A close up of a logo

AI-generated content may be incorrect.

**5 Year Plan – Textiles**

Textiles provides pupils with the tools to be creative, ambitious and resilient.

At De Lacy Academy we stretch and challenge our pupils through experimentation and expression. We aim to teach practical Textiles lessons, every lesson. This engages our pupils and fosters a love for the subject. We aim to give our pupils the skills and knowledge to further their education at college and beyond. The De Lacy journey begins with learning the basic skills needed to become a textiles artist. This gives our students a strong base which they can build upon. Our students look at their work and others with a critical mind and contextual knowledge. Throughout Key Stage 3 students will look at and be inspired by contemporary textile artists. As each year passes, students will develop a more rigorous understanding of textile art and the cultural world around them.

Here at De Lacy, we truly want our students to leave school with a love and understanding of textiles. Our pupils at KS4 will be given much more freedom to express themselves through their own ideas. Students will work on briefs and themes which are designed to bring the best out of everyone. They will refine their skills and work to clear objectives. They will experiment with a wide range of materials and techniques. This broad approach will give pupils an opportunity to discover their specialist pathway for when they enter higher education. De Lacy students will work on sustained units of work that show how they have developed as a textile artist. Our teachers will demonstrate to question and challenge every single student over Key Stage 4 aiming to ensure learning that will be remembered for life.

Here at De Lacy, we build passionate and reflective students through our curriculum to have a brave approach when developing skills with media and their techniques, using the physical act of textile art as a tool for looking, experiencing and learning. Understanding and applying the formal elements of art across all disciplines: line, shape, form, tone, texture, pattern, colour and composition are vital in underpinning creative work and successful students, and this is reinforced throughout the curriculum. We are committed to nurturing resilient, ambitious and curious students who will embed creativity in their own futures, careers and everyday life.

|  |  |  |
| --- | --- | --- |
| **Year 7** | **Rotation 1** | **Rotation 2** |
| Knowledge | PUNKY PUPPETS -  Understand the concept behind design and manufacturing. Students will also gain a greater depth of understanding around personality traits | NATURE CASES – Students will gain a greater understanding of manufacturing using a sewing machine |
| Skills | Product design  Hand embroidery  Applique and embellishments  Peer and self-reviews. | Product deign  Printing – Block, relief, flower pounding  Machine skills  Using heat |
| Literacy Focus | Reading around personality traits | Artist research |
| Links to Prior Learning | Research develops by looking at Textiles artists. Understanding of personality traits | More in depth artist research. This builds on student’s artist knowledge and research/analysing skills. |
| Preparation to future learning | Artist research: Students learn how to research an artist and make creative pages  Experimentation: Students learn how to control and experiment with different material and processes.  Creating ideas – students start to develop their skills in creating ideas | Developing original ideas for a final piece is introduced. The creation of final piece will be introduced. |
| Assessment | Formative feedback through learning journey green pen/summative assessment at the end of rotation in Enrichment assessment handbook | Formative feedback through learning journey green pen/summative assessment at the end of rotation in Enrichment assessment handbook |
| **Year 8** | **Rotation 1** | **Rotation 2** |
| Knowledge | DAY OF THE DEAD  Students will learn about the Mexican celebration of Day of the Dead and explore their traditions. They will manufacture a small soft toy based on the symbols and meaning behind the celebration. | BANKSY BAG  Students will build on the printing skills they have developed in Yera 7 by creating a stencil that can be used to make a tote bag. They will use the sewing machine to create the bag, |
| Skills | Product design  Advanced Hand embroidery  Applique and embellishments  Peer and self-reviews. | Product deign  Printing – stencil making  Machine skills  Using heat |
| Literacy Focus | Literacy focus on Mexican culture | Artist research |
| Links to Prior Learning | Research develops by looking at Textiles artists. | More in depth artist research. This builds on student’s artist knowledge and research/analysing skills. |
| Preparation to future learning | Artist research: Students learn how to research an artist and make creative pages  Experimentation: Students learn how to control and experiment with different material and processes.  Creating ideas – students start to develop their skills in creating ideas | Developing original ideas for a final piece is introduced. The creation of final piece will be introduced. |
| Assessment | Formative feedback through learning journey green pen/summative assessment at the end of rotation in Enrichment assessment handbook | Formative feedback through learning journey green pen/summative assessment at the end of rotation in Enrichment assessment handbook |
| **Year 9** | **Rotation 1** | **Rotation 2** |
| Knowledge | OCEAN MIXED MEDIA  Students will research and create a piece of wall art that encompasses mixed media textile work. They will learn more about the ocean and how we can reduce our plastic consumption. | UPCYLCING  Students will learn about the skills needed to upcycle. They will develop a deeper understanding on textiles waste and how items can be repurposed rather than ending up in landfill. |
| Skills | Product design  Advanced Hand embroidery  Applique and embellishments  Weaving  Free motion machine work  Peer and self-reviews. | Product deign  Printing – stencil making  Machine skills  Using heat  Measuring  Patter creation  Machine skills |
| Literacy Focus | Literacy focus on Saving the Oceans | Artist research |
| Links to Prior Learning | Research develops by looking at Textiles artists. | More in-depth artist research. This builds on student’s artist knowledge and research/analysing skills. |
| Preparation to future learning | Artist research: Students learn how to research an artist and make creative pages  Experimentation: Students learn how to control and experiment with different material and processes.  Creating ideas – students start to develop their skills in creating ideas | Developing original ideas for a final piece is introduced. The creation of final piece will be introduced. |
| Assessment | Formative feedback through learning journey green pen/summative assessment at the end of rotation in Enrichment assessment handbook | Formative feedback through learning journey green pen/summative assessment at the end of rotation in Enrichment assessment handbook |

KS4

|  |  |  |  |
| --- | --- | --- | --- |
| 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. |
| Students are given the opportunity to achieve this objective by creating research pages on portrait artists, Abi Ferguson and Patricia Edwards. They explore techniques used by these artists to create ideas for the next objectives. These skills, however, also cover the other three objectives because materials, processes are used within their research pages. Students also research by making accurate copies of the artist’s work. They write their own personal insights and thoughts about the artist’s and their own copies which demonstrates a deeper understanding of the work. As students' progress in KS4 they research the work of Abi Diamond. This provides two examples of pupil’s covering the objective | This objective is explored throughout all the objectives as students experiment with all the materials to create artist studies, sketch book pages, experimental ideas and final outcomes. Students are given the independence to explore the materials they want to find the best route to their outcomes. This process allows students to master their techniques. | Students work to a theme followed by artist research which gives them sufficient inspiration to explore ideas through different artistic experiments. | Students create their final piece based on all their research, experiments and idea development. They usually use their most effective material or process, although some are often mix media pieces. |