

# What do students need to understand about Textiles as a discipline?

- That the Textiles Industry is vast and offers many opportunities for employment
- How to design and make creative products that are fit for purpose and made to the highest standards
- Where our fibres and fabrics come from and the impact on the environment
- How the Textiles Industry is continually developing new and innovative fibres and fabrics which improve the life of the user

# Why is the Textiles curriculum at MRC important?

## Our curriculum aims to:

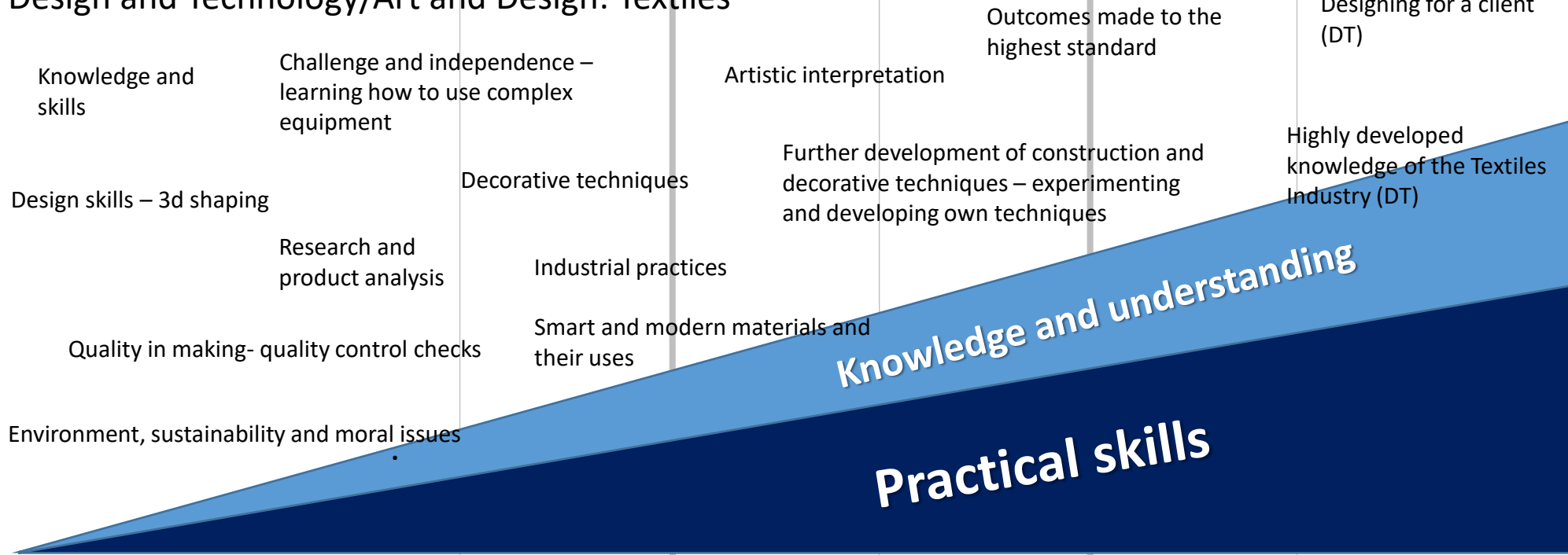
- It provides students with an understanding of the Textiles Industry and the impact that it has on our environment
- Build on students' skills of research, design, plan, make and evaluation and challenge their thought processes for designing new and innovative products
- Encourage students to problem solve to design and make products that are fit for purpose and suitable for their target market
- allow students to further their knowledge, understanding and skills for future development, education and employment in the industry



## The overall outcomes:

- Students have the ability to make products to the highest standard
- Students are able to have a greater understanding of the impact of the Textiles Industry on our environment
- Students are highly skilled in construction and embellishment of textiles items
- Students have the ability to problem solve and work independently, giving them skills for life
- Students are inspired to continue their education which leads them into creative careers opportunities

# Design and Technology/Art and Design: Textiles



- Where fibres and fabrics come from
- How to use a sewing machine safely and successfully
- Moral issues relating to the environment and the impact of humans on endangered species
- How to make a successful product, fit for purpose

- How fabrics are made
- Designing for a target market
- Smart and modern materials
- Production methods
- Traditional and modern techniques of construction and decoration
- Applying fastenings

- Recycling projects to develop deeper understanding of environmental issues and construction/deconstruction
- Exploring artists/designers/photographers work
- Developing own pieces
- Construction of garments: ergonomics and anthropometrics
- Creating a final piece
- Building on skills and challenge for GCSE

Focus on their component 1 of the course, the non-examinable component, which has a theme of Sea Life and Oceans. Students explore all aspects of theme and develop their ideas through sustained investigations of artists/designers/photographers work; by experimenting with techniques and developing their own ideas leading to a final piece. Students complete a 2<sup>nd</sup> project for the component 1 course, which is based on the theme of Film and Theatre, cont.

Students develop a sketchbook of ideas, investigations and experiments through a series of workshops to develop a final outcome based around construction. In January of year 11 students are given their ESA questions, normally a choice of 7 and develop their ideas through sustained investigations of their chosen theme. Students develop a sketchbook of experiments, developments and ideas leading to a 10 hour exam to create a final outcome.

Art and Design: Textiles NEA Personal Study:

Students develop their ideas through sustained experimentation and development of techniques and originality. Leading to a highly developed outcome of a final piece/pieces.

Students write an essay to support their work and ideas, discussing through coherent and logically structured, extended response

ESA – students are given a choice of questions to develop their ideas, techniques and skills leading to a 15 hr practical exam.

Design and Technology Fashion and Textiles – this is run along side the Art and Design and offered at A level. This is more industry based and include 2 written exams – students develop their own sustained project of research, design, plan and make, creating a highly skilled final outcome.

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Yr13
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