|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Textiles**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 7** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Home Learning**  Personalised comments based on completion of set tasks. | You have completed the task showing competence/understanding  None submitted  Late submission | Well done, you have shown a developing understanding of the task | Well done, you have shown a secure understanding of the home learning task | Well done, you are mastering a few skills very well, through your home learning task | Well done, you have produced a home learning task that is beyond the expected level at Year 7. Your work is of an exceptional standard. |
| **Home learning**  **Assessed marks (1 home learning task sets per rotation):** |  |  |  |  |  |
| **DEVELOP**  *Developing ideas through research and investigations from a variety of sources (online, in books and from viewing art at galleries or museums)* | **I can:**  show the development of one idea from my own textile investigations  show a verbal or written ability to understand other textile work, in relation to my own textile work | **I can:**  show a development of one or more ideas from investigating other textile pieces  show a basic verbal or written ability to understand other textile artists’ work in relation to my own | **I can:**  show a secure development of several ideas from investigating other textiles pieces  I can show a secure understanding of other textile artists’ work in relation to my own | **I can:**  verbally discuss, write and generate several ideas from investigating other textile artworks or artefacts  understand other textile artists’ work and talk about their work relating this to my own work | **I can:**  talk to peers, verbally discuss and write to develop a range of ideas through investigating other textile artworks or artefacts  make judgements and critically relate my work to the work of other textile artists’ |
| **Home Learning** |  |  |  |  |  |
| **Kaffe Fassett-Booklet tasks** |  |  |  |  |  |
| **Kaffe Fassett Batik process** |  |  |  |  |  |
| **Kaffe Fassett-Overall foot stall cover** |  |  |  |  |  |
| **REFINE**  *Making work by experimenting with a variety of media, materials, techniques and processes.* | **I can:**  make a decision about my own work, from being able to look at my previous work  select media/materials, techniques and processes which sometimes relate to my intention  finish an textile outcome with some loose threads, and uneven edges | **I can:**  show an ability to develop my own textile samples, and outcome through looking at previous work I have completed  explore ideas through using a few processes of experimentation and review  select some textile medias, techniques and processes which relate to my intentions | **I can:**  securely refine my work through looking at others work, and my own to develop samples and outcomes  securely explore ideas through using a range of processes of experimentation and review  select the appropriate media, techniques and processes which relate to my intentions | **I can:**  consistently refine my work, through feedback, viewing other textiles and my own  consistently explore ideas through using a range of processes of experimentation and review  consistently select the correct media, techniques and processes which relate directly to my intentions | **I can:**  competently and consistently refine my work through feedback, viewing other artists’ textiles and my own  competently and consistently explore ideas through using a range of processes of experimentation and review  competently and consistently select the correct media, techniques and processes which relate directly to my intentions |
| **Home Learning** |  |  |  |  |  |
| **Kaffe Fassett-Booklet tasks** |  |  |  |  |  |
| **Kaffe Fassett Batik process** |  |  |  |  |  |
| **Kaffe Fassett-Overall foot stall cover** |  |  |  |  |  |
| **RECORD**  *Drawing to record ideas, observations and insights relevant to intentions as work progresses.* | **I can:**  draw designs using some mark-making techniques  write about what I have done in the lesson through DIRT time | **I can:**  draw designs through using an appropriate set of mark-making techniques for purpose  write about my artwork and use DIRT time effectively to develop my skills | **I can:**  produce an accurate designs showing some understanding of line, or shape or pattern    Use appropriate mark-making techniques, showing skill and purpose  write independently about my textile work and use DIRT time to effectively develop my skills in textiles | **I can:**  consistently draw accurate designs using a variety and range of mark-making techniques, showing skill and purpose  produce some accurate designs showing good use of line/shape and pattern  write independently and give an opinion about my artwork  use DIRT time, to develop my skills in textile | **I can:**  produce some accurate designs, showing some good use of line, shape, pattern and texture  produce some clever and visually interesting designs, linking to my theme  show creative flair and imagination in my designs  write independently and critically about my textile work |
