



**ST BERNARD'S
HIGH SCHOOL**

Curriculum Guide

KS4 & KS5 Textile Design

2025-2026



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Curriculum Intent

At both GCSE and A-Level we follow the AQA syllabus, Art and Design: Textile Design. These courses enable students to experience a wide range of primarily practical based activities as well as build on their ability to build on their knowledge of other artists, designers and craftspeople.

At St. Bernards we believe that Textiles are fundamental to our life experiences. Not only do they help protect us through their use in the home, public environment and clothing, but they also enhance our lives through the ability they provide us with the means to express our own personalities, opinions and sheer wonder at the world around us. The courses we offer allow students to express their creativity and God-given gifts through textiles media and preparatory work in their sketchbook. They have the opportunity to create products including fashion accessories, garments and interior products.

We also prepare students for further study in the Creative Sector or further study by exploring skills such as problem solving, independent work, meeting deadlines and exploring briefs.

Head of Technology Faculty

Mrs S Stanborough

Head of Textiles Department

Mrs S Stanborough

Year 10

This subject can be chosen as an option for GCSE.

Firstly, in Year 10 we focus on building skills in a project which allows us to explore our local environment titled “By the Sea”. Students understand the formal elements and are guided through a range of drawing and textile techniques in order to design and make their own fully lined tote bag where they embellish fabrics using the techniques they have learnt.

Then we begin a project titled “In the Garden” where students have the opportunity to attend a trip to RHS Hyde Hall Gardens to gather research, and experiment with techniques for an increasingly independently designed garment. We add to students’ repertoire of textiles techniques.

Both of these projects will count towards 60% of the coursework grade.

Number of lessons per fortnight: 3

Skills developed: Research and analysis, drawing, experimenting, designing, making and evaluation. Textiles skills include: couching, hand embroidery, free machining, applique, hand dyeing, lino printing, silk-painting and fabric manipulation techniques. Construction of an accessory and garment.

Classes: Students are taught in **mixed ability classes**

Essential equipment: A square sketchbook for each project (which can be purchased from the school shop), pencils, pens, eraser, glue stick, ruler, sharpener, scissors, colouring pencils and a selection of fine liner pens. A small embroidery kit for home use. When we make the bag outcome students are asked to provide half a metre of the fabric of their choice.

Extracurricular and enrichment opportunities: Students are welcome to attend Catch-up club on 2 lunchtimes each week. All students attend the Hyde Hall Trip in the Spring Term.

Careers curriculum: Links made to other contemporary and historical textile designers in embroidery, printing and silk painting, fashion trends and prediction, accessory and fashion designers.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	<ul style="list-style-type: none"> Creating mind maps and Mood boards for the “By the Sea” project. Understanding the formal elements. Observational drawing focussing on line, shape and texture. Couching and couching artist research. Free machining and artist analysis Developing ideas through an Applique piece. 	<ul style="list-style-type: none"> Evaluating their own work. Analysis of other designers’ work. Using subject-specific terminology through the taught techniques. Using the formal elements to describe their own work accurately. 	<ul style="list-style-type: none"> Encourage students to write in their own words using the frameworks provided in the project brief and the advice given on Teams assignments. Ensure that students have a space where they can do sketchbook work. Encourage students to complete their homework tasks to a good standard by the deadline, discussing their chosen textile designers.
Spring Term	<ul style="list-style-type: none"> Colour Theory linking to the fashion industry. Shibori dyeing techniques. Block printing techniques and developing use of repeat pattern. Research into a block printing designer. Designing for final bag outcome. 	<ul style="list-style-type: none"> Colour theory terminology. Shibori terminology. Printing terminology. Evaluating and labelling their own design work. Analysis of other designers’ work. 	<ul style="list-style-type: none"> Help students source a suitable fabric for their bag. You could go with them to a fabric shop or market stall, help recycle unwanted fabric at home or shop online for this. The size required is either half a metre from a roll of fabric or a piece around the size of a standard pillowcase.

