

Long-term planning for Art based Textiles (This scheme will be embedded into the art lessons)

Assessment: In KS3 students are assessed against the universal criteria of **Bronze**- basic application of skill, **Silver**- secure application of skill and **Gold**- competent application of skill.

Art based Textiles			
	Year 7	Year 8	Year 9
Unit title:	Foundation skills Basic Textiles fibres and hand stitching & Weaving	Felt History and Making	Silk painting history and making
Unit length:	12 lessons	12 lessons	12 lessons
Key concepts:	Develop an understanding of basic formal elements: of fibres and hand stitching Introduce students to a basic range of fibres and understand there uses correctly. To complete a range of hand stitches. To understand and create section of hand weaving.	To understanding the Practical and theoretical history of felt, its processes and uses Using Previous knowledge: plan & produce and evaluate own needle felted works	To understand and Develop knowledge of silk painting history Using previous knowledge: plan, produce and evaluate Own silk painting experiments and outcome.
Media form:	Fibres and material - basic stitches	Drawing & Painting & felting	Drawing, Painting & silk painting
History	Fibres and their uses	Felt history	History
Culture:	Uses around the world	Asia & Mongolia & Middle East	China & Japan
End points covered:	Confidently critique, analyse and discuss Textile Art in visual, written, and oral forms. <i>(Develop)</i> Fluency and confidence in the use of Art & Design in Textiles to demonstrate a sound understanding of the materials and techniques and process used. <i>(Refine)</i> Record ideas, observations, and insights relevant to intentions as work progresses. <i>(Record)</i> Present a personal and meaningful response that realises intentions and demonstrates understanding of visual & History. <i>(Present)</i>		
Key vocabulary	<ul style="list-style-type: none"> • Fibre • Weaving • Needles • Thread 	<ul style="list-style-type: none"> • Merino wool fibres • fleece • Texture • Blending 	<ul style="list-style-type: none"> • Silk • Gutta • Composition • Silk paint

	<ul style="list-style-type: none"> • Sewing scissors • Running Stitch • Back stitch • Cross stitch • Blanket stitch 	<ul style="list-style-type: none"> • Felt • Needle • Wet • Nuno • Agitation 	<ul style="list-style-type: none"> • Design • Frame • plan • Texture • Blending
National Curriculum content:	<p><u>Design</u></p> <ul style="list-style-type: none"> • Use research and exploration, such as the study of different cultures, to identify and understand user needs. • Identify and solve their own design problems and understand how to reformulate problems given to them. • develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. • develop and communicate design ideas using annotated sketches, detailed plans. <p><u>Make</u></p> <ul style="list-style-type: none"> • select from and use specialist tools, techniques, processes, equipment • select from and use a range of materials, <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • analyse the work of past and present professionals and others to develop and broaden their understanding investigate test, evaluate, and refine their ideas and products against a specification. 	<p><u>Design</u></p> <ul style="list-style-type: none"> • Use research and exploration, such as the study of different cultures, to identify and understand user needs. • Identify and solve their own design problems and understand how to reformulate problems given to them. • develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. • develop and communicate design ideas using annotated sketches, detailed plans. <p><u>Make</u></p> <ul style="list-style-type: none"> • select from and use specialist tools, techniques, processes, equipment • select from and use a range of materials, <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • analyse the work of past and present professionals and others to develop and broaden their understanding Investigate test, evaluate, and refine their ideas and products against a specification. 	<p><u>Design</u></p> <ul style="list-style-type: none"> • Use research and exploration, such as the study of different cultures, to identify and understand user needs. • Identify and solve their own design problems and understand how to reformulate problems given to them. • develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. • develop and communicate design ideas using annotated sketches, detailed plans. <p><u>Make</u></p> <ul style="list-style-type: none"> • select from and use specialist tools, techniques, processes, equipment • select from and use a range of materials, <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • analyse the work of past and present professionals and others to develop and broaden their understanding investigate test, evaluate, and refine their ideas and products against a specification.