

**Subject:- Textiles**

**Head of Department: - Mr Larigo**

**Teachers in this department: - Mrs Miles**



## General overview

**GCSE AQA Art and Design Textiles**

**Candidates should be introduced to a variety of experiences exploring a range of textile media, techniques and processes, including both traditional and new technologies.**

**They should explore relevant images, artefacts and resources relating to art and design from the past and from recent times, including European and non-European examples which should be integral to the investigating and making process. Responses to these examples must be shown through practical and critical activities which demonstrate the candidates' understanding of different styles, genres and traditions.**

**The course is available to students from year 9 to year 11**

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## Year 9 Overview

### Year 9 – GCSE AQA Art and Design Textiles

#### Art and Design Textiles

Learners are introduced to a variety of experiences exploring a range of textile media, techniques and processes, including both traditional and new technologies.

They should explore relevant images, artefacts and resources relating to art and design from the past and from recent times, including European and non-European examples which should be integral to the investigating and making process. Responses to these examples must be shown through practical and critical activities which demonstrate the candidates' understanding of different styles, genres and traditions.

Learner will be taught a variety of skills and processes that will enable them to explore further and will be the base line for the coming projects in Years 10 and 11.

Learners should explore drawing for different purposes and needs.

Learners will use sketchbooks to support their work where appropriate.

Learners are required to integrate critical, practical and theoretical study in Textile Design that encourages direct engagement with original work and practice. Where direct engagement may not be possible, the expectation is that work should include appropriate and explicit critical study.

#### Skills and Techniques

Learners will be expected to demonstrate skills and techniques in the context of their chosen area(s) of study:

- making appropriate use of colour, line, shape, texture, pattern, harmony, contrast and/or repetition
- showing in their work an understanding of process, meaning, mood, style and scale
- using methods and processes appropriate for the intended audience or the purpose of their chosen aspect of textiles
- showing in their work appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief
- providing evidence of working in a variety of textile methods, such as fabric printing, tie-dye, batik, spraying, transfer, fabric construction, stitching, felting and fabric manipulation providing evidence of the use of safe working practices.

## Year 9 Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Project 1 – Textile Artists</u></p> <p><b>Ass Objective 1</b> Develop their own ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p> <p>* Hand sewing skills *Observational drawings *Research of textiles artist *Machine stitching *Sketchbook work</p>	<p><u>Project 1 – Textile Artists</u></p> <p><b>Ass Objective 2</b> Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>Ass Objective 3</b> Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</p> <p>*Mixture of techniques *Sketchbook work – working in varying mediums with varying practices. *Construction techniques</p> <p>1.30 hours practical assessment with written evaluation</p>	<p><u>Project 1 – Textile Artists</u></p> <p><b>Ass Objective 4</b> Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.</p> <p>*Applique *Reverse applique *Fabric printing *Sketch book work</p> <p>1.30 hours practical assessment with written evaluation</p>	<p><u>Project 2 - Aboriginal art</u></p> <p><b>Ass Objective 1</b> Develop their own ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p> <p>*Observational drawings *Research of textiles artist *Design ideas *Mapping their own project *Choosing their own practices and techniques *Sketch book work</p> <p>1.30 hours practical assessment with written evaluation</p>	<p><u>Project 2 - Aboriginal art</u></p> <p><b>Ass Objective 2</b> Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>Ass Objective 3</b> Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</p> <p>*Mixture of techniques *Sketchbook work – working in varying mediums with varying practices.</p> <p>Theory assessment</p>	<p><u>Project 2 - Aboriginal art</u></p> <p><b>Ass Objective 4</b> Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.</p> <p>*Applique *Reverse applique *Fabric printing *Transfer *Construction * Sketch book work</p> <p>Theory/practical assessment</p>

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## Year 10 Overview

### Year 10 – GCSE AQA Art and Design Textiles

#### Art and Design Textiles

Learners are introduced to a variety of experiences exploring a range of textile media, techniques and processes, including both traditional and new technologies.

They should explore relevant images, artefacts and resources relating to art and design from the past and from recent times, including European and non-European examples which should be integral to the investigating and making process. Responses to these examples must be shown through practical and critical activities which demonstrate the candidates' understanding of different styles, genres and traditions.

Learners should be aware of the four assessment objectives to be evidenced in the context of the content and skills presented and of the importance of process as well as product.

Learners should explore drawing for different purposes and needs.

Learners will use sketchbooks to support their work where appropriate.

Learners are required to integrate critical, practical and theoretical study in Textile Design that encourages direct engagement with original work and practice. Where direct engagement may not be possible, the expectation is that work should include appropriate and explicit critical study.

Learners will be expected to demonstrate practical skills in the context of specific chosen areas of study or any combined areas of study.

