



Progression Map - Art Design and Technology- Textiles

Curriculum Intent

The secondary curriculum at Bradford Academy intends to:

- Develop individuals who are respectful, responsible and resilient and encourage them to be a shining light in their community._
- Ensure that learners develop knowledge and skills that lead to academic success and future opportunities._
- Create a culture of reading by maximising opportunities to read and broaden vocabulary during the school day and at home._
- Provide a breadth of subjects and experiences so that every individual can find and nurture their strengths and talents._
- Be ambitious for all of our learners by carefully planning for excellent achievement._
- Make use of a sound evidence base to ensure that lessons and teaching techniques are effective._

Art and Design at Bradford Academy:

- To stimulate lasting curiosity, skills, interest and enjoyment of the Arts from a variety of cultures and traditions
- To create an atmosphere where learners are active participants and staff enjoy teaching so that they give of their very best.
- To enable students to be familiar with principles, skills, techniques and vocabulary related to the Art and Design
- To explore a range of creative skills and knowledge enabling learners develop a personal response.
- To enable learners to see Art and Design as a major cultural feature and a part of a wider body of knowledge and skills.
- To enable learners to develop a range of desirable personal qualities such as politeness, perseverance, initiative, confidence, tolerance, awareness and group sensitivity.
- To enable students to work independently and as part of a team in varied activities so that the Arts contribute to the development of core skills such as ICT, reading, writing, speaking and numeracy.
- To develop an awareness in students of the implications of the Arts (past and present) for the individual, local, national and international communities.
- To enable learners to offer opinions and listening skills.
- To develop Creativity and imaginative thought and to explore values, attitudes, feelings and meanings, promoting self-awareness, self-esteem, confidence and maturity.



	By the end of Year 7	By the end of Year 8	By the end of Year 9	By the end of Year 10	By the end of Year 11
Knowledge and Skills	Textiles: 'Surface Pattern Design' In this project learners will develop their textile skills and knowledge with a focus on surface pattern. Inspiration will be sort from a range of sources included an investigation into the design company Marimekko. Here they will develop visual and written analysis skills. Learners will build on their observational drawing and painting skills before moving into collage, print and embroidery. Learners will know what repeated patterns and sequences are and learn how to print a surface pattern from their motif. They will experiment with the media and different compositions. They will learn some basic embroidery skills and be able to embellish their surface pattern. They will be able to annotate their work and demonstrate a clear learning journey. Learners will investigate Marimekko surface design. Create isual and written analysis. Observational drawing using a variety of media. Print block making. Print making. Colour knowledge. Repeat patterns/sequences. Refinement of skills. Learners will learn to investigate and record natural forms through primary and secondary source material using drawings, paint, and collage media. They will know what a motif is and how to design one from their natural form studies. They will be able to annotate their work and demonstrate a clear learning journey.	Subjects are taught on termly rotation. Fine Art and Textiles Investigate a theme of 'Our Environment' The initial focus is on Fine Art where learners will look at the work of street artists to inspire their own paintings. They will look at how messages can be sent through art work and focus their own painted compositions on a positive environmental message for Bradford. Learners will: - Investigate other art work through written and visual analysis - Continue to develop their formal elements skills and knowledge with particular focus on line, tone and colour - Work well in teams, pairs and independently Learners will focus the 'Our Environment' theme on textile work. They will focus on the environmental concerns relating to fast fashion and look to how they can carry a message through their textile work. Learners will: - Investigate fast fashion and the threats to our environment - Investigate the work on Alison Willoughby (recycled skirts)making written and visual analysis - Observational drawing using a variety of media. - Print block making. Print making. Colour knowledge. Embroidery. Applique. Embellishment. Textile construction. Repeat patterns/sequences. Refinement of skills.	Subjects are taught on termly rotation. Fine Art and Textiles 'Pop Art Icons To consolidate and learn new fine art and textile skills specifically: - Drawing from observation - Refining painting skills - Drawing to scale - Planning compositions, - Refining embroidery & applique skills - Textile construction - Learning about illustration, - Pattern template making - Measuring Textiles: You will produce a phone sleeve inspired by your personal icon /hero and produce this in a Pop Art style. To learn about a variety of artists that have created art and textile design relating to illustration and to focus on the Pop Art genre. You will: - Know what an Icon is - Investigate the Pop Art movement developing and refining critical study skills - Refine collage skills - Learn how to crop and draw to scale - Refine painting skills - Investigate a personal hero using IT - Investigate the work of Sam Sidney using written and visual analysis - Know what an illustrator is. - Develop illustration skills - Be able make - Develop pattern template skills - Make measurement for your product - Refine cutting and applique skills - Demonstrate construction skills. Learners will present this journey of work that culminates in a personal and meaningful response that realises intentions and demonstrates understanding of visual language	AQA GCSE Textiles Component 1 (60% of GCSE) Rainforest This introductory project will give the learners their 1st experience of creating a full GCSE piece of work. They will utilise the skills techniques and knowledge that they have gained during KS3 and be selective in their appropriate use. Learners will be taught how to draw from observation and other sources. They will then explore the theme where they will set their own individual actions in discussion with the teacher and display independence as required by the AQA syllabus. Learners will be taught to: - Use a range of techniques to record their observations as a basis for exploring their ideas. - Use a range of techniques and media, including painting. - Increase their proficiency in the handling of different materials. analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work. - Research history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day - Use textile art as a tool of communication. - Control their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design.	AQA GCSE Textiles Component 1 (60% of GCSE) Learners will be given a past exam paper to familiarise themselves with the exam process. They will then choose a question and explore their theme. Learners will be taught how to draw from observation and other sources. They will then explore the theme where they will set their own individual actions in discussion with the teacher and display independence as required by the AQA syllabus. Component 2 (externally set assignment 40% of GCSE) Learners respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time Constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives (Develop, Refine, Record and Present). Time allowed A preparatory period followed by 10 hours of supervised time Materials For this paper learners must have appropriate Art based design materials and/or equipment. Learners will be given an exam on the first lesson back after the Christmas holiday. Learners will be taught to: - Use a range of techniques to record their observations as a basis for exploring their ideas. - Use a range of techniques and media, including painting. - Increase their proficiency in the handling of different materials. analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work. - Research history of art, craft, design, and architecture, including periods, styles, and major movements from ancient times up to the present day



