aesthetics • Form • Space • Tone • Pattern • Texture • Line • Colour

YEAR 11

Term	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Term 1a & Term 1b	Component 1 continued from year 10 Natural Forms Students have the opportunity to: • explore a prescribed area of study in a personal manner • extend their knowledge, understanding and skills through engagement with suggested sources and application of suitable materials, processes and techniques when responding to their starting point • develop the idea of a personal creative journey which considers the four	4 Assessment objectives is embedded throughout the project. A01: Develop Ideas through Investigations, demonstrating critical understanding of sources. A02: Refine work by exploring Ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions as work progresses. A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Work is marked in line with the marking policy as this is a holistic journey. All students have a feedback diary which includes all assessment and feedback info.	Encouragement to look at wider influences, by looking at Pinterest for current trends and existing ideas. Personal Investigation Tasks with each assessment units. This involves student's widening their learning to look beyond the classroom for new ideas to influence their work. They support their investigations with collected references, photographs, textile swatches and written annotation.	• Composition • Moods • Surface quality • Shape • Aesthetics • Form • Space • Tone • Pattern • Texture • Line • Colour

	assessment objectives Students will produce their landscape final response.				
Term 2a & 2b	Component 2 NEA Worth 40% of final GCSE Students do all of the following: - select from a range of starting points and themes - independently research sources, references and approaches - evidence and address all four assessment objectives - clearly evidence drawing and written annotation in the work presented - realise their intentions in a	4 Assessment objectives is embedded throughout the project. A01: Develop Ideas through Investigations, demonstrating critical understanding of sources. A02: Refine work by exploring Ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions as work progresses. A04: Present a personal and meaningful response that realises intentions and	Work is marked in line with the marking policy as this is a holistic journey. All students have a feedback diary which includes all assessment and feedback info.	Encouragement to look at wider influences, by looking at Pinterest for current trends and existing ideas. Personal Investigation Tasks with each assessment units. This involves student's widening their learning to look beyond the classroom for new ideas to influence their work.	- colour - line - form - tone - texture - shape - pattern - composition - decoration - repetition - scale - structure - surface

	creative and personal way. Appropriate visual investigations and written annotations are collated and presented in an appropriate manner as the creative journey evolves. ESA papers are available to students and teachers from 2 January. A preparatory period is followed by 10 hours of supervised, unaided work in which students are required to realise their intentions. In the supervised time, between sessions and once the supervised time is completed, students may not add to or amend their preparatory work. Preparatory work must be stored by the school under secure conditions between sessions and after the completion of the supervised time. See	demonstrates understanding of visual language.			
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	section 2.3.2 Component 2: Externally set assignment of the specification for more information. Preparatory work must be available to students throughout the 10-hours of supervised time. All four Assessment Objectives must be evidenced. All work completed during the 10-hour supervised sessions must be labelled clearly as such.				
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