| **Home Learning** |  |  |  |  |  |
| **Kaffe Fassett-Booklet tasks** |  |  |  |  |  |
| **Kaffe Fassett Batik process** |  |  |  |  |  |
| **Kaffe Fassett-Overall foot stall cover** |  |  |  |  |  |
| **PRESENT**  *Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.* | **I can:**  produce an emerging personal response to the tasks set in and outside of the textiles lessons  show an emerging understanding of using the textile techniques, such as quilting, machine stitching, hand- stitching, dyeing and batik | **I can:**  develop a personal response to the tasks set in and outside of lessons  show a basic understanding of using the textile techniques, such as quilting, machine stitching, hand- stitching, dyeing and batik | **I can:**  present a secure and purposeful response to the tasks set in and outside of lessons  show a secure understanding of using the textile techniques, such as quilting, machine stitching, hand- stitching, dyeing and batik | **I can:**  consistently present a purposeful and meaningful response to all tasks set in and outside of lessons  show a consistent understanding of using the textile techniques, such as quilting, machine stitching, hand- stitching, dyeing and batik | **I can:**  competently and consistently present a purposeful and meaningful response to all tasks set in and outside of lessons  show a competent and consistent understanding of using the textile techniques, such as quilting, machine stitching, hand- stitching, dyeing and batik to communicate my ideas |
| **Kaffe Fassett-Booklet tasks** |  |  |  |  |  |
| **Kaffe Fassett Batik process** |  |  |  |  |  |
| **Kaffe Fassett-Overall foot stall cover** |  |  |  |  |  |
| **Home Learning**  Areas for development  DIRT time | 1. Try to complete all set learning tasks so that I am able to assess your true abilities 2. No homework submitted, you have until 9am the following day to submit this work. 3. Some of your tasks seem a little rushed, please spend some time completing your booklet tasks 4. Improve the presentation of your work in your booklet 5. Improve the quality of your home learning tasks 6. Try to visit a local or national art/textiles gallery or museum to extend your textiles knowledge | 1. Keep up the good work in and outside of lessons 2. Improve the presentation of your work in your booklet 3. Improve the quality of your home learning tasks 4. Try to visit a local or national art/textiles gallery or museum to extend your textiles knowledge | 1. Keep up the excellent focus and work in and outside of the lessons 2. Improve the quality of your home learning tasks 3. Try to visit a local or national art/textiles gallery or museum to extend your textiles knowledge | 1. Keep up the excellent focus and work in and outside of the lessons 2. Try to visit a local or national art/textiles gallery or museum to extend your textiles knowledge | 1. Keep up the excellent work in and outside of lessons 2. Try to visit a local or national art/textiles gallery or museum to extend your textiles knowledge |
| **Home learning**  Assessed marks (1 home learning task set per rotation): |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Textiles**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Home Learning**  Personalised comments based on completion of set tasks. | You have completed the task showing competence/understanding  None submitted  Late submission | Well done, you have shown a developing understanding of the task | Well done, you have shown a secure understanding of the home learning task | Well done, you are mastering a few skills very well, through your home learning task | Well done, you have produced a home learning task that is beyond the expected level at Year 7. Your work is of an exceptional standard. |
| **Home learning**  **Assessed marks (1 home learning task sets per rotation):** |  |  |  |  |  |
| **DEVELOP**  *Developing ideas through research and investigations from a variety of sources (online, in books and from viewing art at galleries or museums)* | **I can:**  show the development of one idea from my own textile investigations  show a verbal or written ability to understand other textile work, in relation to my own textile work | **I can:**  show a development of one or more ideas from investigating other textile pieces  show a basic verbal or written ability to understand other textile artists’ work in relation to my own | **I can:**  show a secure development of several ideas from investigating other textiles pieces  I can show a secure understanding of other textile artists’ work in relation to my own | **I can:**  verbally discuss, write and generate several ideas from investigating other textile artworks or artefacts  understand other textile artists’ work and talk about their work relating this to my own work | **I can:**  talk to peers, verbally discuss and write to develop a range of ideas through investigating other textile artworks or artefacts  make judgements and critically relate my work to the work of other textile artists’ |
| **Home Learning** |  |  |  |  |  |
| **Shibori tote bag-**  **Booklet** |  |  |  |  |  |
| **Shibori tote bag fabric- dyeing technique and process** |  |  |  |  |  |
