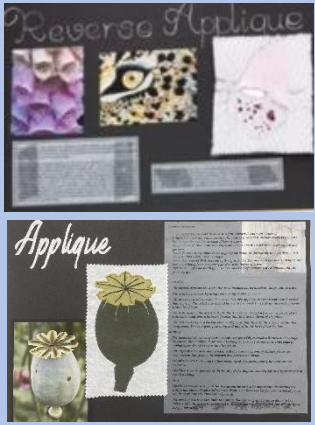



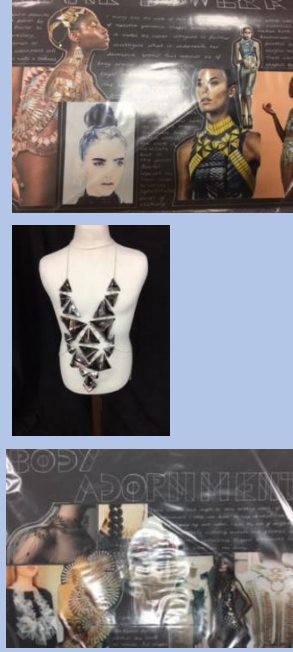
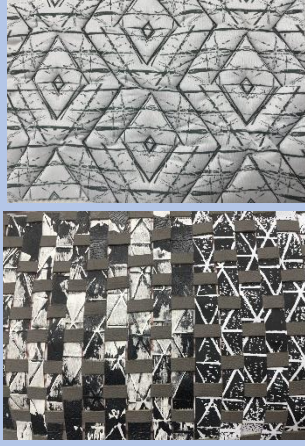







Key Strands (Golden Threads) within the curriculum:

**GCSE DR RP** – Assessment Objectives: **AO1 (Develop Ideas)**, **AO2 (Refine)**, **AO3 (Record)**, **AO4 (Present)**.

	Half Term 1 (Jun-Jul)	Half Term 2 (Sep-Oct)	Half Term 3 (Nov-Dec)	Half Term 4 (Jan-Feb)	Half Term 5 (Mar-Apr)	Half Term 6 (May-Jun)
<b>TE Yr10</b>	<p>Natural Forms Artist Studies – Applique &amp; Reverse Applique</p> 	<p>Natural Forms Artist Studies – Lamination &amp; Slow stitching. Primary Photographs</p> 	<p>Structures Photography, Leeds trip, Repeat patterns/ contact sheets</p> 	<p>Structures Research &amp; Study 1 Zoe Bradley</p> 	<p>Structures Research &amp; Study 2 Jane Bowler</p> 	<p>Structures Development and Experimentation</p> 
<b>Why now?</b>	Introduction to Natural Forms stimulus.	Using the nature theme for inspiration, take primary	Introduction to the work of Helder Santos	Artist study "in the style of" Zoe Bradley.	Artist study "in the style of" Jane Bowler.	Experimentation and refinement of repeat patterns.

