

KS4 and 5 Textiles Curriculum Map

Why Do We Teach What We Teach in Key Stage 4 and 5? Most students develop the basic creative, technical and problem-solving DT and Art based textiles skills needed throughout Key Stage 3 in order to equip them with the knowledge needed to undertake the more Art focused Textile curriculum at KS4 and later in KS5. Occasionally we have students who join our KS3 and KS4 cohorts later in the academic year or students who opt for A Level Textiles who have not previously undertaken a GCSE Textiles or Art based GCSE. Built into both the KS4 and KS5 curriculums in Year 10 and Year 12 is an initial 12 week workshop based adaptive curriculum that ensures that all students are equipped to be able to investigate and explore a range of materials and techniques that can then enable them to make creative and informed decisions concerning constructing their textile outcomes.

AO1 (I) Investigate	AO2(D) Develop & Refine	AO3(R)Recording	AO4(M) Make and (E) Evaluate
Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	Record ideas, observations and insights relevant to intentions as work progresses	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Imagining
Students explore a range of artworks, imagining the artist’s narrative or creating their own. Students are invited to interpret their peers work, creating narratives.

Making Links
Students look at others work to inform their own. This scheme allows for students to regularly make links between their topic and artist’s work. Historical, contemporary and ethical links to the wider world, with particular reference to upcycling and sustainability.

Questioning
Lessons include a range of higher order thinking questions where students learn how to analyse artist, peer and their own work through questioning. The scheme allows for students to generate their own questions that address the learning objectives

Outline of KS4 Textiles Scheme 2026-2027 AO1: Develop ideas through investigations AO2: Refine work by exploring ideas AO3: Record ideas AO4: Present a personal and meaningful response	Outline of KS5 Textiles Scheme 2026-2027 AO1: Contextual Understanding AO2: Creative Making AO3: Reflective Recording AO4: Personal Presentation
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Year 10	Year 11	Year 12 and 13
Component 1: Growth and Decay Project Sept 2026 – July 2027 Overview: Students will initially undertake a range of textiles workshops in order for them to gain practical skills in a broad range of textile disciplines. Workshops will focus on developing their Recording skills for (AO3) and their Refining skills through exploration of materials for (AO2). Students will develop their investigative skills through their analysis of artists (AO1) culminating in students creating a textile response and evaluation for (AO4). The theme is Growth and Decay. Students will develop a portfolio of work taking inspiration from the theme, culminating in the manufacture of a garment or accessory. Students can focus on either the Growth or Decay aspect or combine both areas. The project outline: First 12 weeks – research, workshops, sample development, portfolio building. Next 4 weeks : Design Development. Final 12 weeks development, construction of models, toiles and outcome and evaluation. The AQA Examining board has now changed the specification so that there is no longer a requirement to undertake two projects, students can now choose to undertake one sustained project if they wish. So students have the choice to continue with Growth and Decay or develop their own project	Complete the second project of Component 1: Sept 2026- Dec 2027. Students will complete their Component 1 project from a selected theme or continue with Growth and Decay which encompasses all 4 Assessment Objectives. They will undertake a 5 hour Mock Exam in December 2026 to make part or all of their final outcome which will allow them to plan for their component 2 final 10 hour exam in April 2027. Component 2: Controlled Assessment: Jan 2027 – May 2027 Students select from a choice of 7 Exam questions set by AQA at the beginning of January 2027. Students create a smaller more independent project demonstrating their understanding of A01 to AO3, this culminates in students creating their intended textile outcome(s) during a 10 hour controlled assessment period (A04) during April 2027. Mock Exam: Dec 2026 (5hrs) Exam Dates: 10 hours across two days: April 2027	This is a combined Year 12 and 13 cohort of students due to the small number of students. Students in year 12 will undertake a series of practical textile workshops for the first term which will address many of the gaps in skill levels and knowledge, particularly with reference to students missing a lot of education through Lockdown. They will then build on these skills to create their own Personal Investigations in their chosen areas of study. The current Year 13 cohort consists of some students that did not take either Art or Textiles at GCSE so this scheme really focuses on equipping them with a wide range of textile-based skills to enable them to progress onto developing their own independent learning projects from skills gained in Year 12. These workshops have and will provide students with the practical skills to be able to make informed decisions regarding their individual Personal Investigations which they will undertake and create a portfolio of evidence for across three and a half terms. Students will be also be taught analysis and investigative skills which they will need to be able to research ‘The Bigger Picture’ regarding their personal investigative areas of individual specialised study. This will encompass environmental, cultural, historical and contemporary issues pertinent to each student’s chosen path. Mock Exam Date: Dec 2026 (5hrs) Final Exam Date April 2027 (5hrs + 5 further 2