	<ul style="list-style-type: none"> • Making the fabric for and final bag outcome. • Trip to Hyde Hall to gather research for next project. 		<ul style="list-style-type: none"> • Encourage students to meet deadlines. • Ensure that students attend the Hyde Hall trip.
Summer Term	<ul style="list-style-type: none"> • Creating mind maps and mood boards for the “In the Garden” project. • Presenting photography and research completed at Hyde Hall Gardens. • Observational drawing based on Hyde Hall visit. • Responses using preferred textile techniques. • Exploration of silk-painting with links to a designer. • Exploration of fabric manipulation techniques. • Exploring a fashion designer who uses fabric manipulation. 	<ul style="list-style-type: none"> • Silk painting terminology • Evaluating their own work. • Analysis of other designers’ work. • Recording processes of fabric manipulation techniques. 	<ul style="list-style-type: none"> • Encourage students to write in their own words using the frameworks provided in the project brief booklet and the advice given on Teams assignments. • Encourage students to complete their homework tasks to a good standard by the deadline, discussing their chosen textile designers. • Encourage students to attend catch-up sessions during lunch break to complete unfinished practical tasks.

Helpful books/websites:

<https://www.rhs.org.uk/gardens/hyde-hall>

Freehand Machine Embroidery: Learning how to draw with your machine: By Poppy Treffry

Block Printing for Beginners: By Elise Young

Opportunities for wider reading/research:

Practical Textiles Techniques: By Ruth Sleight-Johnson

Practical Sewing Techniques: By Ruth Sleight-Johnson

Fashion: The Definitive Visual History: By Caryn Franklin

Year 11

This subject can be chosen as an option for GCSE.

In the Autumn term of Year 11 we conclude our 60% coursework grade through the completion of the “In The Garden” project. At this point students will be aware of a range techniques and designer links that they can use to help design and make a final garment, either a dress, kimono or neckwear piece. They will become increasingly more independent as they develop and construct this work.

After Christmas in Year 11, the Externally Set Assignment is released and students will choose a starting point from the exam paper provided by AQA. They will have approximately 10 school weeks to use their knowledge and skills to record their research, ideas, techniques and plan what they want to make in the final 10 hour exam. All preparatory work must be handed in on the first day of the exam.

Number of lessons per fortnight: 3

Skills developed: Research and analysis, drawing, experimenting, designing, making and evaluation. Fabric manipulation techniques, design techniques, garment construction and embellishment techniques. Independence and timekeeping when working on the exam project.

Classes: Students are taught in mixed ability classes.

Essential equipment: An A4 sketchbook for the externally set assignment (which can be purchased from the school shop), pencils, pens, eraser, glue stick, ruler, sharpener, scissors, colouring pencils and a selection of fine liner pens . A small embroidery kit for home use. When we make the garment and exam outcome students are asked to provide the fabric of their choice.

Extracurricular and enrichment opportunities: Students are welcome to attend Catch-up Club held on 2 lunchtimes each week.

Careers curriculum: Working as a fashion designer/maker to create a final garment. Students have the opportunity to explore the area of fashion and textiles design that suits them in the final Externally Set Assignment.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	<ul style="list-style-type: none"> Completion of fabric manipulation samples. Create a developed sample using techniques they want to include on the final piece. Research into a designer/culture that makes a similar garment. Final set of observational drawings to record elements for final piece. Initial set of ideas for final piece. Developed set of designs for final garment. 	<ul style="list-style-type: none"> Complete write-ups for fabric manipulation techniques. Analysis of a garment. Label and evaluate drawings designs and samples. Record the process of making the final garment. Final evaluation of completed garment using specialist terminology. 	<ul style="list-style-type: none"> Discuss what type of final garment they want to make and how their designers' work will affect it. Help students source a suitable fabric for their garment which will vary depending on what they have chosen to design and make. You could go with them to a fabric shop or market stall. Encourage them to meet the coursework deadline of 2nd January.
Spring Term	<ul style="list-style-type: none"> Commence Externally Set Assignment. Complete mind maps and mood boards. Collect primary and secondary sources. Observational drawing of primary/secondary sources. 	<ul style="list-style-type: none"> Reading through and interpreting exam paper questions. Ensuring that annotation includes analysis of other designers' work. Ensuring that work is regularly evaluated. 	<ul style="list-style-type: none"> Encourage students to plan their preparatory time carefully. Encourage students to source their own source material to draw from.