<p>AO1 AO2 AO3 AO4</p>	<p>Using the nature theme for inspiration, take primary images and use for inspiration.</p> <ul style="list-style-type: none"> <li>• Angie Lewin</li> <li>• Emma Essam</li> <li>• Sophie Standing</li> </ul> <p>Students develop and expand their knowledge and skills by emulating the techniques of....</p> <p>Techniques that include – applique, reverse applique, . These will be based on natural forms.</p>	<p>images and use for inspiration.</p> <ul style="list-style-type: none"> <li>• William Morris</li> <li>• Lisa Mattock</li> <li>• Sue Hotchkis</li> </ul> <p>Students develop and expand their knowledge and skills by emulating the techniques of....</p> <p>Techniques that include – laminations, mark making, use of dissolvable fabrics and quilting in straight lines. These will be based on natural forms.</p>	<p>Introduction to using the camera effectively to create proportion and take a good range of images.</p> <p>School visit to take primary image photographs of structures and buildings. Take at least 100 photographs.</p> <p>Presentation of photographs on contact sheet with relevant annotation.</p> <p>Introduction to using PowerPoint to create a range of repeated patterns from the primary images, these can be added to fabric and manipulated using other textile techniques such as machine and hand embroidery.</p> <p>Include supporting annotations covering analysis of my own work</p> <p>Record development of sublimation patterns through recording screenshots in the style of a storyboard.</p>	<p>Introduction to origami and paper folding techniques. Repetitive techniques shaped and modelled on a mannequin or sash , further develop stitching onto paper, use of foil tissue or dyed papers.</p> <p>Presentation of artist studies with supporting annotations covering <b>contextual analysis</b> using <b>P.A.M.C</b> resource.</p> <p>Photograph contact sheet showing 30 + photographs of different views/lighting.</p>	<p>Introduction using the using the heat press to add repeat patterns to metal. Cutting geometric metal shapes, repeat the process and attach together to creating structure and shape.</p> <p>Presentation of artist studies with supporting annotations covering <b>contextual analysis</b> using <b>P.A.M.C</b> resource.</p> <p>Photograph contact sheet showing 30 + photographs of different views/lighting.</p> <p>Research ideas of a wearable structure accessory and using the techniques previously explored to develop ideas. <b>linked to observations and theme.</b></p> <p>Mood board on body adornment images, moodboard to include work by Marjorie Schick Analyse 1 -2 examples. Using the contextual analysis help sheet to support.</p> <p>Mindmap of structures and moodboard to makes links to natural forms i.e. fish, insects, wings etc.</p>	<p>Introduction of combining different fabrics and tehniques to further refine a piece of work. For example- repeat pattern that is layered with fabric and reverse applique applied, further refinement by quilting and stitching over the lines within the structure.</p> <p>Presentation of the repeat patterns and refined samples with accompanying drawings, primary source images and mark making</p> <p>The work should include supporting annotations covering <b>critical reflection analysis.</b></p> <p>Samples should only include new techniques or pevious techniques that have more refinement/ combination of techniques.</p>
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<p><b>TE</b> <b>Yr11</b></p>	<p>Structures <b>Development 1/2 – inspired by Jane Bowler and Zoe Bradley.</b></p>   	<p>Structures <b>Final design to include a new/different idea and technique and approach. MUST BE DISCUSSED IN DESIGN IDEA</b></p> 	<p>Structures <b>Final Outcome</b></p> 	<p>Externally Set Task <b>Mind Map, Observation, Artist Study</b></p>	<p>Externally Set Task <b>Develop, Experiment, Refine, Supervised Time</b></p>	
<p><b>Why now?</b></p> <p><b>AO1</b> <b>AO2</b> <b>AO3</b> <b>AO4</b></p>	<p>Start with a series of annotated drawings, these could be a combination of photographs of body parts that have drawing onto them to show placement and layout and fashion sketches. Idea must fuse</p>	<p><b>Final Design ideas.</b></p> <p>Students will work to the given theme of insects focusing on the wing structures. They will have creative freedom to revisit and fuse techniques and approaches previously explored.</p>	<p>Refine developments to create a final idea for the wearable structure accessory.</p> <p>Create and present final piece. Students will make final idea linking to the techniques practised during the project.</p>	<p>Introduction to Externally Set Task. Students will be guided towards a suitable theme based on their ability and area of strength.</p> <p>Students will research appropriate artists, gather research related to the theme and develop techniques and</p>	<p>Students develop an understanding of researching and developing/drawing final design ideas. This enables students to clarify intentions and explore possible compositions. Links made to creative journey and research/techniques.</p>	

<p>together research and artist studies.</p> <p>Create part of one of the developments in three different ways showing different techniques</p> <p>Presentation of experiments &amp; developments/ photographs with support annotations covering <b>critical reflection using W.H.W</b> resource. Students annotate to explain ideas and thought process.</p> <p>Further develop and refine development one creating an outcome with more impacts that includes refinements from initial ideas.</p> <p>Create part of the 2nd development in three different ways showing different techniques</p> <p>Presentation of experiments &amp; developments/ photographs with support annotations covering <b>critical reflection using W.H.W</b> resource. Students annotate to explain ideas and thought process.</p> <p>Further develop and refine development one creating an outcome with more impacts that includes refinements from initial ideas.</p>	<p>Artist inspiration Christopher Marley and Eugene Seguy.</p> <p>Refine developments to create a final idea for the wearable structure accessory.</p> <p>Create and present final piece. Students will make final idea linking to the techniques practised during the project.</p> <p>Final outcome will show a wearable structure accessory developed through fabric and other materials</p> <p>Reflection on the ideas explored during the project – Students will be guided by the <b>self-evaluation</b> resource</p>	<p>Final outcome will show a wearable structure accessory developed through fabric and other materials</p> <p>Reflection on the ideas explored during the project – Students will be guided by the <b>self-evaluation</b> resource</p>	<p>approaches through imitation resulting in 1 study. Pastiche will be avoided to stretch and challenge.</p> <p>Recap presentation of artist research which will include images &amp; biography and supporting annotations covering <b>contextual analysis</b> using <b>P.A.M.C</b> resource.</p> <p>Artist studies presented and annotated.</p>	<p>Retrieval of knowledge on successful textile techniques suitable for the final outcome. Students write a critical reflection to explain their ideas. Students will produce final outcome(s).</p>	
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