



OVERVIEW

Students during their first term will look at skills, recapping and developing and grounding textiles techniques and processes, enabling them to become experimental and independent learner. During Term two, students will start their GCSE. At Irlam and Cadishead Academy, students follow the exam board OCR with students completing a GCSE in Art and Design, specialising in Textiles. Students will follow the four key assessment objectives which is set in the marking criteria by the exam board which is followed in both the projects they are to submit. The areas of assessment are: **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. Across the two year course, students will complete two projects to obtain their GCSE; Portfolio (60%) and Set Task (40%) which will be completed in the spring term of year 11.

Autumn Term

Unit 1- Skills

Students are welcomed to the department and understand the expectations of the course over the following two years.

During Autumn term, students are able to experiment with and develop their knowledge and skills amongst a variety of techniques and processes. All work will be stored in their sketchbooks creating a diary to recall upon.

Students will take part in workshop lessons, developing their understanding on embellishment techniques, batik, dye processes, sewing machine safety, applique, free motion machine stitching and weaving.

Assessment:

All project work is marked holistically and students are given feedback through whole class sheets as a mid-project and end of project. A summative mark is also given against specific assessment criteria. Lesson by lesson, students are given verbal feedback on progress.

Personal development:

- Embellishment techniques
- Batik
- Weaving
- Free-motion machine stitching

Spring Term

Unit 1: Portfolio

All students start their portfolio with a theme of Botanical Gardens. Students will then have the opportunity to independently research and develop their project with teacher guidance and self reflection of their first project.

Throughout the term, students will develop their capabilities to complete areas A01 and A02 of the course, with work being recorded in their sketchbooks. It is expected that students complete a one hour homework per work to extend their learning and develop their portfolio independently.

Assessment:

All project work is marked holistically and students are given feedback through whole class sheets as a mid-project and end of project. A summative mark is also given against specific assessment criteria. Lesson by lesson, students are given verbal feedback on progress.

Personal development:

Students work independently on a chosen theme. Students apply all their knowledge, skills and understanding to develop their project, creating a visual story.

Summer Term

Unit 1: Portfolio

This term, students will continue to develop their Portfolio, with a focus of A02. Students will recap decoration techniques and start experimenting with and producing samples which reflect the drawings in their sketchbook.

It is expected that students complete a one hour homework per work to extend their learning and develop their portfolio independently.

Assessment:

Internal moderation of Portfolio and Set Task followed by external verification in June 2025.

Personal development:

Students work independently on a chosen theme. Students apply all their knowledge, skills and understanding to develop their project, creating a visual story.

Useful resources for supporting your child at home:

www.Pinterest.com

<https://www.vam.ac.uk/collections/fashion-in-motion>

www.theartstory.org

www.tate.org.uk/art/art-terms