

Toynbee Curriculum

KS4 Topic Summaries

ART, DESIGN, AND TEXTILES

Toynbee School



Scheme of Learning: Structure Autumn Term-Year 10

Topic Sequence:

YEAR 10 AUTUMN 1+2 Structure

YEAR 10 SPRING TERM 1+2 Architecture

Year 10 SUMMER 1+2 Pattern & Culture

Topic Overview:

Students have spent their first GCSE year in Year 9, learning different techniques from print and dye to knit and stitch to build their skills, knowledge and confidence in Art Textiles. In Year 10 pupils are encouraged to be more independent learners and to take risks in their creative investigations.

This term is where the students start their personal projects responding to personalised sub themes from the overall topic 'Structure'. Students will focus on three artists, two of whom have been pre-selected by the Art Textile department (Iris Van Herpen and Jo Deeley) and one of which students will research themselves.

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.

Lesson Sequence:

Art textile lessons have been sequenced weekly to provide a detailed investigation fulfilling all coursework assessment criteria, responding to the given project theme 'Structure'. All projects are unique and personal to all students but the knowledge and skills taught and learnt are the same detailed below.

AO1-Students start with written and visual mind maps and mood boards to respond to secondary sources including newspaper articles and collected inspiring images of work/society. This is introduced in the final week of Summer term 2 in Year 9 and is completed as summer home learning. AO1/AO3- Students take photos, edit contact sheets and produce drawings and recordings from their own photography and collected objects for observational drawing/recordings to help to formulate ideas for the project.

From September:

AO1-Students complete detailed artist research and analyse the work of appropriate art textile artists/movements and sources linking their own and their artist's ideas back to the coursework theme. Students are given a suggested list of artists linking to 'Structure' theme but are also encouraged to research their own.

AO1/AO3-Students start to make artwork using art textiles in the style of their artists responding to the coursework theme. Each artist section shows good quality practical and written work, experimentation of art materials and ideas alongside personal reflections and observations.

AO2/AO3-The work will be refined further, and each artist section should link to the overall project theme 'Structure' and sub theme chosen by the student.

AO1/AO2-Initial ideas linking to coursework theme 'Structure' and student personal theme need to be shown, explained and linked to art textile artists and society (SMSC). Ideas need to be refined and a planned chosen final design idea needs to evolve.

AO2/AO3-Every aspect of the final piece needs to be tested, reviewed and refined e.g., colours, techniques, layout, size, texture, link to artist/s etc. Nothing can be left to chance.

AO4- Design and make a meaningful and personal response using art textile techniques and materials, responding to appropriate sources. The final piece should showcase students' skills and knowledge.

Key Words- Develop, respond, sources, critical understanding, experiment, refine, record, personal response, skill, knowledge, competent, confident, exceptional, sustained, creativity, Iris Van Herpen, Jo Deeley and Knit and Stitch Show 2023.

Sequence of weekly lessons:

1	Textile Artist section 1 (Iris Van Herpen) - Research
2	Textile Artist section 1 (Iris Van Herpen) - Response
3	Textile Artist section 2 (Jo Deeley) - Research
4	Textile Artist section 2 (Jo Deeley) - Response
5	Textile Artist section 3 (Own choice) - Research
6	Textile Artist section 3 (Own choice) Response
7	Interpretation 1-Blending Textile artist sections 1-3 together
8	Complete interpretation 1 fully-Evaluate
9	Plan and experiment for final piece-Initial ideas
10	Final experimentation for final piece-Refine skills/ideas
11	Make final piece
12	Make final piece
13	Make final piece
14	Evaluate final piece-Photograph

Home Learning Tasks:

- Students are expected to complete weekly Art textile CW tasks to stay up to date and to take sketchbooks home weekly to present artwork in sketchbook.
- Art Textile CW Clubs- Students are expected to attend weekly in the Art Department.

Topic Resources:

Knowledge Map:	AO1-AO4	Any other Resources:	Teacher power points, examples, 'How to' sheets and checklists.
-----------------------	---------	-----------------------------	---

Assessment:

Knowledge:	Knowledge of the coursework project and key assessment areas. art-and-design-assessment-grid.pdf (pearson.com)
Application of Knowledge:	Fulfilling each assessment objective area AO1-AO4.

Supportive Reading:

Any supported reading listed here	Edexcel GCSE Art and Design (2016) Pearson qualifications Home - The Knitting & Stitching Show (theknittingandstitchingshow.com)
Reading/Literacy support	Art staff give additional support in weekly Art Textile CW club sessions after school.

Art Textile CW sketchbooks can be purchased from the Art Department.

