

Art & Textile Design

Overview of the Curriculum

Key Stage 3 (Years 7 - 9)

Through the Art curriculum we aim to engage students, ensure students gain confidence in core techniques and then develop key skills. Throughout the Key Stage 3 curriculum students revisit the formal elements of Art (colour, tone, shape, texture, form, composition, line and pattern), continually building their skills through a range of projects. The projects explore a wide range of skills, media, techniques, genres and creative professionals, e.g. artists, designers, photographers. There is a particular focus on celebrating diversity and equality in the creative industry. Alongside classroom discussions and resources, creative professionals are invited to deliver talks and presentations to contextualise classroom learning and broaden students' awareness of the careers and art disciplines available to them.

Projects are carefully sequenced to broaden students' experience of the creative curriculum and develop their critical thinking skills. Through researching and writing about the work of artists, crafters and designers, students are encouraged to form their own opinions, using this to respond visually in the style of these artists/designers. Particular emphasis is placed on teaching students how to structure an analysis using both descriptive and reflective language. Through this teaching, students become familiar with key subject specific vocabulary and develop their literacy skills. Regular and lively class discussions put work into context and engage students in contemporary issues and news. Our aim is to provide an environment that supports creativity, personal ideas and interpretations. As students move through Key Stage 3 and their confidence and skills grow, we encourage them to be increasingly independent learners. Our Key Stage 3 curriculum designed around workshops and practical skills prepares students to move on to GCSE Art and Art Textiles; in particular key vocabulary on the structure of projects (develop, explore, record, present) and the focus of marking and feedback reflect the requirements of the GCSE course and mean students can make a confident transition to GCSE Art.

GCSE Art and Art Textile Design - Key Stage 4 (Years 10 & 11)

At GCSE, students can choose to study GCSE Art, Craft & Design or GCSE Textile Design. These courses are both part of the GCSE Art & Design course but by offering these two distinct pathways students who have a particular interest in the creative processes and technical skills of working with Textiles can benefit from specialist teaching. Both the GCSE course start with an opportunity for students to take part in a residential trip to Cornwall. Students visit artist studios, galleries and workshops to contextualise their learning, broaden their cultural capital and experience working in a wide range of media en plein air and collect primary images for their NEA projects. Students use the resources and experiences of this trip to support their first project within the Personal Portfolio.

The department offers the Edexcel GCSE Art & Design and Textile Design courses for the following reasons:

- Flexibility – the qualification allows teachers to design a course of study that appeals to all students, that draws on our teachers' expertise and that enables students to delve deeper into the creative disciplines that interest them.
- Continuous progression – the initial part of the course, the Personal Portfolio (a project where the theme is chosen by the school) allows students to develop knowledge, understanding and skills which they then go on to use and refine when completing the Externally Set Assignment (a project where the theme is set by the exam board, Edexcel).
- Supports progression to A Level – the GCSE and the A Level Art & Design courses with Edexcel have a common structure and titles and follow a similar approach to the Externally Set Assignment and assessment. This ensures a smooth progression from GCSE to A Level for those students who wish to continue with their study of Art & Design.
- Develops transferable skills – students will learn to:
 - apply a creative approach to problem solving
 - consider and develop original ideas from initiation to realisation
 - analyse critically their own work and the work of others
 - express individual thoughts and choices confidently
 - take risks, experiment and learn from mistakes.

A Level Art, Craft & Design - Key Stage 5 (Years 12 & 13)

The department offers the Edexcel exam board specification. The course offers a natural progression from GCSE Art & Design and Textile Design. Students joining the A Level course will be familiar with the assessment criteria and course structure having experienced them at GCSE. However, the A Level courses provide students with far greater opportunities to work independently and the freedom to select their theme and subject matter. The curriculum consists of two components: Workshops preparing students to lead on to creating personal projects, encompassing a personal study element and the Externally Set Assignment. The Externally Set Assignment, a project on a theme set by the exam board, consists of preparatory work culminating in a piece of work that students must produce in a 15 hour sustained focus session across three days.

The Art, Craft & Design course introduces students to practical skills in preparing students for further education, broadening students' understanding of specialists techniques and skills, giving them confidence to develop themselves as artists and designers. Day trip to London galleries and a 3 day residential trip to Paris provides the students with the opportunity to deepen cultural and artistic knowledge, inspiration for personal responses and builds analytical and critical thinking.

