

Textiles Curriculum Intent/Implementation/Impact

Teaching staff

- A Schwarz teaches KS3 Textiles, GCSE Design and Technology (Textiles-Based), A Level Fashion and Textiles
- M Wilkins/A Busby teach KS3 Textiles

A Schwarz follows current developments in Design and Technology by engaging with colleagues in other schools directly or via social media groups. Current textile/art exhibitions are visited and discussed by staff in the department. A Schwarz develops and practises her own work out of school. The department has one dedicated room with full facilities and the use of one hybrid room shared with Art and Business. The department is supported by a part-time technician.

STATEMENT OF INTENT

To promote and model:

- ambition and entrepreneurial spirit in the UK fashion and textile industry
- creativity, innovation and independent learning
- the responsibility of designers regarding sustainability and social / moral issues including diversity
- understanding of globalisation and the interdependence of business

HOW DO WE KNOW OUR CURRICULUM DOES THIS?

- Students' own experience of emerging technology¹ forms the basis for much of the curriculum content and guarantees the content is accessible and relevant to all
- Course content is planned and sequenced in such a way that allows progression and the opportunity for students to apply knowledge to global and local businesses to engage students and ensure understanding
- Literacy and mathematical fluency are prioritised and pupils have regular and meaningful opportunities to apply cross-curricular knowledge to Textiles

IMPLEMENTATION

¹ Medical textiles, geo-textiles, industrial applications, protective textiles, high performance textiles for sporting and outdoor activities, alongside the more commonly considered applications for fashion and interiors.

Design and make project themes and theory lessons are planned to engage pupils, allow for personal development and exploration, and to progressively teach and develop practical skills. These also focus on key curriculum areas; Y7 - cultural and sustainable textiles, Y8 - the fashion industry. The Y9 curriculum has been developed to include GCSE teaching of past designers and technical principles. Technical principles and design principles are embedded in projects at KS3, KS4 and KS5. At KS4 and KS5 teaching is through projects and theory based lessons. In Y11 and Y13 this will be Non Examined Assessment (NEA) work and theory. Much theory is tested through application of knowledge gained.

All pupils are challenged to be analytical in their investigation work and in considering the work of past designers and design companies. Independent learning and problem solving are a key part of practical lessons and a pupil's approach to the iterative design process is developed through projects in KS3, in readiness for the demands of NEA tasks at GCSE and A Level. Literacy and communication is addressed through subject specific language and writing tasks relevant to the design process. Mathematical knowledge is progressively applied and then tested at GCSE and A Level.

The choice of GCSE exam board is AQA as it allows breadth in core technical and design principles alongside the opportunity to have a textile focus for the specialist principles and NEA. The course underpins the AQA Fashion and Textile A-Level; a course not offered by other exam boards.

IMPACT

The KS3 curriculum provides a broad subject knowledge and skills base which is developed further at GCSE and then A Level.

(While it is preferable that students study at GCSE level before progressing to A Level it is not essential. A number of very successful students, both internal and external, have been supported to make the adjustment to A Level standard work. Students who study at GCSE level may do so as a means of progression or because they enjoy the subject and value the transferrable skills that are developed.)

Our students perform very well nationally at GCSE level and A Level; A Level students often progress to further study in fashion and textiles or design related studies at university. A number of ex-students are working successfully in careers in the fashion and textile industry.

2018: All students have gone on to further study in fashion/textile design or other art and design related courses.

2019: 2 out of 6 students will continue in further study in fashion/textiles, 1 student will study fine art, 1 student will pursue Law at university and 2 students have gained apprenticeships or employment.

2021: 1 out of 2 students has continued to study fashion/textiles at university.

2023: All students have secured offers for fashion/textile related courses at university.

2025: All 4 students have secured offers for university: 1 fashion/textiles, 1 film/theatre, 1 geography, 1 Chemistry.

