

**Archbishop Beck Catholic College Long Term Plan for Textiles -2025-26**

**Design Technology -GCSE Eduqas Textiles**

**Year 10**

Students will be introduced to the GCSE Eduqas Art and Design (Textiles) course. Pupils will be shown the expectations and Assessment objectives for the course. The first project will be a design and make project based on the theme 'habitat and under the sea' which includes sustainability / recycling. Pupils will then be introduced to Biba textiles printing project and Christian Dior florals fabric decoration project. Pupils will be introduced to their task brief and then look at researching methods / artists/ designers. Pupils will then be introduced to fashion illustration / fashion flats in relation to drawing using a range of mediums. Pupils will learn about different fabric decoration techniques / sewing skills and produce a final customised fashion or textiles piece. Pupils will learn about fabric construction / sewing techniques and cover a wide range of fabric decoration techniques. Term 3(Easter time Y110 Pupils will begin their component 1 worth 60% of the course) Pupils will choose their own inspirational theme for their component 1 and build on and use any prior learning. Eduqas GCSE -Art and Design (Textile Design) Possible areas of study include: • Constructed textiles • Digital textiles • Dyed fabrics • Printed fabrics • Fashion design • Installed textiles • Soft furnishings • Stitched and/or embellished textiles. Work is not limited to one area of study.

**Key Vocabulary Design** primary / secondary research, evaluate, mood board, sustainability, recycling, fabric, investigation, construction, embellishment, qualities, fabric properties, environment, thread, sewing machine, batik, embroidery, cotton, pleat, ruffle, pollution, pattern, marbling, screen printing, fabric manipulation/ transfer printing / machine and hand embroidery.

**Year 10**

<b>Capital Cultural Experiences throughout the Academic Year</b>	<b>Learning Characteristics instilled in the curriculum</b>	<b>Career Opportunities</b>
Visiting artists/Textiles designers Local museums -Tate / Walker Art gallery Locality for inspiration 'where we live' Online workshops Inspiration from other countries/ holidays /primary research	<p><b>Confidence,</b>                      To work independently to produce a sketchbook/ development board and build on design and make skills</p> <p><b>Positive</b>                      Looking at recycling /sustainability within the fashion industry. Look at relevant designers who link to the theme habitat and under the</p>	Fashion designer Shoe designer Print designer Couture designer Fashion buyer Window dresser/ fashion stylist Milliner Cad designer Fashion merchandiser

	<p>sea. How certain designers use this within their fashion collections.</p> <p><b>Respectful</b></p> <p>Recycling within fashion and how it's a worldwide problem. The impacts of fast fashion on the throw away culture. How certain stores have recycling points/ rebrand /reuse garments. How designers used recycled plastics in their collections(Iris Van Herpen)</p>	
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<p><b>Metacognition Methods applied in Teaching</b></p>
<ul style="list-style-type: none"> <li>-Solving the design problem - design brief through analysis/ researching methods and discussion</li> <li>-Modelling -you do /we do /they do</li> <li>-Questioning - reflection - what has gone well / what needs to be developed.</li> <li>-Team work discussions / pupils sharing ideas- model how it's done in industry -design team culture.</li> </ul>

**Year 11**

<p>Pupils will continue their component 1 worth 60% of the course. Pupils will choose their own inspirational theme for their component 1 and build on and use any prior learning. Pupils will carry out their own research in primary / secondary. Look at a range of influential designer/ artists suited to their theme. Produce designs / drawings fabric samples. Annotate and explain their journey of how they will produce their final design development and final textiles/ fashion piece. This will be a delivered in line with the Eduqas GCSE 'Art and Design Specification through their</p>
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assessment objects - A01/AO2/AO3/AO4. As part of their studies for Textile design students should aim to present clear evidence of addressing the assessment objectives, -AO1 Develop ideas through investigations, demonstrating critical understanding of sources. AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. AO3 Record ideas, observations and insights relevant to intentions as work progresses. AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Pupils will also complete their Component 2 exam worth 40% of the course, This is released on the 2nd January of Y11. Pupils will choose from a given exam theme which has a choice of 15 exam assignments. They will complete preparation work which address the assessments objectives from the specification.

Pupils will then complete a 10 hour exam under exam conditions to produce a final outcome (AO4 )for their Art and Design Textiles exam.

**Key Vocabulary Design** primary / secondary research, realisation, intention, exploration, evaluate, mood board, annotation, review/ reflect and evaluation, Fabric decoration - applique, machine and hand embroidery, tie dye, brusho, quilting, heat transfer printing, smart materials, Tyvek, colour theory, stencil printing, screen printing, felting, weaving, batik and dying fabrics.

## Year 11

Capital Cultural Experiences throughout the Academic Year	Learning Characteristics instilled in the curriculum	Career Opportunities
Visiting artists/ textiles designers /fashion designers Local museums -Tate / Walker Art gallery The wider world Locality for inspiration 'where we live' Online workshops	<p><b>Confidence,</b>            To work independently to produce sketchbooks/ development boards / final piece for component 1</p> <p><b>Positive</b>            Looking at a range of inspirational fashion and textiles designers. Look at the works of relevant artists</p> <p><b>Respectful</b>            The reusing of fabrics and components within work.</p>	Fashion designer Shoe designer Print designer Couture designer Fashion buyer Window dresser/ fashion stylist Milliner Cad designer Fashion merchandiser

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### **Metacognition Methods applied in Teaching**

- Solving the design problem Pupils will choose their own them for component 1 - design brief though analysis/ researching methods and discussion
- Modelling -you do /we do /they do
- Questioning - reflection - what has gone well / what needs to be developed.
- Team work discussions and reflecting on work / evaluation