Scheme of Learning: Architecture Spring Term-Year 10

Topic Sequence:

YEAR 10 AUTUMN 1+2
Structure

YEAR 10 SPRING TERM 1+2
Architecture

Year 10 SUMMER 1+2
Pattern & Culture

Topic Overview:

Last term students were exposed to new 2D and 3D artists alongside the Knit and Stitch show exhibitors, so they have developed their knowledge and skills of art textile techniques and artists, a great foundation to build upon going in the Spring Term.

This term is where the students continue their personal projects responding to personalised sub themes from the overall topic 'Architecture'. Students will focus on three artists. Two of which have been pre-selected by the Art Textiles department (Harriet Popham and Antoni Gaudi), and one of which students will research themselves.

- 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.

Lesson Sequence:

The lessons have been sequenced weekly to provide a detailed investigation fulfilling all coursework assessment criteria, responding to the given project theme 'Architecture'. All projects are unique and personal to all students, but the knowledge and skills taught and learnt are the same detailed below.

AO1- Students start with written and visual mind maps and mood boards to respond to secondary sources including newspaper articles and collected inspiring images of work/society. This is introduced as a home learning task. AO1/AO3- Students take photos, edit contact sheets and produce drawings and recordings from their own photography and collected objects for observational drawing/recordings to help to formulate ideas for the project.

AO1- Students complete detailed artist research and analyse the work of appropriate art textile artists/movements and sources linking their own and their artist's ideas back to the coursework theme. Students are given a suggested list of artists linking to their Spring Term project 'Architecture' but are also encouraged to research their own artists.

AO1/AO3- Students start to make artwork using art textiles in the style of their chosen artists, responding to the coursework theme. Each artist section shows good quality practical and written work, experimentation of art materials and ideas alongside personal reflections and observations.

AO2/AO3- The work will be refined further, and each artist section should link to the overall project theme 'Architecture' and sub theme chosen by the student.

AO1/AO2- Initial ideas linking to coursework theme 'Architecture' and student personal theme need to be shown, explained and linked to art textile artists and society (SMSC). Ideas need to be refined and a planned chosen final design idea needs to evolve.

AO2/AO3- Every aspect of the final piece needs to be tested, reviewed and refined e.g., colours, techniques, layout, size, texture, link to artist/s etc. Nothing can be left to chance.

AO4- Design and make a meaningful and personal response using art textile techniques, responding to appropriate sources. The final piece should showcase students' skills and knowledge.

Key Words- Develop, respond, sources, critical understanding, experiment, refine, record, personal response, skill, knowledge, competent, confident, exceptional, sustained, creativity, Harriet Popham, Antoni Gaudi, Knit and Stitch Show 2023 and Royal Institute of British Architects (RIBA).

Sequence of weekly lessons:

1	Textile Artist section 1 (Harriet Popham) - Research
2	Textile Artist section 1 (Harriet Popham) - Response
3	Textile Artist section 2 (Antoni Gaudi) - Research
4	Textile Artist section 2 (Antoni Gaudi) - Response
5	Textile Artist section 3 (Own choice) - Research
6	Textile Artist section 3 (Own choice) Response
7	Interpretation 1- Blending Textile artist sections 1-3 together
8	Complete interpretation 1 fully-Evaluate
9	Plan and experiment for final piece-Initial ideas
10	Final experimentation for final piece-Refine skills/ideas
11	Make final piece
12	Make final piece
13	Make final piece
14	Evaluate final piece-Photograph

Home Learning Tasks:

1. Students are expected to complete weekly Art Textile CW tasks to stay up to date and to take sketchbooks home weekly to present artwork in sketchbook.
2. Art Textile CW Clubs- Students are expected to attend weekly in the Art Department.

Topic Resources:

Knowledge Map:	AO1-AO4	Any other Resources:	Teacher power points, examples, 'How to' sheets and checklists.
-----------------------	---------	-----------------------------	---

Assessment:

Knowledge:	Knowledge of the coursework project and key assessment areas. art-and-design-assessment-grid.pdf (pearson.com)
Application of Knowledge:	Fulfilling each assessment objective area AO1-AO4.

Supportive Reading:

Any supported reading listed here	Edexcel GCSE Art and Design (2016) Pearson qualifications Home - The Knitting & Stitching Show (theknittingandstitchingshow.com) Architecture exhibitions at RIBA Zaha Hadid Architects (zaha-hadid.com)
--	---

Reading/Literacy support

Art staff offer additional support in weekly Art Textile CW clubs after school.

