

**Curriculum Statement - Textiles**

**Core Values**

Our curriculum is underpinned by our core values of:

Exceptional Resilient

Innovative Aspirational

Yourself Successful

**Curriculum Intent**

The Textiles area at Pewsey is a vibrant, colourful and multi-media environment where all students learn to make aesthetic and practical decisions, becoming actively involved in making textiles. We aim to encourage and secure students’ creativity and imagination in feeling confident to use a variety of materials and techniques to communicate what they see, feel and think. Student’s will also explore ideas and meanings of the work of other textile artists and learn about the diverse roles and functions of textiles in contemporary life and from different time periods and cultures. We celebrate creative achievements of all students, from their successes in local and national competitions to international creative links with schools in Denmark and Finland.

Our Textiles curriculums truly build confidence in a variety of life skills in order to prepare all students to be innovative, successful and resilient in pursuing their ambitions. We have developed links with Marlborough College, Roche Court, Leeds University and Yorkshire Sculpture Park, to give students an experience of life beyond Pewsey Vale. These strong connections mean students can grow their personal portfolio in Years 7-9, which enable them to discuss textiles, cultures and experiences with their peers and adults alike. Our ongoing support from Fowler Architects and Planning, offer a student to complete a week’s work experience in their offices in Pewsey.

Within the community Art and Textiles at Pewsey Vale, is well regarded as a highly successful department. We periodically collaborate with Pewsey Primary and St Francis, in creating student artworks to be displayed in Pewsey. Other events include E-Twinning project with Denmark and Finland, the annual GCSE exhibition, exhibiting at the Royal Academy of Arts, exhibiting at the House of Commons and The Big Draw (national event).

**Curriculum Implementation**

As a department we support several transition days for Year 5 and Year 6 students. Students gain a flavour of our varied curriculum through exploring our Compass for Life programme within Textiles. Our link with Pewsey Primary and several feeder primaries mean students can know what to expect when they decide to join us in Year 7.

During Key Stage Three, all students explore a foundation of textile disciplines, such as design for fabrics, batik, machine sewing, hand embroidery, dyeing and printmaking. Alongside these projects, students will develop a critical and contextual understanding of other textile artists work, work with local textile practitioners as well as collaborate with other UK and International schools.

**Through Nurture Provision (Individual Needs)**

A personalised learning curriculum is developed yearly, according to the needs of each individual students in that cohort. During Key Stage Three students have personalised learning booklets. They will develop skills in batik, design, machine and hand stitching as well as understanding a range of textile artists. As they progress through the school, the curriculums are adapted for all abilities and SEN needs. Differentiated and structured tasks will be given to individual students who need further support in developing writing skills in textiles.

**Through Enrichment**

During the spring and summer terms, Trinity College Arts Award (Bronze and Silver) is offered as an after school enrichment session. Students taking the Arts Award, will visit a museum or gallery, such as Roche Court Sculpture Park, Salisbury or The Holburne Museum in Bath. Students who chose to take Textiles for GCSE will visit a gallery, have several exhibitions and other opportunities to develop and enhance their skills and knowledge of being a practicing student artist. The department supports a termly photographic competition and during the summer term, students and staff are challenged into creating a drawing, painting or printmaking portfolio of work.

**Through Teaching, Learning & Assessment**

Through learning walks and lesson observations, the department is consistently good to outstanding in several areas of teaching, learning and assessment. GCSE results have been consistently above average for the past two cohorts (EDEXCEL), since taking on the role as Head of Art in 2017. Students develop their skills, understanding and knowledge of textiles and artists through consistent assessment in lessons and through producing work for an exhibition space in school and public spaces outside of school. Students develop a deeper understanding of creating textile pieces, through longer projects, which are designed to hone in on practicing skills, and becoming confident experts in several disciplines.

In Key Stage Three students study several textiles and have an opportunity to exhibit their work in an outside of school.

**Through promoting Literacy**

Each subject has a copy of the school’s literacy strategy both in the front of the student’s books and also as a learning mat on desks. This is given to support the accurate use of subject specific spelling and correct use of grammar and punctuation. The subject specific words listed on each document are Tier 2 and Tier 3 language. The aim of this document is to provide learners with a format that is familiar, but developed for the lesson they are in at the time. Classrooms display Tier 2 and Tier 3 language for the specific topics being taught. Spellings of key words are corrected when work is deep marked. A literacy target is given. Both are addressed during DIRT sessions where learners are asked to improve their work in a dedicated section of any given lesson. Students are encouraged to read aloud in lessons and to grapple with difficult texts.

Within each scheme of learning Key Stage Three and Key Stage Four, there is a dedicated week in each term, when each class develops a critical and contextual understanding about an artist or craftsperson, experiences an artist workshop, visits an artist studio or experiences an open critical conversation about a specific artwork. These are tailored to developing each students’ ability to critically discuss their work and the work of others.

**Through homework**

Key Stage Three students have home learning projects, which allow students to develop a sketchbook of work, based on the theme they are studying in lessons. This sketchbook, acts as a home learning diary to record, observe and analyse their own work and the work of others’. Home learning projects are assessed, marked and students are given feedback that allows them to review, develop and improve their work going forward.

**Curriculum Impact**

The impact of the school’s curriculum is measured through several means:

* Outcomes for students at GCSE in Y11
* Progress and attainment data for current year groups
* Uptake to GCSE options
* Engagement in enrichment activities
* Student voice