which will take them through to December 2027 of their Year 11. Students can develop a second project or a sustained first project, covering all 4 of the Assessment Objectives developing and refining the skills gained during the Growth and Decay Project. This is completed during Year 11 and forms 60% of the overall grade.		hour slots (10 hours) logged time during lesson allocation)
Component 1: Portfolio 60% of total marks: Two projects or one sustained project.	Component 1: Portfolio 60% of total marks Component 2 Externally Set Assignment: 40% of total marks (10 hour Exam)	Component 1: Personal Investigation 60% of total marks Component 2 (Controlled Assessment): 40% of total marks 5hr Exam 10 hours controlled assessment (15 hours total)
Autumn term 2026- until July 2027: Growth and Decay Garment or Accessory. Portfolio of research investigations, sample and material developments, drawing and recordings final practical textile outcome: AO1: Investigate and Research: Mood board Mind map Artist Research Product Research Historical Research Ethical / Cultural Research Analysis, Review and Evaluation AO2: Sample development and experimentation: Hand embroidery	Students will develop the Textiles skills and techniques learned throughout Year 10 with the addition of various textiles based workshops more tailored to student's individual projects. This provides greater opportunities for more adaptive teaching and more personalised learning. There is also scope for more dressmaking and tailoring learning opportunities such as: Quarter scales Pattern drafting Dart manipulation Toiles Draping on the stand Component 2: Controlled Assessment April 2027	Students will build a portfolio throughout Year 12 and during the Autumn term of Year 13 for Component 1. This will include trials, samples, developments, drawings, photographs, material explorations, research, analysis, templates, toiles, models, evaluations and final constructed outcomes in whatever Textile mediums students wish to explore. Students will undertake Component 2 in Year 13 where they will undertake an exam question selected from a choice of questions from the exam board and will prepare a body of work similar in format, but not depth, to the Personal Investigation (across approximately 12 weeks) and culminating in a 15-hour controlled assessment period to construct their intended Textile outcome(s). For the exam component, students can create something entirely different from their Personal Investigations but continuing to develop the skills they have learned during their individual creative journeys, Year 13 students will undertake this from Feb 1st 2026. Students also produce a minimum 1000 word Extended Essay based on their chosen area of study.

Machine embroidery
Felting, Batik
Stencil Printing, Collagraph Printing
Gel plate printing, Fusing Plastic
Fabric Dying, Wire Sculpture
3D Textiles, Stitch samplers
Trials

AO3: Recording:
Primary source photographs
Drawing experimentation trials
Initial, Developed and Final Designs
Annotation

AO4: Personal Response:
Quarter scales / Models / Trials/ Toiles
Final garment or accessory
Evaluation.

Summer term:
Second Component 2 Project or sustained first project developed from Growth and Decay. Develop a portfolio of evidence to meet AO1 AO2 and AO3 leading to the final construction of the final textile outcome(s) during Year 11 Autumn term (A04)
This project allows more freedom of choice for students as they can create any textile related outcome – not just garments and accessories.

Develop a portfolio of evidence to meet AO1 AO2 and AO3 leading to the final construction of the final textile outcome(s) during Year 11 Autumn term (A04)



A Level Textile Student Examples



AO1: Contextual Understanding:
Mood board
Mind map
Artist Research
Product and Historical Research
Ethical / Cultural Research
Analysis, Review and Evaluation
Extended Essay

AO2: Creative Making:
Hand embroidery, Machine embroidery
Felting, Batik, Stencil Printing, Collagraph Printing, Gel plate printing, Fusing Plastic
Fabric Dying, Wire Sculpture
3D Textiles, Stitch samplers
Trials, Mould making, Shiborhi, Pattern Drafting, Draping on the stand
Garment construction techniques

AO3: Reflective Recording:
Primary source photographs
Drawing experimentation trials
Initial, Developed and Final Designs
Annotation

AO4: Personal Presentation:
Quarter scales / Models / Trials/ Toiles
Final garment or accessory and Evaluation.

SMSC AND CULTURAL CAPITAL in KS4 and KS5: Discussion and debate is embedded throughout the SOW on wider issues that affect the local and global community, particularly focusing on sustainability. Students research further into issues such as 'Fast fashion' and the pollutive effects of many of our Textile manufacturing processes. Students are encouraged to use recycled and upcycled materials where possible. Students are introduced to a wide range of successful practicing designers who act as positive role models for any prospective creative career paths and look specifically at the roles of Fashion Designer, Fashion Buyer, Pattern Drafter and Fashion/Textile Merchandiser. Students are encouraged to attend galleries and exhibitions to broaden their cultural capital. We have organised trips to Barcelona and to London Galleries for KS4 and KS5 students including; The V & A, National Gallery, National Portrait Gallery and The Design Museum for Rebel: Thirty Years of Fashion as well as to more local exhibitions. Students are given careers guidance on any future Textile / Art related career paths and further education courses and offer transition and taster events to explore the textiles options available at GCSE and A Level. Students develop their own independent SMCH and Cultural Capital links through their independent research showcased within their portfolios, this is usually further extended through any creative work experience placements.