| **Shibori tote bag -Overall tote bag** |  |  |  |  |  |
| **REFINE**  *Making work by experimenting with a variety of media, materials, techniques and processes.* | **I can:**  make a decision about my own work, from being able to look at my previous work  select media/materials, techniques and processes which sometimes relate to my intention  finish an textile outcome with some loose threads, and uneven edges | **I can:**  show an ability to develop my own textile samples, and outcome through looking at previous work I have completed  explore ideas through using a few processes of experimentation and review  select some textile medias, techniques and processes which relate to my intentions | **I can:**  securely refine my work through looking at others work, and my own to develop samples and outcomes  securely explore ideas through using a range of processes of experimentation and review  select the appropriate media, techniques and processes which relate to my intentions | **I can:**  consistently refine my work, through feedback, viewing other textiles and my own  consistently explore ideas through using a range of processes of experimentation and review  consistently select the correct media, techniques and processes which relate directly to my intentions | **I can:**  competently and consistently refine my work through feedback, viewing other artists’ textiles and my own  competently and consistently explore ideas through using a range of processes of experimentation and review  competently and consistently select the correct media, techniques and processes which relate directly to my intentions |
| **Home Learning** |  |  |  |  |  |
| **Shibori tote bag-**  **Booklet** |  |  |  |  |  |
| **Shibori tote bag fabric- dyeing technique and process** |  |  |  |  |  |
| **Shibori tote bag -Overall tote bag** |  |  |  |  |  |
| **RECORD**  *Drawing to record ideas, observations and insights relevant to intentions as work progresses.* | **I can:**  draw designs using some mark-making techniques  write about what I have done in the lesson through DIRT time | **I can:**  draw designs through using an appropriate set of mark-making techniques for purpose  write about my artwork and use DIRT time effectively to develop my skills | **I can:**  produce an accurate designs showing some understanding of line, or shape or pattern    Use appropriate mark-making techniques, showing skill and purpose  write independently about my textile work and use DIRT time to effectively develop my skills in textiles | **I can:**  consistently draw accurate designs using a variety and range of mark-making techniques, showing skill and purpose  produce some accurate designs showing good use of line/shape and pattern  write independently and give an opinion about my artwork  use DIRT time, to develop my skills in textile | **I can:**  produce some accurate designs, showing some good use of line, shape, pattern and texture  produce some clever and visually interesting designs, linking to my theme  show creative flair and imagination in my designs  write independently and critically about my textile work |
| **Home Learning** |  |  |  |  |  |
| **Shibori tote bag-**  **Booklet** |  |  |  |  |  |
| **Shibori tote bag fabric- dyeing technique and process** |  |  |  |  |  |
| **Shibori tote bag -Overall tote bag** |  |  |  |  |  |
| **PRESENT**  *Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.* | **I can:**  produce an emerging personal response to the tasks set in and outside of the textiles lessons  show an emerging understanding of using the textile techniques, such as Japanese shibori dyeing methods, fabric construction methods, hand embroidery, machine stitching, appliqué, image transfer and stencil printing. | **I can:**  develop a personal response to the tasks set in and outside of lessons  show a basic understanding of using the textile techniques, such as Japanese shibori dyeing methods, fabric construction methods, hand embroidery, machine stitching, appliqué, image transfer and stencil printing. | **I can:**  present a secure and purposeful response to the tasks set in and outside of lessons  show a secure understanding of using the textile techniques, such as Japanese shibori dyeing methods, fabric construction methods, hand embroidery, machine stitching, appliqué, image transfer and stencil printing. | **I can:**  consistently present a purposeful and meaningful response to all tasks set in and outside of lessons  show a consistent understanding of using the textile techniques, such as Japanese shibori dyeing methods, fabric construction methods, hand embroidery, machine stitching, appliqué, image transfer and stencil printing. | **I can:**  competently and consistently present a purposeful and meaningful response to all tasks set in and outside of lessons  show a competent and consistent understanding of using the textile techniques, such as Japanese shibori dyeing methods, fabric construction methods, hand embroidery, machine stitching, appliqué, image transfer and stencil printing. |
| **Shibori tote bag-**  **Booklet** |  |  |  |  |  |
| **Shibori tote bag fabric- dyeing technique and process** |  |  |  |  |  |
| **Shibori tote bag -Overall tote bag** |  |  |  |  |  |