	<ul style="list-style-type: none"> Research and analyse 2 designers relevant to the question. Develop a wide range of ideas 		<ul style="list-style-type: none"> Assist students in buying fabric suitable for their exam product.
Summer Term	<ul style="list-style-type: none"> Preparation for final 10-hour exam. Complete a final outcome(s) under exam conditions. 	<ul style="list-style-type: none"> Write a plan for the 10-hour external exam. Fill out all declaration sheets in preparation for the external moderators visit. 	<ul style="list-style-type: none"> Encourage students to be fully prepared for their 10-hour exam. Encourage students to meet the final deadline and have all their work with them on the first exam day.

Helpful books/websites:

[Fall-Winter 2015/16 Haute Couture Show – CHANEL Haute Couture](#)

Beginners Guide to Silk painting: By Mandy Southan

Fabric Manipulation: By Ruth Singer

The Externally Set Exam Paper (released January 2nd) will suggest a range of suitable designers' that students can look at for their chosen exam question.

Opportunities for wider reading/research:

Practical Textiles Techniques: By Ruth Sleigh-Johnson

Practical Sewing Techniques: By Ruth Sleigh-Johnson

Fashion: The Definitive Visual History: By Caryn Franklin

Year 12

Year 12 commences with a skills-based project, following the theme of “Alice in Wonderland”. Students build on their skills to explore a range of heat setting techniques and more complex machine embroidery. We focus on creating designs and fabrics for a lampshade and then on fashion illustration.

Students then devise their own brief for their Personal Investigation which is worth 60% of their overall grade, receiving guidance from their teacher as they begin to explore their own themes and build on their textile strengths. They also write a dissertation style essay that links closely to their chosen investigation, to create a piece of extended writing between 1000-3000 words.

Number of lessons per fortnight: 5

Skills developed: Research and analysis, drawing, experimenting, designing, making and evaluation. Textiles skills include: dry felting, invisible fabrics, heat set fabrics, recycled fabrics, hand dyeing, transfer printing, and fabric manipulation techniques. Construction of accessory, garment and interior products. An introduction to fashion illustration. There is a strong emphasis on independent learning in the Personal Investigation.

Essential equipment: An A3 folder to carry work in. Sketchbooks as required for Personal Investigation. Pencils, pens, eraser, glue stick, ruler, sharpener, scissors, colouring pencils and a selection of fine liner pens. An embroidery kit for and fabric scissors for home use. When we make final outcomes or if students require more than A3 sample size, students are asked to provide the fabric of their choice.

Extracurricular and enrichment opportunities: We invite in visiting speakers relevant to creating portfolios. Students can mentor a younger student of Textiles during a lunchtime session to gather evidence for their CV. We encourage students to visit galleries and exhibitions relevant to their own Personal Investigation and Personal Study.

Careers curriculum: In their skills-based project students look at a selection interior design, fashion illustrators and fashion designers. In their Personal Investigation and Personal Study students choose a pathway to develop their own portfolio for further education, apprenticeship or a work-based environment and study a range of contemporary and historical designers who are relevant to their brief.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	<ul style="list-style-type: none"> • Exploration of the “Wonderland” theme through experimental drawing techniques and photography. • Exploration of texture and pattern. • Heat Set Textile techniques. • Invisible fabrics. • Felting. • Exploring contextual information in depth. • Designing in 3-dimensional and flat form. • Making a 3-dimensional lampshade. • Evaluation of designs. 	<ul style="list-style-type: none"> • Reading novels, articles and watching films to extract ideas for practical work. • Critical evaluation of own work. • Critical analysis of others work. • Annotating design sheets. 	<ul style="list-style-type: none"> • Encourage students to undertake extra- curricular reading. • Ensure that students have a space where they can do sketchbook work. • Encourage students to explore careers and undergraduate qualifications in Fashion and Textile Design using appropriate platforms such as Unifrog. • Help students to source fabric for their final lampshade.
Spring Term	<ul style="list-style-type: none"> • Exploring fashion croquis and proportion. • Analysing a fashion illustrator. • Creating experimental tools as drawing implements. • Drawing from a live model. 	<ul style="list-style-type: none"> • Writing a brief for Personal Investigation. • Critical analysis of chosen designer’s work showing depth of understanding. 	<ul style="list-style-type: none"> • Discuss the area of Textiles and themes that students think they will explore for their Personal Investigation. • Discuss intended destinations post –sixth form

