

Careers and Curriculum Links – Textiles

	Cycle 1	Cycle 2	Cycle 3
Year 7 (Portrait Project- students half year rotation with Art)	1) Intro 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) Surface design experimentation - students explore how textile designers, print designers, embellishers, illustrators 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.		
Year 8 (Architecture Project- 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) Surface design experimentation - students explore how textile designers, print designers, embellishers, illustrators 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.		
Year 9 (Growth and Decay surface design C1&2/ Deconstruct fashion design C3)	Surface design unit – students explore how textile designers, print designers, embellishers, illustrators 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.		Fashion Design Unit – working and thinking like a fashion designer/ textiles designer/ costume designer/ pattern cutter/ illustrator and seamstress. Visits to fashion shows or fashion exhibitions when on expose students to careers in fashion.
Year 10 (Flesh and Form – surface, sculpture, fashion)	Fashion Design Unit – working and thinking like a fashion designer/ textile designer/ costume designer/ pattern cutter/ illustrator and seamstress. 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 fashion industry or textile 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> Visits to local textile factories could be planned where possible. Gallery and exhibition visits (where relevant). Visits to fashion shows or fashion exhibitions when on expose students to careers in fashion.		
Year 11 (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 fashion industry or textile 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 visual language so understand how to effectively market their own brand/ business.	

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- 1) When do you make explicit links in lessons to a particular career that the subject matter/skills are relevant to? (Gatsby Benchmark 4 – Linking curriculum learning to careers)
- 2) What opportunities have been planned/could be planned 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)