#### Skills and Techniques

Learners will be expected to demonstrate skills and techniques in the context of their chosen area(s) of study:

- making appropriate use of colour, line, shape, texture, pattern, harmony, contrast and/or repetition
- showing in their work an understanding of process, meaning, mood, style and scale
- using methods and processes appropriate for the intended audience or the purpose of their chosen aspect of textiles
- showing in their work appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief
- providing evidence of working in a variety of textile methods, such as fabric printing, tie-dye, batik, spraying, transfer, fabric construction, stitching, felting and fabric manipulation providing evidence of the use of safe working practices.

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## Year 10 Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Project 1 – Sea life/Sweet food</u></p> <p><b>Ass Objective 1</b> Develop their own ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p> <p>*Observational drawings *Research of textiles artist *Wet felt making *Wet felt making artist *Dry felting *Hand stitching *Machine stitching *Sketchbook work</p>	<p><u>Project 1 – Sea life/Sweet food</u></p> <p><b>Ass Objective 2</b> Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>Ass Objective 3</b> Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</p> <p>*Mixture of techniques *Sketchbook work – working in varying mediums with varying practices.</p> <p>1.30 hours practical assessment with written evaluation</p>	<p><u>Project 1 – Sea life/Sweet food</u></p> <p><b>Ass Objective 4</b> Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.</p> <p>*Applique *Reverse applique *Fabric printing *Transfer *Construction *Sketch book work</p> <p>1.30 hours practical assessment with written evaluation</p>	<p><u>Project 2 - Fairgrounds</u></p> <p><b>Ass Objective 1</b> Develop their own ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p> <p>*Observational drawings *Research of textiles artist *Design ideas *Mapping their own project *Choosing their own practices and techniques *Sketch book work</p> <p>1.30 hours practical assessment with written evaluation</p>	<p><u>Project 2 - Fairgrounds</u></p> <p><b>Ass Objective 2</b> Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>Ass Objective 3</b> Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</p> <p>*Mixture of techniques *Sketchbook work – working in varying mediums with varying practices.</p> <p>Theory assessment</p>	<p><u>Project 2 - Fairgrounds</u></p> <p><b>Ass Objective 4</b> Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.</p> <p>*Applique *Reverse applique *Fabric printing *Transfer *Construction * Sketch book work</p> <p>Theory/practical assessment</p>

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## Year 11 Overview

### Year 11 – GCSE AQA Art and Design Textiles

#### Art and Design Textiles

Learners are introduced to a variety of experiences exploring a range of textile media, techniques and processes, including both traditional and new technologies.

They should explore relevant images, artefacts and resources relating to art and design from the past and from recent times, including European and non-European examples which should be integral to the investigating and making process. Responses to these examples must be shown through practical and critical activities which demonstrate the candidates' understanding of different styles, genres and traditions.

Learners should be aware of the four assessment objectives to be evidenced in the context of the content and skills presented and of the importance of process as well as product.

Learners should explore drawing for different purposes and needs.

Learners may use sketchbooks/workbooks/ journals to support their work where appropriate.

Learners are required to integrate critical, practical and theoretical study in Textile Design that encourages direct engagement with original work and practice. Where direct engagement may not be possible, the expectation is that work should include appropriate and explicit critical study.

Learners will be expected to demonstrate practical skills in the context of specific chosen areas of study or any combined areas of study.

#### Skills and Techniques

Learners will be expected to demonstrate skills and techniques in the context of their chosen area(s) of study:

- making appropriate use of colour, line, shape, texture, pattern, harmony, contrast and/or repetition
- showing in their work an understanding of process, meaning, mood, style and scale
- using methods and processes appropriate for the intended audience or the purpose of their chosen aspect of textiles
- showing in their work appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief
- providing evidence of working in a variety of textile methods, such as fabric printing, tie-dye, batik, spraying, transfer, fabric construction, stitching, felting and fabric manipulation providing evidence of the use of safe working practices.

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## Year 11 Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Project 3 – The Evacuees Suitcase</u></p> <p><b>Ass Objective 1</b> Develop their own ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p> <p>*Observational drawings *Research of textiles artist *Wet felt making *Wet felt making artist *Dry felting *Hand stitching *Machine stitching *Sketchbook work</p>	<p><u>Project 3 – The Evacuees Suitcase</u></p> <p><b>Ass Objective 2</b> Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.</p> <p><b>Ass Objective 3</b> Record ideas, observations and insights relevant to their intentions in visual and/or other forms.</p> <p>*Mixture of techniques *Sketchbook work – working in varying mediums with varying practices. *Sketch book work</p> <p>1.30 hours practical assessment with written evaluation</p>	<p><u>Project 3 – The Evacuees Suitcase</u></p> <p><b>Ass Objective 4</b> Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.</p> <p>*Applique *Reverse applique *Fabric printing *Transfer *Construction *Sketchbook work and final evaluations</p> <p>1.30 hours practical assessment with written evaluation</p>	<p><u>Controlled assessment set by the exam board</u></p> <p>Working in exam conditions. Using resources and equipment in the classroom only</p>	<p><u>Controlled assessment set by the exam board</u></p> <p>Working in exam conditions. Using resources and equipment in the classroom only</p>	

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