	<ul style="list-style-type: none"> • Collage fashion techniques. • Writing a brief for Personal Investigation. • Mind mapping and Mood boarding. • Developing a booklet of 6-10 potential designers. • Observational drawing from primary sources. • Designer research 1 and response with textiles samples. • Starting points for Personal Study. 	<ul style="list-style-type: none"> • Collecting a range of written resources for Personal Investigation including books, articles and websites. • Critical evaluation of own work. • Critical analysis of others work. 	<p>with students to explore possibilities for a relevant Personal Investigation project.</p> <ul style="list-style-type: none"> • Discuss where students could visit to obtain quality primary source information.
Summer Term	<ul style="list-style-type: none"> • Introduction to writing a Personal Study. • Designer research 2 and response with textiles samples. • Experimentation with textiles in the style of designer 2. • Designer research 3 and response with textiles samples. • Background research and analysis of designers' products for Personal Study. • Refining and developing research for the Personal Investigation. • Completion of analysis work for Personal Study. 	<ul style="list-style-type: none"> • Writing a successful introduction to Personal Study which clearly sets out aims and objectives. • Selecting relevant background information about designers for the Personal Study. • Harvard Referenced bibliography for Personal Study. • Critical analysis of designers' work, referring to the formal elements. 	<ul style="list-style-type: none"> • Encourage students to go back and improve their work in line with teacher guidance. • Encourage them to use a range of quality sources including books, exhibitions and articles for their Personal Study. • Encourage students to add to their Personal Investigation and explore this over the summer holidays.

Helpful books/websites:

Fashion Illustration Now: By Laird Borrelli

Hot Textiles: By Kim Thittachai

Between the sheets with Angelina – a workbook for fusible fibres: By Alys Middelton-Marsden

Drawn to Stitch: By Gwen Headley

Art in Felt and Stitch: By Moy Mackay

Fabric Manipulation: By Ruth Singer

Practical Textile Techniques: Ruth Sleigh Johnson

Alice in Wonderland: By Lewis Carroll

Through the Looking Glass and What Alice Found There: By Lewis Carroll

Curiouser and curiouser exhibition at the V & A Museum - <https://www.vam.ac.uk/exhibitions/alice-curiouser-and-curiouser>

Vogue article- <https://www.vogue.co.uk/arts-and-lifestyle/article/alice-curiouser-and-curiouser>

Guardian Article - <https://www.theguardian.com/fashion/2021/may/21/rebel-girl-the-fierce-fashion-renaissance-of-alice-in-wonderland>

Tim Burton's Alice in Wonderland - <https://www.imdb.com/title/tt1014759/>

Tim Burton's Through the Looking Glass - [Alice Through the Looking Glass \(2016\) - IMDb](#)

Colleen Atwood Costume Designer - [Costume Designer Colleen Atwood Talks Alice Through the Looking Glass - The Credits \(motionpictures.org\)](#)

Vivienne Westwood - <https://studioxag.com/work/alices-adventures-in-wonderland/>

Alexander McQueen - <https://www.wonderlandmagazine.com/2016/02/22/lfw-alexander-mcqueen-aw16/>

Opportunities for wider reading/research:

The Victoria and Albert Museum- [The family of art, design and performance museums · V&A](#)

The Fashion and Textiles Museum [Home - Fashion and Textile Museum](#)

Fashion, The Ultimate Book of Costume and Style: By Dorling Kindersley

Fashion History from the 18th to the 20th Century: By Taschen

Artwear, Fashion and Anti-fashion: By Melissa Leventon

Fashion Today: By Colin McDowell

A Collection of the Kyoto Costume Institute, Fashion, A History from the 18th to the 20th Century: By Taschen

Year 13

In the Autumn Term, Students strengthen their ability to independently research and analyse, draw, experiment, design, make and evaluate as they develop their ideas for their own Personal Investigation. They focus on refining their samples and maquettes in order to make a quality final outcome(s), exploring their use of textiles techniques in depth. In addition, they complete their written Personal Study and use this to inspire ideas in their practical work.