| **Home Learning**  Areas for development  DIRT time | 1. Try to complete all set learning tasks so that I am able to assess your true abilities 2. No homework submitted, you have until 9am the following day to submit this work. 3. Some of your tasks seem a little rushed, please spend some time completing your booklet tasks 4. Improve the presentation of your work in your booklet 5. Improve the quality of your home learning tasks 6. Try to visit a local or national art/textiles gallery or museum to extend your textiles knowledge | 1. Keep up the good work in and outside of lessons 2. Improve the presentation of your work in your booklet 3. Improve the quality of your home learning tasks 4. Try to visit a local or national art/textiles gallery or museum to extend your textiles knowledge | 1. Keep up the excellent focus and work in and outside of the lessons 2. Improve the quality of your home learning tasks 3. Try to visit a local or national art/textiles gallery or museum to extend your textiles knowledge | 1. Keep up the excellent focus and work in and outside of the lessons 2. Try to visit a local or national art/textiles gallery or museum to extend your textiles knowledge | 1. Keep up the excellent work in and outside of lessons 2. Try to visit a local or national art/textiles gallery or museum to extend your textiles knowledge |
| **Home learning**  Assessed marks (1 home learning task set per rotation): |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Textiles**  **KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9** | | | | | |
| **Learning Focus** | **Milestone 1** | **Milestone 2** | **Milestone 3** | **Milestone 4** | **Milestone 5** |
| **Emerging** | **Developing** | **Securing** | **Mastering** | **Beyond** |
| **Home Learning**  Personalised comments based on completion of set tasks. | You have completed the task showing competence/understanding  None submitted  Late submission | Well done, you have shown a developing understanding of the task | Well done, you have shown a secure understanding of the home learning task | Well done, you are mastering a few skills very well, through your home learning task | Well done, you have produced a home learning task that is beyond the expected level at Year 7. Your work is of an exceptional standard. |
| **Home learning**  **Assessed marks (1 home learning task sets per rotation):** |  |  |  |  |  |
| **DEVELOP**  *Developing ideas through research and investigations from a variety of sources (online, in books and from viewing art at galleries or museums)* | **I can:**  show the development of one idea from my own textile investigations  show a verbal or written ability to understand other textile work, in relation to my own textile work | **I can:**  show a development of one or more ideas from investigating other textile pieces  show a basic verbal or written ability to understand other textile artists’ work in relation to my own | **I can:**  show a secure development of several ideas from investigating other textiles pieces  I can show a secure understanding of other textile artists’ work in relation to my own | **I can:**  verbally discuss, write and generate several ideas from investigating other textile artworks or artefacts  understand other textile artists’ work and talk about their work relating this to my own work | **I can:**  talk to peers, verbally discuss and write to develop a range of ideas through investigating other textile artworks or artefacts  make judgements and critically relate my work to the work of other textile artists’ |
| **Home Learning** |  |  |  |  |  |
| **Wall tidy- booklet** |  |  |  |  |  |
| **Wall tidy- printing methods** |  |  |  |  |  |
| **Wall tidy- overall finish of wall tidy** |  |  |  |  |  |
| **REFINE**  *Making work by experimenting with a variety of media, materials, techniques and processes.* | **I can:**  make a decision about my own work, from being able to look at my previous work  select media/materials, techniques and processes which sometimes relate to my intention  finish a textile outcome with some loose threads, and uneven edges | **I can:**  show an ability to develop my own textile samples, and outcome through looking at previous work I have completed  explore ideas through using a few processes of experimentation and review  select some textile medias, techniques and processes which relate to my intentions | **I can:**  securely refine my work through looking at others work, and my own to develop samples and outcomes  securely explore ideas through using a range of processes of experimentation and review  select the appropriate media, techniques and processes which relate to my intentions | **I can:**  consistently refine my work, through feedback, viewing other textiles and my own  consistently explore ideas through using a range of processes of experimentation and review  consistently select the correct media, techniques and processes which relate directly to my intentions | **I can:**  competently and consistently refine my work through feedback, viewing other artists’ textiles and my own  competently and consistently explore ideas through using a range of processes of experimentation and review  competently and consistently select the correct media, techniques and processes which relate directly to my intentions |