Scheme of Learning: Pattern and Culture Term-Year 10

Topic Sequence:

YEAR 10 AUTUMN 1+2
Structure

YEAR 10 SPRING TERM 1+2
Architecture

Year 10 SUMMER 1+2
Pattern & Culture

Topic Overview:

In the last two terms students have really developed their art textile skills and knowledge alongside independent learning skills. This final term is where students showcase their refined skills and knowledge learnt through their personal projects responding to personalised sub themes from the overall topic 'Pattern and Culture'. Students will focus on three cultures, two of whom have been pre-selected by the Art Textiles department (Indian and African culture), and one of which students will research themselves.

- 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.

Lesson Sequence:

The lessons have been sequenced weekly to provide a detailed investigation fulfilling all coursework assessment criteria, responding to the given project theme 'Pattern and Culture'. All projects are unique and personal to all students, but the knowledge and skills taught and learnt are the same detailed below. This project links carefully to the previous 'Architecture' topic, supporting a spiral Art Textiles curriculum.

AO1- Students start with written and visual mind maps and mood boards to respond to secondary sources including newspaper articles and collected inspiring images of work/society. Home learning AO1/AO3- Students take photos, edit contact sheets and produce drawings and recordings from their own photography and collected objects for observational drawing/recordings to help to formulate ideas for the project.

AO1- Students complete detailed research into different cultures and analyse the work of appropriate textile techniques in different cultures. Students are given a suggested list of cultures linking to the 'pattern' theme but are also encouraged to research other cultures.

AO1/AO3- Students start to make artwork using Art Textiles in the style of their chosen cultures 1-3 responding to the coursework theme. Each cultural section must show good quality practical and written work, experimentation of art materials and ideas alongside personal reflections and observations.

AO2/AO3- The work will be refined further, and each artist section should link to the overall project theme 'Pattern and Culture' and sub theme chosen by the student.

AO1/AO2- Initial ideas linking to coursework theme 'Pattern and Culture' and student personal themes need to be shown, explained and linked to art textile artists and society (SMSC). Ideas need to be refined and a planned chosen final design idea needs to evolve.

AO2/AO3- Every aspect of the final piece needs to be tested, reviewed and refined e.g., colours, techniques, layout, size, texture, link to cultures/artists etc. Nothing can be left to chance.

AO4- Design and make a meaningful and personal response using art textiles, responding to appropriate sources. The final piece should showcase students' skills and knowledge.

Key Words: Develop, respond, sources, critical understanding, experiment, refine, record, personal response, skill, knowledge, competent, confident, exceptional, sustained, creativity, Indian, African, repeat pattern, random pattern, natural pattern, human made pattern, regular, irregular, organic, geometric, structural, decorative, positive, negative, motif, layout, symmetrical, asymmetrical and design.

Sequence of weekly lessons:

1	Pattern in Culture section 1 (African) - Research
2	Pattern in Culture section 1 (African) - Response
3	Pattern in Culture section 2 (Indian) - Research
4	Pattern in Culture section 2 (Indian) - Response
5	Pattern in Culture section 3 (Own choice) - Research
6	Pattern in Culture section 3 (Own choice) Response
7	Interpretation 1- Blending cultural textile techniques sections 1-3 together.
8	Complete interpretation 1 fully-Evaluate
9	Plan and experiment for final piece-Initial ideas
10	Final experimentation for final piece-Refine skills/ideas
11	Make final piece
12	Make final piece
13	Make final piece
14	Evaluate final piece-Photograph

Home Learning Tasks:

1. 'Pattern in Culture' section 3 (Own choice) – Research and respond.
2. Students are expected to complete weekly Art Textile CW tasks to stay up to date and to take sketchbooks home weekly to present artwork in sketchbook.
3. Art Textile CW clubs- Students are expected to attend weekly in the Art Department.

Topic Resources:

Knowledge Map:	AO1-AO4	Any other Resources:	Teacher power points, examples, 'How to' sheets and checklists.
-----------------------	---------	-----------------------------	---

Assessment:

Knowledge:	Knowledge of the coursework project and key assessment areas. art-and-design-assessment-grid.pdf (pearson.com)
Application of Knowledge:	Fulfilling each assessment objective area AO1-AO4.

Supportive Reading:

Any supported reading listed here	Edexcel GCSE Art and Design (2016) Pearson qualifications The family of art, design and performance museums : V&A (vam.ac.uk) Culture and Africa UNESCO Indian Culture: Traditions, Religions, Festivals, Heritage
Reading/Literacy support	Art staff offer additional support in weekly Art Textile CW clubs.

Art Textile CW sketchbooks can be purchased from the Art Department.