Students enjoy the freedom that the Personal Project gives them. They often choose personal themes, some of which connect to a career or higher education pathway they are considering post A Level whilst encouraging diversity and celebrating different cultures and heritage. This ability to tailor their work to their passions and interests is hugely motivating for students. Our tutorial-based lessons and workshops and our open studio environments provide students with regular, ongoing opportunities to discuss their work, receive feedback and is also excellent preparation for creative higher education courses.

Students' work is presented at our end of year 'Celebrating Creativity' exhibition. Students at the end of their A Level courses are

challenged to think and work like true designers, artists and photographers; they take responsibility for considering the ways their work could be presented and how their message can best be portrayed. This creative control over their outcomes is a crucial part of the creative process allowing them to share their work, celebrate their successes and engage with their audience.

SMSC in Art and Textile Design

Spiritual development in Art and Textiles Design is nurtured through opportunities for pupils to express their thoughts, emotions, and personal identity creatively. Through exploring a range of creative techniques and themes, pupils reflect on their own beliefs, values, and experiences. The visual arts offer a powerful means of communication, encouraging a sense of wonder, imagination, and an appreciation of our environment. Pupils are given space to explore profound questions, consider different perspectives, and develop their own unique artistic voice.

Moral development in Art and Textile Design involves encouraging pupils to explore ethical themes and social issues through their work. Pupils are invited to reflect on the role of art and Textiles in highlighting injustice, promoting equality, and raising awareness of global or community concerns. They are taught to respect the intellectual property and cultural significance of others' work, and to act responsibly when creating and sharing their own. Classroom discussions may explore controversial themes in art and textiles and prompt pupils to consider the boundaries of freedom of expression, responsibility, and respect.

Social development is promoted through collaborative projects, group critiques, and peer feedback sessions. Pupils learn to value the opinions of others, communicate effectively about creative ideas, and work constructively in teams. Through shared artistic and creative experiences, such as exhibitions, installations, or joint pieces, pupils gain a greater understanding of collaboration and shared purpose. The subject also encourages reflection on how art and textiles function within society—whether in public spaces, media, protest, or commercial contexts—and how it shapes social dialogue and identity.

Cultural development in Art and Textiles Design is central to the study of artists, designers styles, and movements from a diverse range of times, places, and traditions. Pupils are encouraged to investigate the cultural significance of art and Textiles across the world and understand how historical and contemporary contexts influence creative expression. By analysing and responding to artwork, garments and designs from different cultures, pupils gain a respect for cultural diversity and an appreciation of how art and textiles can both celebrate and challenge cultural values. This supports pupils in developing as open-minded, culturally aware individuals.

Examples of Spiritual, Moral, Social and Cultural development in Art and Textiles Design include:

- Reflecting on identity, emotions, and spirituality through sketchbook work, boards or thematic pieces.
- Exploring moral and ethical issues such as consumerism, war, mental health, or climate change through visual and creative art.

- Participating in collaborative projects or exhibitions that develop communication and teamwork skills.
- Studying the artistic/textiles traditions such as contemporary and traditional practices including calligraphy, printmaking, painting, applique, embroidery, crocheting, tie- dye, batik, weaving, smocking, pleating, 3D forms, etc help students to discuss and understand how these techniques have shaped our society.
Investigating the influence of major historical events helps students to express their creative journey and artistic expression.
- Debating the role of art, textiles, craft and design and how it can influence public opinion or social change.
- Enrichment through extracurricular opportunities plays a significant role in enhancing pupils' SMSC development in Art and Textiles Design. Visits to artistic and cultural destinations such as Cornwall artists' studios, the Eden Project, Warner Bros. Studios, and galleries in London and Paris allow pupils to engage with a broad spectrum of visual arts in professional and real-world contexts. Participating in photoshoots and creative workshops during these trips provides practical experiences that deepen spiritual and emotional connections to art and textiles. Workshops by Textiles designers and specialists add further opportunities to deepen and strengthen students' cultural awareness. These experiences support moral reflection through the exploration of themes encountered in professional exhibitions and studios, encourage social development through shared learning experiences, and strengthen cultural awareness through immersion in diverse artistic and creative environments.

