

Textiles

Curriculum Intent

Curriculum Objectives

What does it mean to study textiles at Humphry Davy School?

Textiles is a versatile subject that involves experimenting with a wide range of techniques and processes. Textile Designers are expected to work in a multi-disciplinary way to create ideas. These include Fashion Textiles (specialist areas might include fashion and clothing, accessories or innovative clothing for theatre or film). Textiles for Interiors (fabrics, wallpapers, upholstery, bed linens and curtains or more generally as surface designers for packaging, greetings cards and wrapping paper). Fine Art Textiles (a form of personal expression using mixed media constructions, tapestries, soft sculptures, wall hangings and installations).

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What we want students at the end of year 8 to know

- Have a good understanding of Health, Hygiene & Safety Skills
- Be able to set up a sewing machine ready to use and be independent in this process
- Team working, independence and resilience
- Develop self confidence in decision making
- Evaluate success against existing products and against their own design ideas
- Hand and Machine Sewing techniques
- Compare and research skills
- Use observational skills to create developed and final ideas
- Following a manufacturing process to make a working and successful product
- Personal and meaningful response

What we want students at the end of year 11 to know

Students to be independent, confident, efficient and competent designers who feel excited and passionate about their work and that of other artists. Students should be brave enough to take risks in relation to creativity and be resilient.

Students will have a good understanding of a variety of techniques that will build as the industry builds throughout their study. We enable students to take their own learning journey to make products of their own choice i.e. Pieces of art, Fashion garments, Interior Design or Installation pieces.

Students should be fully prepared to embark into Further Education and/or apprenticeships. Alternatively students who do not want to follow a career in the industry will have essential life skills in being independent and thinking creatively. Particularly when faced with a

problem they can use the right hand side of their brain to challenge themselves and overcome the problem. It also enables students to engage in mindful activities to give them respite from day to day life.

How British Values, PSHE and Careers are promoted your subjects curriculum

Appreciation of other beliefs, ideas and styles from artists and how this may be important to consider in their own work.

Being respectful towards others through critiquing and working alongside each other.

Opportunities for leadership skills (lead learners) enabling students to nurture and support each other.

Develop a respectfulness of the environment in which we live, considering environmental issues.

Developing independent, resilient, self-motivated and inquisitive learners, as well as being brave and taking chances with their ideas to see an innovative outcome.

Enabling students to be responsible for their own ideas.

Provide students with a spring board into a career within the industry. With links to industry and live briefs.