



Key Stage 4 Hospitality and Catering

Pearson BTEC. Tech Award Level 1/2 in Art and Design Practice – Textiles Specialism

Why Art & Design- Textiles

The UK creative industries—including gaming, fashion, graphic design, and architecture—are rapidly growing. This course opens the door to these exciting fields.

What Will You Learn?

This hands-on course lets you investigate, explore, and create art and design projects based on realistic commercial briefs. You will develop key skills such as:

- Exploring different art media, tools, and techniques
- Brainstorming ideas, making prototypes, and refining your work
- Managing your time, organizing projects, and presenting final designs

How Does It Lead to Post-16 Pathways?

- **If you achieve Level 2:** You can progress to A Levels or Level 3 vocational courses (like a BTEC National in Art & Design), leading toward university or higher-level apprenticeships.
- **If you achieve Level 1:** You can take Level 2 post-16 qualifications to prepare for further study, apprenticeships, or entry-level employment.



Course Structure:

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Throughout the duration of the course, we study both subject knowledge and the practical skills required for two coursework components that pupils will complete in year 11.

In year 10 pupils, build a portfolio showcasing, smaller skills-based projects as follows:

sewing machine skills and techniques,

fabric manipulation techniques,

fashion drawing techniques.

As the academic year progresses, pupils will complete sustained projects with a focus on:

Research and Investigation of existing artists and designers,

Generating and experimenting with design ideas

Pattern drafting skills

Dressmaking Skills,

Evaluation, communication and recording of work

In year 11, pupils begin coursework for component one, in the first term, with an aim of component one to be completed by December. This an externally set assignment. The Pupils can gain a maximum mark out of 96 and is weighted 60% of the final grade.

From January to May, pupil's complete component two, which is externally set and assessed by the exam board. Pupils can gain a maximum mark of 64 and is weighted at of the final grade.



Year group:	Topics covered:				
Year 10	Autumn Term 1 Pupils will begin with using the sewing machine to produce samples of sewing techniques followed by fashion drawing techniques <table> <tr> <td> Sewing Machine Skills: (C) Seams, Hems, Pleats, Darts, Pockets, Decorative Stitches Gathers Zip Insertion Gathers </td><td> Fashion Drawing Skills: (B) Drawing draped garments Adding texture through different medium Creating Croquis to use as a template How to draw specific garments: Trousers Dresses and gowns Knitted garments Sportswear Collars Sleeves </td></tr> </table> Autumn Term 2 Pupils will explore Fashion Drawing skills followed by Surface Pattern Design and fabric manipulation <table> <tr> <td> Surface Pattern Techniques: (A&C) Tie Dye Shibori Bleaching Foil Print Puff Print All over print Cyanotype Screen Prints Stencils Use of fabric paint </td><td> Fabric Manipulation: (A&C) Draping on the stand Canadian Smocking </td></tr> </table>	Sewing Machine Skills: (C) Seams, Hems, Pleats, Darts, Pockets, Decorative Stitches Gathers Zip Insertion Gathers	Fashion Drawing Skills: (B) Drawing draped garments Adding texture through different medium Creating Croquis to use as a template How to draw specific garments: Trousers Dresses and gowns Knitted garments Sportswear Collars Sleeves	Surface Pattern Techniques: (A&C) Tie Dye Shibori Bleaching Foil Print Puff Print All over print Cyanotype Screen Prints Stencils Use of fabric paint	Fabric Manipulation: (A&C) Draping on the stand Canadian Smocking
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Spring Term 1

Sustained project 1 – Pyjama Party (A1,2 B1,2 C1,2)

Create a design for a t-shirt and make matching shorts

Pupils will use learnt skills and techniques to:

Research existing designers,

Explore design ideas,

Create final design

Produce a pair of shorts from a commercial sewing pattern

And add a graphic design to a t-shirt

Review of work completed

Spring Term 2

Sustained Project 2- Disco Capes (A1,2 B1,2 C1,2)

To upcycle a blazer into Disco Epaulets

Pupils will use learnt skills and techniques to:

Use Investigation methods in response to a brief

Use experimentation processes through practical textile methods

Generate design ideas

Develop practical skills through use of textiles

Presentation of work

Summer Term 1

Sustained project 3 - Collars and Sleeves (A1,2 B1,2 C1,2 and C)

To create a mini dress with your choice of a collar and style of sleeve

Pupils will:

Learn to take measurements accurately to use for pattern drafting

To understand what a pattern block is and how to use it

To be able to pattern draft various styles of collars and sleeves

To design and make a mini dress in quarter scale size with their choice of collar and sleeve



	Summer Term 2 Sustained Project 4 – Landscapes (A1,2 B1,2 C1,2 and C) To design and make a circle skirt with the theme of landscapes Pupils will: Research and investigate artists and designers on the theme of landscapes Generate design ideas Explore and experiment with fabrics and printing techniques Create a final design Make a pattern for a circle skirt Make a final garment of a circle skirt that reflects the design brief and theme of landscapes
Year 11	Pupils will begin Component one, Creative Practice in Art and design, which is an externally set piece of course work. Pupils will respond to a brief and complete the following learning outcomes: A = Use Investigation and experimentation processes in art and design practice B = Generate and communicate art and design practices C = Develop Practical Skills through application and review D = Record and communicate skills development Once component one is completed, pupils will progress to Component two, Responding to a brief. This is an externally set and assessed assignment. Pupils will respond to a brief and complete the following learning outcomes: A = Demonstrate understanding of the requirements of a brief A1 - Interpreting a brief A2 - Consider constraint and intentions B = Develop and produce a response to a brief B1 - Working with a brief B2-Applying a creative process through different disciplines C= Present a response to a brief C1- Reviewing work based on requirements of the brief C2 - Presenting own work
Assessment:	How Will I be assessed at Key Stage 4?



	Assessment is focused round the exam questions and mark schemes. Each unit has formative opportunities to refine skills. There are then summative assessments at the end of each sustained project. Class and/or homework is used to follow these up/improve on them where needed/time allows. The assessments allow for core skills to be constantly revisited. There is also year 10 mock coursework and in year 11 two externally set pieces of coursework.
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