| **Home Learning** |  |  |  |  |  |
| **Wall tidy- booklet** |  |  |  |  |  |
| **Wall tidy- printing methods** |  |  |  |  |  |
| **Wall tidy- overall finish of wall tidy** |  |  |  |  |  |
| **RECORD**  *Drawing to record ideas, observations and insights relevant to intentions as work progresses.* | **I can:**  draw designs using some mark-making techniques  write about what I have done in the lesson through DIRT time | **I can:**  draw designs through using an appropriate set of mark-making techniques for purpose  write about my artwork and use DIRT time effectively to develop my skills | **I can:**  produce an accurate designs showing some understanding of line, or shape or pattern    Use appropriate mark-making techniques, showing skill and purpose  write independently about my textile work and use DIRT time to effectively develop my skills in textiles | **I can:**  consistently draw accurate designs using a variety and range of mark-making techniques, showing skill and purpose  produce some accurate designs showing good use of line/shape and pattern  write independently and give an opinion about my artwork  use DIRT time, to develop my skills in textile | **I can:**  produce some accurate designs, showing some good use of line, shape, pattern and texture  produce some clever and visually interesting designs, linking to my theme  show creative flair and imagination in my designs  write independently and critically about my textile work |
| **Home Learning** |  |  |  |  |  |
| **Wall tidy- booklet** |  |  |  |  |  |
| **Wall tidy- printing methods** |  |  |  |  |  |
| **Wall tidy- overall finish of wall tidy** |  |  |  |  |  |
| **PRESENT**  *Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.* | **I can:**  produce an emerging personal response to the tasks set in and outside of the textiles lessons  show an emerging understanding of using the textile techniques, such as stencil printing, vegetable printing, Styrofoam printing, pattern cutting/lay plan, fabric construction and manipulation methods, hand embroidery and machine stitching | **I can:**  develop a personal response to the tasks set in and outside of lessons  show a basic understanding of using the textile techniques, such as stencil printing, vegetable printing, Styrofoam printing, pattern cutting/lay plan, fabric construction and manipulation methods, hand embroidery and machine stitching | **I can:**  present a secure and purposeful response to the tasks set in and outside of lessons  show a secure understanding of using the textile techniques, such as stencil printing, vegetable printing, Styrofoam printing, pattern cutting/lay plan, fabric construction and manipulation methods, hand embroidery and machine stitching | **I can:**  consistently present a purposeful and meaningful response to all tasks set in and outside of lessons  show a consistent understanding of using the textile techniques, such as stencil printing, vegetable printing, Styrofoam printing, pattern cutting/lay plan, fabric construction and manipulation methods, hand embroidery and machine stitching | **I can:**  competently and consistently present a purposeful and meaningful response to all tasks set in and outside of lessons  show a competent and consistent understanding of using the textile techniques, such as stencil printing, vegetable printing, Styrofoam printing, pattern cutting/lay plan, fabric construction and manipulation methods, hand embroidery and machine stitching |
| **Wall tidy- booklet** |  |  |  |  |  |
| **Wall tidy- printing methods** |  |  |  |  |  |
| **Wall tidy- overall finish of wall tidy** |  |  |  |  |  |
| **Home Learning**  Areas for development  DIRT time | 1. Try to complete all set learning tasks so that I am able to assess your true abilities 2. No homework submitted, you have until 9am the following day to submit this work. 3. Some of your tasks seem a little rushed, please spend some time completing your booklet tasks 4. Improve the presentation of your work in your booklet 5. Improve the quality of your home learning tasks 6. Try to visit a local or national art/textiles gallery or museum to extend your textiles knowledge | 1. Keep up the good work in and outside of lessons 2. Improve the presentation of your work in your booklet 3. Improve the quality of your home learning tasks 4. Try to visit a local or national art/textiles gallery or museum to extend your textiles knowledge | 1. Keep up the excellent focus and work in and outside of the lessons 2. Improve the quality of your home learning tasks 3. Try to visit a local or national art/textiles gallery or museum to extend your textiles knowledge | 1. Keep up the excellent focus and work in and outside of the lessons 2. Try to visit a local or national art/textiles gallery or museum to extend your textiles knowledge | 1. Keep up the excellent work in and outside of lessons 2. Try to visit a local or national art/textiles gallery or museum to extend your textiles knowledge |
| **Home learning**  Assessed marks (1 home learning task set per rotation): |  |  |  |  |  |