

## Year 10 Scheme of Learning – Natural Forms - TEXTILES

	<ul style="list-style-type: none"> <li>AUTUMN 1 – 8 weeks</li> </ul>	
1	Baseline and Introduction	<ul style="list-style-type: none"> <li>Pupils to complete a design based assessment</li> <li>Label the features of the sewing machine, construction methods, decoration methods, fabrics and fastenings</li> </ul>
2	Jon Measures inspiration and paper collage	<ul style="list-style-type: none"> <li>Analyse the work of Jon Measures. Link to formal elements of art – line, tone, shape</li> <li>Create a paper collage and use black pens to outline key features</li> </ul>
3	Sewing machine recap	<ul style="list-style-type: none"> <li>Basic stitch sample and demonstration</li> <li>All pupils to attempt the sewing machine</li> </ul>
4	Sewing machine recap	<ul style="list-style-type: none"> <li>Basic stitch sample and demonstration</li> <li>All pupils to attempt the sewing machine</li> </ul>
5	Stitch practice	<ul style="list-style-type: none"> <li>Pupils are to add stitching to their paper collage to replicate the work on Jon Measures</li> <li>Evaluate work / self assessment</li> </ul>
6	Jon Measures Applique sample using the sewing machine	<ul style="list-style-type: none"> <li>Using blocks of colour, pupils are to create an applique sample reflecting the style of Jon Measures.</li> <li>Ext – use hand embroidery to impact the design</li> </ul>
7	Jon Measures Applique sample using the sewing machine	<ul style="list-style-type: none"> <li>Using blocks of colour, pupils are to create an applique sample reflecting the style of Jon Measures.</li> <li>Ext – use hand embroidery to impact the design</li> </ul>
8	Mounting Work	<ul style="list-style-type: none"> <li>Explore different ways of mounting work, using a sketchbook, black paper etc</li> <li>Annotate work linking to theme, elements of art etc</li> </ul>
9	Free motion embroidery	<ul style="list-style-type: none"> <li>Demonstrate free motion embroidery</li> <li>Discuss safety considerations</li> <li>Pupils to create a sample inspired by Ruth Allen</li> <li>Waiting-Task is to create a continuous line drawing of a building inspired by Ruth Allen</li> </ul>
10	Free motion embroidery	<ul style="list-style-type: none"> <li>Demonstrate free motion embroidery</li> <li>Discuss safety considerations</li> <li>Pupils to create a sample inspired by Ruth Allen</li> <li>Waiting-Task is to create a continuous line drawing of a building inspired by Ruth Allen</li> </ul>

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11	Research	<ul style="list-style-type: none"> <li>Pupils are to research fashion inspired by architecture (30mins) and create a collage showing at least 4 innovative images</li> <li>Pupils are to practice figure drawing using the youtube video <a href="https://www.youtube.com/watch?v=Jd8WA1Kh3vg">https://www.youtube.com/watch?v=Jd8WA1Kh3vg</a></li> </ul>
12	Fashion illustration	<ul style="list-style-type: none"> <li>Demonstrate and show a range of fashion illustration technique</li> <li>Including brown paper / white pencil crayon, biro, watercolour crayons, watercolour splats etc</li> <li>Discuss successes and challenges</li> <li>Pupils to prepare background</li> <li>Pupils to attempt to create two good fashion illustrations</li> </ul>
13	Fashion illustration	<ul style="list-style-type: none"> <li>Continue with fashion illustrations</li> </ul>
14	Exploration	<ul style="list-style-type: none"> <li>Pupils given time to explore through a medium of their choice, using the sewing machine is the only criteria that must be adhered to.</li> <li>Demonstrate other materials such as netting, dissolving fabric, Angelina fibres etc</li> </ul>
15		
16	Exploration	<ul style="list-style-type: none"> <li>Pupils given time to explore through a medium of their choice, using the sewing machine is the only criteria that must be adhered to.</li> <li>Demonstrate other materials such as netting, dissolving fabric, Angelina fibres etc</li> </ul>
17		
18	Finalising work	<ul style="list-style-type: none"> <li>Time allowed for catch up and mounting of work</li> <li>Pupils to show creativity and professionalism in their work</li> <li>Fully annotated inclusive of design ideas</li> </ul>
<p>Expectations:</p> <p>Pupils to hand in before October Half Term;</p> <ul style="list-style-type: none"> <li>Several samples reflecting the theme of architecture</li> <li>Design ideas</li> </ul>		

