

Textiles

Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving through to the optimum knowledge sequence for building secure schema

Knowledge, skills and understanding to be gained at each stage*

| | | Cycle 1 | Cycle 2 | Cycle 3 |
|--------|--------------------------------------|---------|---------|---------|
| EYFS | Know and remember | | | |
| | Do | | | |
| YEAR 1 | | | | |
| | Know | | | |
| | Experiment | | | |
| | Observe | | | |
| | Make | | | |
| | Evaluate | | | |
| | Vertical and horizontal interleaving | | | |
| YEAR 2 | | | | |
| | Know | | | |
| | Experiment | | | |
| | Observe | | | |
| | Make | | | |
| | Evaluate | | | |
| | Vertical and horizontal interleaving | | | |
| YEAR 3 | | | | |
| | Know | | | |
| | Experiment | | | |
| | Observe | | | |
| | Make | | | |
| | Evaluate | | | |

| | | | | |
|---------------------------|--------------------------------------|---|---|---|
| | Vertical and horizontal interleaving | | | |
| YEAR 4 | | | | |
| | Know | | | |
| | Experiment | | | |
| | Observe | | | |
| | Make | | | |
| | Evaluate | | | |
| | Vertical and horizontal interleaving | | | |
| YEAR 5 | | | | |
| | Know | | | |
| | Experiment | | | |
| | Observe | | | |
| | Make | | | |
| | Evaluate | | | |
| | Vertical and horizontal interleaving | | | |
| YEAR 6 | | | | |
| | Know | | | |
| | Experiment | | | |
| | Observe | | | |
| | Make | | | |
| | Evaluate | | | |
| | Vertical and horizontal interleaving | | | |
| YEAR 7 (13-week Rotation) | | 3D felt Giraffe | 3D felt Giraffe | 3D felt Giraffe |
| | Know | <p>Contemporary Designer link – Smuksaks- Young mother creating a sustainable business – self employed creating toys from fabrics that would otherwise be binned.</p> <p>Yayoi Kusama - Japanese contemporary artist</p> <p>Vocab Research, Designing, Planning, Making, Evaluation, Modifications, Cotton, Cotton Thread, Tape Measure, Pins, , Needle, Stitch Ripper, Fabric Scissors, Iron, Masking Tape,</p> | <p>Contemporary Designer link – Smuksaks- Young mother creating a sustainable business – self employed creating toys from fabrics that would otherwise be binned.</p> <p>Yayoi Kusama - Japanese contemporary artist</p> <p>Vocab Research, Designing, Planning, Making, Evaluation, Modifications, Cotton, Cotton Thread, Tape Measure, Pins, , Needle, Stitch Ripper, Fabric Scissors, Iron, Masking Tape,</p> | <p>Contemporary Designer link – Smuksaks- Young mother creating a sustainable business – self employed creating toys from fabrics that would otherwise be binned.</p> <p>Yayoi Kusama - Japanese contemporary artist</p> <p>Vocab Research, Designing, Planning, Making, Evaluation, Modifications, Cotton, Cotton Thread, Tape Measure, Pins, , Needle, Stitch Ripper, Fabric Scissors, Iron, Masking Tape,</p> |

