Clevedon School TEXTILES Curriculum: Statement of Intent

"Imagination is more important than knowledge" – Albert Einstein

Purpose of study:

- Our curriculum gift for all learners is to give them an understanding of the importance of creativity and its cross curricular links.
- Textiles is fundamental to empowering students to develop independent, enquiring minds and a social conscious.
- We want to ensure pupils understand and value issues of sustainability particularly relevant in our 'throw away society'
- Textiles offers students a unique opportunity to explore the work of other artists and designers and their impact on everyday life.

The Clevedon way promotes character, ambition and community in our curriculum:

- The Textiles curriculum aims to develop pupils' confidence in the use of specialist equipment as well as critical thinking skills. For example being able to articulate interpretations and confidently talk about art and their responses knowing that their opinion is valued and respected even when it differs from the majority.
- Our fundamental aim is to instil and appreciation of the process of art and design, particularly regarding review and refine. To spark curiosity and nature talent.
- The Textiles curriculum aims to stretch thinking and researching skills. This will enable them to create meaningful outcomes that have a purpose, tell a story or highlight an issue.
- Our curriculum is ambitious because students are encouraged to explore challenging topics with a global dimension.
- The curriculum will build character as a result of high expectations, requiring resilience, perseverance and the ability to tolerate uncertainty.
- The Textiles curriculum also aims to ensure students encounter diverse cultures, societies and people through well planned project themes, for example 'Identity'
- Clevedon pupils will be able to make an impact on our local, national and global community because students are invited to showcase their work through exhibitions and national competitions. (Young Fashion Designer Award)
- Underpinning our curriculum is the study of British values such as democracy which allows equal access to all students and respect for one another.
- The intention of our curriculum is to embed the Clevedon School values of kindness through our daily interactions and challenging those who don't comply.
- By developing pupils design and making skills we enable them to be brilliant at creating original outcomes.

Our curriculum is ambitious for all learners:

- We realise it is crucial to root learning in real life, in order to help pupils see the links between school and the world beyond our walls, as well as prepare them for life after Year 11 and 13. In our subject, we organise out of school visits to museums, galleries and universities. We invite past students to return to share experiences. We offer students the opportunity to work with local artists and designers (Jane Brown, local creative director, teacher of costume design)

- For pupils who are PP, we ensure we are supporting them to achieve their potential by incorporating the 5Cs in lessons, providing them with all relevant resources. (knowledge organisers/GCSE sketch books)
- For pupils with SEND, we ensure we maintain high expectations of their potential and progress by delivering well differentiated lessons, ensuring that all resources are accessible. (desk buddies/GCSE scaffolded sketch books)
- The GCSE curriculum content is especially Euro-centric, and in order to make it relevant for pupils from all backgrounds and faiths, we expose students to artists and designers from different ethnicities, genders and sub-cultures, mindful of LGBT groups. We encourage students to challenge stereotypes.
- We ensure that pupils who come to us with high prior attainment and high aspirations are stretched and challenged to achieve their goals by differentiation, offering exciting extension tasks and developing leadership through flip learning activities. (Technique of the week!)

Our curriculum is sequenced to enable our students to progress to brilliance:

The curriculum is a progression model which allows students to build a textile skills set with increasing levels of sophistication and technical challenge. The curriculum is a 7-year backwards planned curriculum, to ensure a continuum with skills dovetailing and building on prior knowledge and experiences.

Year 13 NEA – Students set their own project theme that becomes a starting point for all research and enquiry, this promotes and fosters independence. They are encouraged to reflect and specialise in key processes and techniques. A written assignment is set that furthers a scholarship discipline in preparation for further education. Students are encouraged to enter their work into the national competition 'Young fashion Designer Awards' to date we have achieved great success with two students becoming finalists.

Year 12 NEA – Using the teacher set theme 'natural forms' students explore a wide range of experimental processes and techniques. In term 2 they visit Bath Museum of Costume, research gathered form this experience is used to develop the theme, encouraging students to explore personal interests and ideas. The additional visit to UWE Creative Industries Show gives students an insight into degree level courses as well as raising standards and aspirations. Research gathered is used as a starting point for their year 13 project.

Year 11 NEA- Using teacher set theme 'Identity' students explore a range of artists and designers to produce work that's considered more as a 'performance piece' Skills and knowledge developed from year 10 are refined.

Year 10 –Students are encouraged to experience this year as 'creative practice' processes are explored, mistakes are celebrated, and talent is nurtured. A01 Critical understanding is a real focus, learning how to articulate interpretations of art and design develops a rich vocabulary.
After school GCSE workshops are offered to build confidence, develop relationships and spark the imagination.
Students are given the opportunity participate in an observational drawing educational visit to Bristol. Curiosity is promoted through visits to Mshed, Anolfini, Bristol Museum and Bristol Harbour side.

Year 9 - Textiles students have the opportunity to experience how to put together a GCSE project. They are introduced to the Art and Design process and the cycles within it.

Year 8 'Stitch a Selfie' project is a RSN school initiative designed to promote and develop embroidery skills, research shows that this has a positive impact on mental health.

Year 7 – Foundation specialist skills are introduced alongside the design process.