Overview of schemes of work at each key stage

Art

Key stage 3	Key stage 4	Key stage 5
<p>Year 7 The Year 7 curriculum introduces students to the formal elements of Art (colour, tone, shape, texture, form, composition, line and pattern).</p> <p>Students will use a wide variety of techniques and materials, from shading to watercolour, photography to printmaking, and analysing to typography.</p>	<p>During Years 10 and 11 students will complete three projects, as detailed below.</p> <p>The process of each project covers all four of the GCSE assessment objectives (develop, refine, record, present).</p> <p>In each project, students build on their existing skills and techniques, growing more confident in a wider range of</p>	<p>A Level Art</p> <p>Year 12 Structures & Textures project This is an introductory skills based project that builds on key GCSE techniques. Students explore a range of formal elements and mixed media techniques.</p> <p>Students have the opportunity up to the first term to investigate through</p>

<p>Students will be introduced to the vocabulary, language and skills required to reflect on their own work and work of other artists.</p> <p>Artists studied in Year 7 may include:</p> <ul style="list-style-type: none"> ● Rory McEwen ● Henri Matisse ● Van Gogh ● William De Morgan <p>Year 8 In Year 8 students revisit the formal elements of Art, developing their skills and technique. Students complete three projects in Year 8.</p> <p>Architecture In this project students will:</p> <ul style="list-style-type: none"> ● Explore the creative industry through learning about jobs associated with architecture. ● Apply their existing understanding of perspective, composition and material to new context and reality. ● Be introduced to and practise using textile materials within landscapes, understanding the cross-curricular links between Art and Art Textiles. ● Observe the existing architecture of the school through a photography workshop and create a digital piece inspired by this. ● Explore the work of Hilly van Eerten, Lucy Jones and Joshua Smith. 	<p>materials. They start to have confidence in their creativity and are resilient through their experiments. They understand the natural flow of artistic ideas and the stages we naturally go through when designing and creating.</p> <p>The projects are relevant to students studying both GCSE Art and GCSE Textile Design. For GCSE Textile Design, a greater proportion of their work will use the media of textiles and relevant materials and techniques.</p> <p>Year 10 Structures project This project contributes towards Component 1 (Personal Portfolio) of the GCSE Art.</p> <p>Resources and initial observations are recorded and collected by the students during the four day residential trip to Cornwall. On the trip, students are inspired by visits to artist studios and galleries, workshops, beach painting and photography. Students build on their work from the Cornwall trip throughout the project.</p> <p>Students are introduced to Cornish artists who link to the theme of 'Structures', such as Naomi Frears and Barbara Hepworth. Art students will also study Mark Powell and Kurt Jackson, whilst the Textile Design students will study a selection of artists including Caroline Saxby and Cas Holmes.</p>	<p>workshops in-depth colour theory, manipulation of media, paper engineering, photography manipulation, printing, painting and drawing techniques Students will develop their subject specific language and vocabulary and learn how to refine and develop work further.</p> <p>Through one-to-one tutorials students develop their ideas into a meaningful body of work that represents their creative journey.</p> <p>The project covers all assessment criteria for A Level Edexcel assessment objectives, so that students build an understanding of how their work will be assessed.</p> <p>Students develop these workshop skills and embark on an independent mini project inspired by the theme surfaces and textures. This project runs from January to May of Year 12. With a final outcome being created during the Yr12 exam period.</p> <p>Personal Study The Personal Study contributes to Component 1 of the A Level. This project encourages students to become more independent with their ideas and focus their time and work on themes that they are passionate about. They build on skills learnt and developed through the</p>
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<ul style="list-style-type: none"> ● Create a final outcome that embeds the style of artists studied and techniques learnt, with a focus on perspective, 3D design, structure and team work (students will work in pairs on this outcome). <p>Creative Careers In this project students will:</p> <ul style="list-style-type: none"> ● Explore a range of creative careers within the visual arts industry, such film and TV prop/set design, game art and character design. Take part in a series of creative workshops that link to the trip to the Warner Bros studios. This will inspire students to different art career pathways, introducing them to the skills, materials, and processes involved. ● Research contemporary practitioners and studios working in these fields, understanding the role of creativity in the professional world. ● Develop their own creative outcomes linked to each workshop, experimenting with different techniques such as character design, 3D model-making or digital illustration. ● Reflect on their personal strengths and interests within the creative arts, considering which career areas they find most inspiring. ● Present a final showcase or sketchbook portfolio of their workshop outcomes, supported by artist research and career insights. 	<p>Students will produce work in their sketchbooks, on A2 sheets, and a small canvas. For their final outcome of this project, Art students will create an abstract piece on cardboard, whereas Textile Design students will create their final outcome on fabric and garments.</p> <p>Students work on this project from September to May of Year 10.</p> <p>Year 10 - 11 Macro project This project contributes towards Component 1 (Personal Portfolio) of the GCSE Art and Textile Design.