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| | | String, Elastic Bands, Materials, Equipment | String, Elastic Bands, Materials, Equipment | String, Elastic Bands, Materials, Equipment |
| | Experiment | Drawing pencil and colour, composition designs, colour felt fabric, colour threads and stitching. | Drawing pencil and colour, composition designs, colour felt fabric, colour threads and stitching. | Drawing pencil and colour, composition designs, colour felt fabric, colour threads and stitching. |
| | Observe | Demonstrations for clear modelling- hand sewing techniques – running stitch and blanket stitch. Creating pattern for the giraffe. | Demonstrations for clear modelling- hand sewing techniques – running stitch and blanket stitch. Creating pattern for the giraffe. | Demonstrations for clear modelling- hand sewing techniques – running stitch and blanket stitch. Creating pattern for the giraffe. |
| | Make | Mood Board 2 design ideas 3D stuffed giraffe using felt | Mood Board 2 design ideas 3D stuffed giraffe using felt | Mood Board 2 design ideas 3D stuffed giraffe using felt |
| | Evaluate | Sustainability – recycling and reusing materials to make something new. Old materials have been used to create something new – link to the real world. | Sustainability – recycling and reusing materials to make something new. Old materials have been used to create something new – link to the real world. | Sustainability – recycling and reusing materials to make something new. Old materials have been used to create something new – link to the real world. |
| YEAR 8 (13-week Rotation) | | Repurposing Fabrics into a new product – Patchwork Cushion | Repurposing Fabrics into a new product: Patchwork Cushion | Repurposing Fabrics into a new product: Patchwork Cushion |
| | Know | Contemporary designer link: Omishka. Creates patchwork cushions using recycled fabrics. Technical techniques: Stitching using straight setting on the sewing machine, cutting fabric into half square triangles and re stitching together to create the front of the cushions. Tie dyeing cotton to create the back panel for the cushion. Design Ideas: shown possible design combinations that can be created using the half square triangles when cut. Vocab: Half square triangles, sewing machine, foot pedal, spool, spool case, patchwork, recycled fabric, tie dye, cotton. | Contemporary designer link: Omishka. Creates patchwork cushions using recycled fabrics. Technical techniques: Stitching using straight setting on the sewing machine, cutting fabric into half square triangles and re stitching together to create the front of the cushions. Tie dyeing cotton to create the back panel for the cushion. Design Ideas: shown possible design combinations that can be created using the half square triangles when cut. Vocab: Half square triangles, sewing machine, foot pedal, spool, spool case, patchwork, recycled fabric, tie dye, cotton. | Contemporary designer link: Omishka. Creates patchwork cushions using recycled fabrics. Technical techniques: Stitching using straight setting on the sewing machine, cutting fabric into half square triangles and re stitching together to create the front of the cushions. Tie dyeing cotton to create the back panel for the cushion. Design Ideas: shown possible design combinations that can be created using the half square triangles when cut. Vocab: Half square triangles, sewing machine, foot pedal, spool, spool case, patchwork, recycled fabric, tie dye, cotton. |
| | Experiment | Shapes, designs, tie dye pattern, look of the final product, fabrics used, composition of right-angle triangles to create variety of patterns. | Shapes, designs, tie dye pattern, look of the final product, fabrics used, composition of right-angle triangles to create variety of patterns. | Shapes, designs, tie dye pattern, look of the final product, fabrics used, composition of right-angle triangles to create variety of patterns. |
| | Observe | Demonstrations for clear modelling – using sewing machine. | Demonstrations for clear modelling – using sewing machine. | Demonstrations for clear modelling – using sewing machine. |
| | Make | Making a cushion with geometric shapes from recycled fabric | Making a cushion with geometric shapes from recycled fabric | Making a cushion with geometric shapes from recycled fabric |
| | Evaluate | Challenges faced: Getting confident using the sewing | Challenges faced: Getting confident using the sewing | Challenges faced: Getting confident using the sewing |