In the Spring Term, students focus on the Externally Set Assignment and students will choose a starting point from the exam paper provided by AQA. They will have approximately 8 school weeks to use their knowledge and skills to record their research, ideas, techniques and plan what they want to make in the final 15 hour exam. All preparatory work must be handed in on the first day of the exam.

Number of lessons per fortnight: 5

Skills developed: Research, analyse, draw, experiment, design, make, evaluate and presentation of their learning journey.

Essential equipment: An A3 folder to carry work in. Sketchbook required for the Externally Set Assignment. Pencils, pens, eraser, glue stick, ruler, sharpener, scissors, colouring pencils and a selection of fine liner pens. An embroidery kit for and fabric scissors for home use. As they make final outcomes, students are asked to provide fabric of their choice.

Extracurricular and enrichment opportunities:

Careers curriculum: Students can prepare a portfolio for job or university interviews and receive advice from their teacher. They follow areas of study and work that align with their own preferences within the Fashion and Textile Industry.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	<ul style="list-style-type: none"> Develop initial ideas for final outcome. Produce a range of more developed range of samples, maquettes and toiles in preparation for final piece. Work on comparisons and findings section of Personal Study. Produce a range of developed designs for final outcome(s). Presentation of ideas and samples on design sheets. Write conclusions of Personal Study and present with a bibliography. Complete a final outcome(s) for the conclusion of the Personal Investigation. 	<ul style="list-style-type: none"> Labelling of initial ideas. Critical evaluation of developed ideas. Completing Personal Study essay with a fully referenced Harvard Bibliography. 	<ul style="list-style-type: none"> Encourage students to refer to the Assessment Objectives and consider how they might improve their practice. Discuss student's options post-sixth form. Help students to source fabrics and components for the final outcome(s). Encourage students to prepare a portfolio of work suitable for university or job interviews.
Spring Term	<ul style="list-style-type: none"> Write a summative evaluation for the Personal Investigation. Make any improvements to coursework to enhance grade. Commence Externally Set Assignment. Complete mind maps and mood boards. Collect primary and secondary sources. Observational drawing of primary/secondary sources. 	<ul style="list-style-type: none"> Critically evaluating end product against aims. Critical analysis of designers' work, referring to the formal elements. Critical evaluation of own drawing, samples and design work. 	<ul style="list-style-type: none"> Encourage students to decide on their personal aims and outcomes for their final exam quickly so that these can be fully explored in good time. Help students to source fabrics and components for the final outcome(s).

	<ul style="list-style-type: none"> Research and analyse 3 designers relevant to the question. Develop a wide range of ideas and samples. Refine designs in preparation for the 15 hour exam. 		
Summer Term	<ul style="list-style-type: none"> Preparation for final 15 hour exam. Complete a final outcome(s) under exam conditions. 	<ul style="list-style-type: none"> Write a plan for the 15 hour external exam. Fill out all declaration sheets in preparation for the external moderators visit. 	<ul style="list-style-type: none"> Encourage students to be fully prepared for their 15 hour exam. Encourage students to meet the final deadline.

Helpful books/websites:

Fabric Manipulation: By Ruth Singer

Hot Textiles: By Kim Thittachai

Between the sheets with Angelina – a workbook for fusible fibres: By Alys Midgelow-Marsden

Drawn to Stitch: By Gwen Headley

Art in Felt and Stitch: By Moy Mackay

Practical Textile Techniques: Ruth Sleight Johnson

Fashion Portfolio: Design and Presentation: By Anna Kiper

The Externally Set Exam Paper (released February 2nd) will suggest a range of suitable designers' that students can look at for their chosen exam question.

Opportunities for wider reading/research:

The Victoria and Albert Museum- [The family of art, design and performance museums · V&A](#)

The Fashion and Textiles Museum [Home - Fashion and Textile Museum](#)

Fashion, The Ultimate Book of Costume and Style: By Dorling Kindersley

Artwear, Fashion and Anti-fashion: By Melissa Leventon

Fashion Today: By Colin McDowell

A Collection of the Kyoto Costume Institute, Fashion, A History from the 18th to the 20th Century: By Taschen