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	<ul style="list-style-type: none"> <li>AUTUMN 2 – 7 weeks</li> </ul>	
1	Introduction to Natural Forms Project	<ul style="list-style-type: none"> <li>Hand out coursework support booklets</li> <li>Discuss possibilities of the project and previous successful approaches</li> <li>Talk through assessment objectives and aims</li> <li>Pupils to create a mind-map outlining the project – complete in rough initially, decorate page using brushos.</li> <li>Split class in half – allow both halves to have 30 minutes on the computers to research images of natural forms.</li> <li>ILT – pupils to gather more images of natural forms – in preparation for their mood board.</li> </ul>
2	Internet research Observational drawing	<ul style="list-style-type: none"> <li>Pupils are to draw from the natural forms in front of them</li> <li>Shell, leaves, fruit, seeds, etc</li> <li>Focus on pencil, tone, advance to biro and ink if possible</li> </ul>
3		
4	Create mood board Pencil studies and mark making	<ul style="list-style-type: none"> <li>Pupils are to create their mood boards – ideally cut and stick images that have been printed to allow for creativity.</li> <li>Add key words, thoughts and opinions to mood board</li> <li>Pupils are to draw from their secondary research, use view finders, draw pattern, texture etc using pencil, biro, inks</li> <li>Links to mark making</li> <li>ILT – photographs of natural forms (primary research)</li> </ul>
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6	Textile mark making	<ul style="list-style-type: none"> <li>Experiment with embroidery, bondaweb printing, machine work, selotape printing</li> <li>Set up trays/boxes of resources to be used in 25 minute slots – aiming for pupils to achieve 4 samples in the lesson – potentially pupils can take some resources home to complete?</li> </ul>
7	Artist exploration	<ul style="list-style-type: none"> <li>Pupils to look through the resources of suitable artists and create a mind map that link them to specific aspects... see example</li> <li>Further research into suitable fashion and/or textile designers where appropriate</li> </ul>
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9	Artist exploration page	<ul style="list-style-type: none"> <li>Create a double page spread of possible artists, links and inspiration</li> <li>Link to fashion where possible</li> <li>Craftspeople and designers as well as artists</li> </ul>
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11	Completion of first section of work	<ul style="list-style-type: none"> <li>• Guide and advise pupils on improving work and completing to the required standard.</li> <li>• Encourage detailed research, thoughts/annotations recorded and some sampling of techniques.</li> </ul>
12	Self assessment and hand in	<ul style="list-style-type: none"> <li>• Pupils are to assess their work and set targets for ILT over half term.</li> </ul>
13		
14	First Artist research	<ul style="list-style-type: none"> <li>• Investigate a range of suitable artists</li> <li>• Pupils given freedom of choice within reason</li> <li>• Using the framework pupils are to analyse the artist work they have chosen</li> </ul>
