

## Careers and Curriculum Links – Textiles

	Cycle 1	Cycle 2	Cycle 3
<b>Year 7</b> (Gift in a box- students half year rotation with Art)	1) Introduction to the subject 'soft' skills lesson - explicitly links to the skills required by all employers as well as creative careers. 2) Looking at the work of a range of other artists and designers highlights these as career options. Students learn <i>how</i> to be an artist or designer. 3) Product design experimentation - students explore how 3D designers, sculptors, print designers, CAD/CAM designers and photographers work. 4) Manufacturing – understanding how designers and manufacturers create products. Artists/ Designers could run creative workshops and discuss their own careers. Colour Archives to visit to discuss creative jobs. Visits to exhibitions where applicable exposes students to careers as artists, designers, curators, marketing.		
<b>Year 8</b> (Desk Tidy- students half year rotation with Art)	1) Re- introduction to the subject soft skills lesson - explicitly links to the skills required by all employers as well as creative careers. 2) Architecture project – students explore how wide ranging creative subjects interlink, including Architecture. 3) Looking at the work of a range of other artists and designers highlights these as career options. Students learn <i>how</i> to be an artist or designer. 4) Product design experimentation - students explore how 3D designers, sculptors, print designers, CAD/CAM designers and photographers work. 5) Manufacturing – understanding how designers and manufacturers create products. Artists/ Designers/ Architects could run creative workshops and discuss their own careers. Colour Archives to visit to discuss creative jobs. Visits to exhibitions where applicable exposes students to careers as artists, designers, curators, marketing.		
<b>Year 9</b> (Insects C1&2/ Lighting C3)	3D design unit – students explore how to manipulate a variety of materials by looking at the work of a range of crafts people, artists and photographers work. Visits to YSP or the Hepworth to expose students to how artists work in addition to careers as curators and marketing. Artists and designers could lead specialist workshops/ critiques/ discussions linking to their careers in creative industries.		Lighting Design Unit – working and thinking like a product designer/ crafts person/ photographer. Working like a designer to a brief mimic that of designers and artists working in the creative industries (as well as freelance or owning your own business.) Visit to IKEA or John Lewis or product design exhibitions when on expose students to careers in product design.
<b>Year 10</b> (Lighting continued C1 / Natural Forms C2&3)	Natural Forms Design Unit – working and thinking like a product designer/ crafts person/ photographer/ sculptor Working like a designer to a brief mimic that of designers and artists working in the creative industries (as well as freelance or owning your own business.) Creatives from the 3D design industry or 3D artists could be brought to discuss careers/ critique work/ or lead workshops. Design Agencies could set a live brief for students to work from - <i>Students could visit local agencies.</i> Gallery and exhibition visits (where relevant). Visits to YSP or the Hepworth to expose students to how artists work in addition to careers as curators and marketing.		
<b>Year 11</b> (Portfolio – working to a brief)	Working like a designer to a client brief reflect that of designers and artists working in the creative industries. Creatives from the product design industry or 3D artists could be brought to discuss careers/ critique work/ or lead workshops. Design Agencies could set a live brief for students to work from - <i>Students could visit local agencies.</i>	Unit 2 Exam – Responding to an external brief and producing a portfolio of work reflecting how designers work in industry. Producing a portfolio exposes students to wide ranging creative careers including web design, marketing, and graphics. Students are now fluent in <b>visual language</b> so understand how to effectively market their own brand/ business.	

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- 1) When could/do you make explicit links in lessons to a particular career that the subject matter/skills are relevant to? Please highlight these on your SOW. (Gatsby Benchmark 4 – Linking curriculum learning to careers)
- 2) Are there any opportunities that you have planned/could plan to invite employers/businesses in that would make students more aware of employment opportunities in your field? (Gatsby Benchmark 5 - Encounters with employers and employees)
- 3) Do you/could you run any expeditions that expose students to potential employment routes/employers? (Gatsby Benchmark 6 - Experiences of workplaces)