</p> <p>Students respond to the theme ‘Macro/ A Closer Look’ however they wish. This allows students to create a personal project focused towards their own interests and skills. Textile Design students will focus on zoomed in texture created on different surfaces. They will focus on corset making and adapting whilst exploring a range of surface and fabric techniques.</p> <p>We encourage students to look at their theme in a macro perspective, so that images, compositions and outcomes are engaging and hold a lot of detail.</p> <p>The broadness of the theme and</p>	<p>previous unit.</p> <p>This unit of work results in each student having a substantial portfolio of evidence which is marked as part of their A Level. Students will analyse and respond to artists, crafters and/or designers or photographers who inspire them. They will be adventurous and curious through the materials, styles and compositions that they experiment with. Students will complete observational studies that demonstrate their true recording skills.</p> <p>They will use the findings from their experiments, recordings and research to create initial concepts for a final outcome. These concepts will be developed in depth to create substantial ideas that will be engaging, innovative and successful in reaching the aim of their personal project. Students will use their learning from the course to create this outcome.</p> <p>As part of this unit of work, students must complete a critical and analytical written piece of work. The work must be related to a student’s own ideas, investigations and practical work. Some examples of essay titles might be:</p> <ul style="list-style-type: none"> ● An exploration of Ugandan culture through Art. ● An exploration of passive resistance; using Art as a social currency. ● The interaction between people and public space: How crowds have been
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<p>Portraiture In this project students will:</p> <ul style="list-style-type: none"> • Understand the importance of proportion in portraiture. • Carry out observational studies of facial features. • Explore the work of Fred Hatt and Josh Bryan and other contemporary portrait artists. • Create a final piece inspired by the artists that they have studied and using the proportion and tonal skills they have developed. <p>Year 9 In Year 9 students continue to build their skills and technique through a series of workshops to prepare them for KS4.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Take part in a series of focused mini workshops, each designed to develop a specific creative skill, technique, or material process. • Explore collage and mixed media techniques, experimenting with layering, texture, and composition to create expressive outcomes. • Design and create 3D sweet packets, inspired by the bold, playful Pop Art sculptures of Claus Oldenburg and the graphic artwork of Andy Warhol. • Work with clay to produce decorative vessels, learning basic hand-building techniques and surface decoration. • Complete observational studies of bugs 	<p>independence that this project offers students prepares them well for the exam unit of the GCSE course (Component 2).</p> <p>Students will produce work in their sketchbooks and on A2 sheets and boards. Students will choose the materials, techniques and medium that they work with for their final outcome.</p> <p>Students work on this project from May of Year 10 until December of Year 11.</p> <p>Externally set assignment: Edexcel will set the students an exam brief with an overarching title. Students will be encouraged to take this title into a theme that is more specific and personal to them. Students will take and edit their own primary images, further developing their digital photography skills. They will then use these images to respond to 3 artists of their choices. They will analyse the work of the artists and make connections between their work and their own projects.</p> <p>This will lead to them experimenting with ideas, materials and techniques. Students will be encouraged to experiment with a wide range of media and styles, including photography, collage, layering mixed media, inks and acrylic and fabric manipulation techniques.</p> <p>Students will use their responses and</p>	<p>depicted in art history circa 1800-present.</p> <p>Students work on this project from the June of Year 12 to the end of January of Year 13.</p> <p>Externally Set Assignment Edexcel will set the students an exam brief with an overarching title. Students will be encouraged to take this title into a theme that is more specific and personal to them.</p> <p>Students will take and edit their own primary images. They will then use this work to respond to 3 artists of their choice. They will analyse the work of the artists and make connections between their work and their own projects. This will lead to them experimenting with ideas, materials and techniques. Students will be encouraged to experiment with a wide range of media, techniques and styles, including photos, collage, layering mixed media, inks and acrylic.</p> <p>Students will use their responses and experiments to develop ideas for an outcome. Their outcome will be designed and planned in lessons, and then they will produce one large scale physical outcome; this is done under exam conditions, during a 15 hour assessment.</p>
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<p>and insects, using a range of drawing techniques including fine liner, pencil, ink, and tonal shading.</p> <ul style="list-style-type: none">• Develop painting skills by producing a still life painting of fruit on canvas, focusing on blending, colour mixing, and composition.• Explore textile art and typography, inspired by Joke Amusan and Jessica Hische, creating fabric-based outcomes that incorporate lettering and stitched text.	<p>experiments to develop ideas for an outcome. Their outcome will be designed and practised in lessons, and then they will produce it properly on a large scale, in exam conditions, during a 10 hour assessment.</p>	
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