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16	Page preparation and layout	<ul style="list-style-type: none"> <li>• Discuss layout and ways to present work – show examples and pupils to assess the positives and negatives</li> <li>• Allow pupils time to decorate their own backgrounds</li> </ul>
17	Artist Research Page	<ul style="list-style-type: none"> <li>• Criteria – pupils to include title, information about the artist, three quality images, analysis of the work, own opinion</li> </ul>
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		<ul style="list-style-type: none"> <li>• SPRING 1 – 6 weeks – Printing One - Polystyrene</li> </ul>
1	DIRT	<ul style="list-style-type: none"> <li>• DIRT their work so far – positives, negatives and areas to improve.</li> <li>• Embroidery Artists – link to natural forms.</li> <li>• Pupils to dye their background paper / wet tissue paper collage?</li> </ul>
2	Hand Embroidery	<ul style="list-style-type: none"> <li>• Basic hand embroidery stitches – pupils are to demonstrate a basic running stitch, laced running stitch, chain stitch, French knot and blanket stitch.</li> <li>• Basic Stitch Assessment</li> </ul>
3		
4	Artist influenced embroidery	<ul style="list-style-type: none"> <li>• Pupils are to create a sample of hand embroidery that is highly influenced by their chosen artist.</li> <li>• Pupils can start to annotate their work and discuss stitch, texture and detail.</li> </ul>
5		
6	Artist research page	<ul style="list-style-type: none"> <li>• Pupils are to prepare their artist research page – title, images, annotations, links, information etc.</li> <li>• Start to mount work</li> </ul>
7	Sewing Machine Embroidery Samples	<ul style="list-style-type: none"> <li>• Recap basic sewing machine skills</li> <li>• Pupils to create some basic stitchwork – lines, gentle curves, corners etc</li> <li>• Remind about sewing machine safety</li> <li>• Pupils to work on hand embroidery whilst others are on the sewing machines</li> </ul>
8		
9	Continue with embroidery samples	<ul style="list-style-type: none"> <li>• Pupils are to continue with embroidery samples – either by hand and/or machine</li> <li>• To challenge pupils – perhaps introduce free-motion embroidery to those higher ability.</li> <li>• Ensure samples link to artist etc</li> </ul>
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11	Analysis of Artwork	<ul style="list-style-type: none"> <li>• Analyse a picture created by your chosen artist. Link to the formal elements of art etc.</li> <li>• Discuss suitable techniques in textile terms.</li> <li>• Pupils to plan how to replicate the artwork.</li> </ul>
12	Continue with embroidery samples	<ul style="list-style-type: none"> <li>• Pupils are to continue with embroidery samples – either by hand and/or machine</li> <li>• To challenge pupils – perhaps introduce free-motion embroidery to those higher ability.</li> <li>• Ensure samples link to artist etc</li> </ul>
13		
14	Continue with embroidery samples	<ul style="list-style-type: none"> <li>• Pupils are to continue with embroidery samples – either by hand and/or machine</li> <li>• To challenge pupils – perhaps introduce free-motion embroidery to those higher ability.</li> <li>• Ensure samples link to artist etc</li> </ul>
15		