					•Use textile art as a tool of communication. •Control their use of materials, with creativity, experimentation, and an increasing awareness of different kinds of art, craft, and design.
Knowledge and Skills Revisited	Year 7 learners will have a varied experience of prior learning in Art & Design during KS1 & 2 dependent on their different schools. This knowledge and skills will be investigated early in the year.	This unit will revisit, further develop, and refine textile skills learnt in year 7.	This unit will revisit, further develop, and refine textile skills learnt in years 7 and 8. Learners will continue to develop knowledge and understanding of art movements in historical and modern day contexts. They do this to broaden their knowledge of the world around them and to inspire their own practice.	Learners will produce a portfolio of work that covers the four assessment objective: AO1: Develop ideas through investigations focusing on Frida Kahlo's self-portrait paintings. AO2: Refine work and skills by exploring self- portraiture through drawing and paint colour mixing skills techniques. AO3: Record different ideas, visually and with written annotations as work progresses. AO4: Present a personal and skilful A4 colour piece in response to all their investigations.	Learners will produce a portfolio of work that covers the four assessment objective across both components of the syllabus: AO1: Develop ideas through investigations focusing on Frida Kahlo's self-portrait paintings. AO2: Refine work and skills by exploring self- portraiture through drawing and paint colour mixing skills techniques. AO3: Record different ideas, visually and with written annotations as work progresses. AO4: Present a personal and skilful A4 colour piece in response to all their investigations.
Assessment	Create a journey of work so that the learners become familiar with project development. The assessment objectives are: AO1 Develop Finding out about other Artists and using them to inspire you. AO2 Explore Experimenting with media and techniques, improving your skills and visual ideas so that you can develop a final design. AO3 Record Thinking about the theme, making observations and collecting resource materials AO4 Present Complete relevant and intentional final piece End of project summative assessment	Learners will be reminded of and apply the Art and Design assessment objectives and systems to your and other learners work through self and peer assessment. This will occur regularly within lessons. The assessment objectives are: AO1 Develop Finding out about other Artists and using them to inspire you. AO2 Explore Experimenting with media and techniques, improving your skills and visual ideas so that you can develop a final design. AO3 Record Thinking about the theme, making observations and collecting resource materials AO4 Present Complete relevant and intentional final piece End of project summative assessment	Learners will be reminded of and apply the Art and Design assessment objectives and systems to your and other learners work through self and peer assessment. This will occur regularly within lessons. The assessment objectives are: AO1 Develop Finding out about other Artists and using them to inspire you. AO2 Explore Experimenting with media and techniques, improving your skills and visual ideas so that you can develop a final design. AO3 Record Thinking about the theme, making observations and collecting resource materials AO4 Present Complete relevant and intentional final piece End of project summative assessment	Learners will be reminded of and apply the Art and Design assessment objectives and systems to your and other learners work through self and peer assessment. This will occur regularly within lessons. The assessment objectives are: AO1 Develop Finding out about other Artists and using them to inspire you. AO2 Explore Experimenting with media and techniques, improving your skills and visual ideas so that you can develop a final design. AO3 Record Thinking about the theme, making observations and collecting resource materials AO4 Present Complete relevant and intentional final piece End of project and examination summative assessment	