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| | | <p>machine – complete a driving test.</p> <p>Using fabric scissors to cut fabric – watch demonstration. Finishing off cushion using running stitch – recap from skills learnt in Y7 – do practice sheet on how to create a running stitch.</p> <p>How to thread up the sewing machine – use help sheets and practice. Read and recap these as part of the learn now tasks.</p> | <p>machine – complete a driving test.</p> <p>Using fabric scissors to cut fabric – watch demonstration. Finishing off cushion using running stitch – recap from skills learnt in Y7 – do practice sheet on how to create a running stitch.</p> <p>How to thread up the sewing machine – use help sheets and practice. Read and recap these as part of the learn now tasks.</p> | <p>machine – complete a driving test.</p> <p>Using fabric scissors to cut fabric – watch demonstration. Finishing off cushion using running stitch – recap from skills learnt in Y7 – do practice sheet on how to create a running stitch.</p> <p>How to thread up the sewing machine – use help sheets and practice. Read and recap these as part of the learn now tasks.</p> |
| YEAR 9 CORE (6-week rotation) | | Day of the Dead T-shirt | Day of the Dead T-shirt | Day of the Dead T-shirt |
| | Know | Day of the Dead – The theme of the project will be based on the Mexican celebration and culture Know what a sugar skull is. | Day of the Dead – The theme of the project will be based on the Mexican celebration and culture Know what a sugar skull is. | Day of the Dead – The theme of the project will be based on the Mexican celebration and culture Know what a sugar skull is. |
| | Experiment | Screen Print & inks with variety of colours, Puff Binder and bead embellishment, batik experimentation, running stitch and felt applique to add decorations. | Screen Print & inks with variety of colours, Puff Binder and bead embellishment, batik experimentation, running stitch and felt applique to add decorations. | Screen Print & inks with variety of colours, Puff Binder and bead embellishment, batik experimentation, running stitch and felt applique to add decorations. |
| | Observe | Demonstrations for clear modelling for each new technique taught and shown. | Demonstrations for clear modelling for each new technique taught and shown. | Demonstrations for clear modelling for each new technique taught and shown. |
| | Make | Series of prints on fabric. A final piece embellished fabric square that can be framed/patched onto an item of clothing. | Series of prints on fabric. A final piece embellished fabric square that can be framed/patched onto an item of clothing. | Series of prints on fabric. A final piece embellished fabric square that can be framed/patched onto an item of clothing. |
| | Evaluate | Does the final piece represent the Day of the Dead? Does it meet the success criteria? | Does the final piece represent the Day of the Dead? Does it meet the success criteria? | Does the final piece represent the Day of the Dead? Does it meet the success criteria? |
| YEAR 9 GCSE Art & Design Textiles | | Skill Building – Creating a sample book using a variety of textiles techniques | Skill Building – Creating a sample book using a variety of textiles techniques | Flora and Fauna Lampshade – GCSE Portfolio style Project |
| | A01 | A variety of designers will be shown who create the techniques that they will be learning. | A variety of designers will be shown who create the techniques that they will be learning. | Eugene Seguy and Yumi Okita |
| | A02 | Techniques shown – samples created for each technique on an A5 size fabric – using old fabrics where possible. | Techniques shown – samples created for each technique on an A5 size fabric – using old fabrics where possible. | Range of paintings, drawings in different media of natural forms. |
| | A03 | Writing step by step instructions for each technique shown in books – overlocking edges of samples to create a refined finished piece and sticking in books next to instructions so can be referred to at a later date if needed for future projects. | Writing step by step instructions for each technique shown in books – overlocking edges of samples to create a refined finished piece and sticking in books next to instructions so can be referred to at a later date if needed for future projects. | Visual Literacy - artist studies, content, form, process, mood. |

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| | A04 | Samples book with a variety of textiles techniques and instructions. | Samples book with a variety of textiles techniques and instructions. | Flora and Fauna inspired lampshade. |
| YEAR 10 GCSE Art & Design Textiles | | Component 1: Portfolio (sustained project.) | Component 1: Portfolio (sustained project.) | Component 1: Portfolio (sustained project.) |
| | A01 | Eugene Seguy and Yumi Okita | Samira Mian and Matt W Moore. | Samira Mian and Matt W Moore. |
| | A02 | Range of paintings, drawings in different media of natural forms. Textiles samples in the style of the artists studied. CAD (Photoshop editing to create repeat patterns). | Range of paintings, drawings in different media of natural forms. Textiles samples in the style of the artists studied as well as CAD (Photoshop and 2D Design). | Range of paintings, drawings in different media of natural forms. Textiles samples in the style of the artists studied as well as CAD (Photoshop and 2D Design). |
| | A03 | Visual Literacy - artist studies, content, form, process, mood. | Visual Literacy - artist studies, content, form, process, mood. | Visual Literacy - artist studies, content, form, process, mood. |
| | A04 | Flora and Fauna inspired lampshade. | Designing a garment inspired by geometric patterns. | Making a garment inspired by geometric patterns. |
| YEAR 11 GCSE Art & Design Textiles | | Component 1: Portfolio (sustained project.) | Component 2: Externally Set Assignment with seven starting points. Scholars select one. Prep from 2nd Jan. Supervised exam - 10 hours | |
| | A01 | Richard Sun and Gareth Pugh | | |
| | A02 | Range of paintings, drawings in different media of structures (Pylons). Textiles samples in the style of the artists studied as well as CAD (Photoshop and 2D Design). | | |
| | A03 | Visual Literacy - artist studies, content, form, process, mood. | | |
| | A04 | Trio of prints inspired by pylons and structures including embroidery and other textiles techniques. | | |

*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued eg knowledge of the past) and disciplinary knowledge (how the knowledge is accrued eg historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.