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16	DIRT	<ul style="list-style-type: none"><li>• DIRT their work so far – positives, negatives and areas to improve.</li><li>• Embroidery Artists – link to natural forms.</li><li>• Pupils to dye their background paper / wet tissue paper collage?</li></ul>
<p>Expectations:</p> <p>Pupils to hand in before Feb:</p> <ul style="list-style-type: none"><li>• Artist research page – minimum of one</li><li>• Three good quality samples</li><li>• Two suitable design ideas</li><li>• Fully annotated work throughout</li></ul>		

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	<ul style="list-style-type: none"> <li>• SPRING 2 – 6 weeks – Printing Two, experimental</li> </ul>	
1	Background Prep	<ul style="list-style-type: none"> <li>• Pupils are to create some experimental backgrounds on fabrics</li> <li>• Brusho</li> <li>• Tie-dye</li> <li>• Shaving foam marbling</li> </ul>
2	Oil pastel mono print	<ul style="list-style-type: none"> <li>• Pupils are to create a basic mono print using oil pastels</li> <li>• Discuss the advantages / disadvantages of this process</li> <li>• Challenge – further embellish / embroider</li> <li>• Research artist link</li> </ul>
3		
4	Ink mono printing	<ul style="list-style-type: none"> <li>• Pupils are to create a mono print using printing ink</li> <li>• Discuss the advantages / disadvantages of this process</li> <li>• Challenge – further embellish / embroider</li> <li>• Research artist link</li> </ul>
5		
6	Artist research	<ul style="list-style-type: none"> <li>• Pupils are to begin presenting their artist research</li> <li>• Use computers where necessary</li> <li>• Images and analysis prepped</li> </ul>
7	Bondaweb printing & Sellotape printing transfer	<ul style="list-style-type: none"> <li>• Pupils are to create two bondaweb prints</li> <li>• One to be left in black biro only</li> <li>• The second is to be worked in to showing inspiration from their chosen artist</li> <li>• Pupils are to embroider, embellish and machine in to their print work</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Introduce sellotape printing</li> <li>• Demonstrate possibilities of layering etc</li> <li>• Discuss suitability etc</li> <li>• Pupils to produce some experimental prints</li> <li>• Design ideas using Sellotape prints?</li> </ul>
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9	Polystyrene Printing	<ul style="list-style-type: none"> <li>• Pupils are to begin their polystyrene print in the first half of the session.</li> <li>• Aim to create 8 prints that are one layer colour.</li> <li>• Then pupils are to research their chosen print artist.</li> <li>• Consider doing a half/half practical to ease resources.</li> </ul>
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11	Polystyrene Printing	<ul style="list-style-type: none"> <li>• Continue with third/fourth print layer</li> <li>• Encourage pupils to prepare some alternate backgrounds – tissue paper, bondaweb applique, brusho, tie-dye etc.</li> <li>• Discuss suitable embellishment techniques to add</li> </ul>
12	Further Development	<ul style="list-style-type: none"> <li>• Pupils are to add to their prints in a variety of ways including;</li> </ul>

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13		<ul style="list-style-type: none"><li>• Oil pastel</li><li>• Embroidery</li><li>• Embellishments – sequins, beads etc</li><li>• Could this link to another artist? Jessica Grady for example.</li></ul>
14	Completing page(s)	<ul style="list-style-type: none"><li>• Pupils are to finish this body of work – present ideas, images, annotations etc in their sketchbooks ready for assessment</li></ul>
15		
16	Design ideas	<ul style="list-style-type: none"><li>• Pupils are to work on design work for their work</li></ul>
<p>Expectations:</p> <p>Pupils to hand in before Easter:</p> <ul style="list-style-type: none"><li>• Artist research page – minimum of one</li><li>• Print samples – some showing embellishments</li><li>• Two suitable design ideas</li><li>• Fully annotated work throughout</li></ul>		



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		<ul style="list-style-type: none"> <li>SUMMER 1 – 6 weeks – Design Development</li> </ul>
1	DIRT	<ul style="list-style-type: none"> <li>Pupils are to complete a peer and self assessment of their work so far</li> <li>Use the exam board grading criteria where possible</li> </ul>
2	Initial design ideas	<ul style="list-style-type: none"> <li>Pupils are to research some potential fashion item ideas – use the internet to find photographs of items they are interested in making.</li> <li>Discuss style of item</li> </ul>
3		<ul style="list-style-type: none"> <li>Pupils are to create a page of initial pencil sketches, basic labelling</li> </ul>
4	Fashion illustration	<ul style="list-style-type: none"> <li>Demonstrate / watch video on how to draw a fashion drawing</li> <li>Discuss pencil tone, style, presentation</li> </ul>
5		<ul style="list-style-type: none"> <li>Show pupils various ideas in pencil, biro, ink, crayon, brusho, etc</li> <li>Pupils are to create a <u>good</u> design idea</li> </ul>
6	How to annotate	<ul style="list-style-type: none"> <li>What is an annotation</li> <li>Pupils are to annotate an example design idea</li> <li>Use post-it notes to annotate their design ideas</li> <li>Peer assess / teacher active feedback</li> </ul>
7	Fashion illustration	<ul style="list-style-type: none"> <li>Demonstrate / watch video on how to draw a fashion drawing</li> <li>Discuss pencil tone, style, presentation</li> </ul>
8	Tissue paper, collage, brown paper, tracing paper	<ul style="list-style-type: none"> <li>Show pupils various ideas in pencil, biro, ink, crayon, brusho, etc</li> <li>Pupils are to create a <u>good</u> design idea</li> </ul>
9	Fashion illustration	<ul style="list-style-type: none"> <li>Demonstrate / watch video on how to draw a fashion drawing</li> <li>Discuss pencil tone, style, presentation</li> </ul>
10	Ink, brusho, watercolours	<ul style="list-style-type: none"> <li>Show pupils various ideas in pencil, biro, ink, crayon, brusho, etc</li> <li>Pupils are to create a <u>good</u> design idea</li> </ul>
11	DIRT	<ul style="list-style-type: none"> <li>Use exam board assessment criteria to asses and peer assess work. Make any improvements</li> </ul>
12	Fashion illustration	<ul style="list-style-type: none"> <li>Demonstrate / watch video on how to draw a fashion drawing</li> <li>Discuss pencil tone, style, presentation</li> </ul>
13	Template cut-outs?	<ul style="list-style-type: none"> <li>Show pupils various ideas in pencil, biro, ink, crayon, brusho, etc</li> <li>Pupils are to create a <u>good</u> design idea</li> </ul>
14	Fashion illustration	<ul style="list-style-type: none"> <li>Demonstrate / watch video on how to draw a fashion drawing</li> <li>Discuss pencil tone, style, presentation</li> </ul>
15		<ul style="list-style-type: none"> <li>Show pupils various ideas in pencil, biro, ink, crayon, brusho, etc</li> <li>Pupils are to create a <u>good</u> design idea</li> </ul>
16	Finalise design section	<ul style="list-style-type: none"> <li>Complete any outstanding work</li> </ul>

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<ul style="list-style-type: none"> <li>SUMMER 2 – 6 weeks – Design Development</li> </ul>		
1	Analyse previous final pieces	<ul style="list-style-type: none"> <li>Pupils are to analyse previous final pieces and mark using the exam board criteria</li> <li>Successes and failures to be discussed</li> <li>What would you do differently?</li> <li>Show examples from the exam board.</li> </ul>
2	Draft out final idea	<ul style="list-style-type: none"> <li>Pupils are to draft out their final design idea</li> <li>Then pupils should show developments / variations such as neckline, skirt style, length etc</li> <li>Think, pair, share to develop idea further</li> </ul>
3		
4	Drawing of final design idea	<ul style="list-style-type: none"> <li>Pupils are to sketch out their chosen final design idea</li> <li>Pupils can present their work how they wish – ie use whatever design illustration method</li> </ul>
5		
6	Annotating of final design idea	<ul style="list-style-type: none"> <li>Ensure pupils have annotated fully including links to artists and theme</li> <li>Fabric choice etc</li> </ul>
7	Sampling for final design	<ul style="list-style-type: none"> <li>Pupils are to produce small swatches / samples of the techniques they plan to use.</li> <li>Annotate, evaluate as they progress.</li> </ul>
8		
9	Sampling for final design	<ul style="list-style-type: none"> <li>Pupils are to produce small swatches / samples of the techniques they plan to use.</li> <li>Annotate, evaluate as they progress.</li> </ul>
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11	Gathering fabrics for final piece	<ul style="list-style-type: none"> <li>Discuss with pupils what fabrics and other resources they need for their final piece</li> <li>Begin to cut pattern pieces</li> </ul>
12	Pattern cutting and development	<ul style="list-style-type: none"> <li>Pupils are to begin creating any templates and patterns needed</li> </ul>
13		
14	Fabric prep	<ul style="list-style-type: none"> <li>Dyeing of fabric prior to the summer holidays</li> <li>Discuss what pupils can do over the summer to aid their unit one sketchbook</li> </ul>
15		
16		<ul style="list-style-type: none"> <li></li> </ul>