

Roundwood Park School



GCSE Art and Design: Textile Design - Edexcel

Textile Design is a versatile practice that involves the creation, selection, manipulation and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, knitting, stitching and printing to create designs and products. Textile designers work in multi-disciplinary ways to create ideas, materials and techniques for different applications. Textile designers also play an important role in the world of fashion, theatre, performance and retail. Students will also understand that Textile Design practitioners may work within a team environment in a large commercial manufacturing company, on a single aspect of the design or making process or work as freelance practitioners on commissions or self-directed projects. They will need good communication skills in order to liaise with clients and to promote themselves as textiles designers and makers.

Aims and objectives:

Students will be required to know and understand:

- how sources inspire the development of ideas, drawing on:
 - the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures
 - contemporary and/or historical environments, situations or issues
 - other relevant sources researched by the student in area of textiles the chosen area(s) of study

- the ways in which meanings, ideas and intentions can be communicated through visual and tactile language, using formal elements, including:
 - colour
 - line
 - form
 - tone
 - texture
- the characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area of study
- the different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.

Assessment Objectives:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources

AO2: Refine work by exploring ideas, selecting and experimenting with media, materials, techniques and processes

AO3: Record ideas, observations and insights relevant to intentions as work progresses

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding and good command of the visual language.

Year / Term	Unit of work: Component 1: Personal Portfolio	Assessment
<p>YEAR 10 AUTUMN TERM</p>	<p>Natural Form Project Topic 1: Investigating and recording ideas through drawing and creative research Students research images relating to the 'Natural Form' theme. Developing knowledge and understanding of how to source credible images that are relevant and of high quality from both primary and secondary sources. Students begin to understand how to record an image through photography and present this as the start of a creative journey. Exploration of observation drawing. Students are encouraged to develop skills in selecting and linking researched themes to the observation drawings they create. Gaining an understanding of selecting and using pencil, colour pencil and fine liner to record their observations. Choosing appropriate media to create and explore tone, colour, texture and pattern in the objects they are inspired by. Extending visual language through building out drawing from primary photographs and primary source material.</p> <p>Topic 2: Applique and Print Students conduct research on artists and textile designers. Building their knowledge and research skills to understand and extract the relevant facts and information on their chosen artist's work. Students gain confidence and knowledge in using a sewing machine for both straight foot and free machine embroidery. Knowledge of thread selection, using an embroidery hoop and selecting the correct feet and needles for technical excellence and visual outcome. Students explore applique textile techniques, raw edge, reverse, inlay, collage and motif. Students begin to understand how to select appropriate fabrics and then construct a personal applique response linked to original research and observation drawing. Students demonstrate a growing knowledge in developing research and ideas through sustained investigation into a creatively thought through outcome. Evidencing this knowledge both visually and through personal annotation. Students' knowledge is extended with elements of quilting and trapunto.</p>	<p>Work is produced in sketchbooks and separate practical work. This is submitted for on-going verbal and written feedback.</p> <p>Students will be assessed on all four assessment objectives throughout year 10.</p> <p>Through assessment, students will become familiar and confident in addressing and presenting each assessment objective in their sketchbooks and final outcomes.</p> <p>Students sit an internally set mock exam in year 11. This gives them more choice of subject matter and techniques and the experience of working independently on a final outcome for a sustained period of time (10 hours). This is assessed using the 4 assessment objectives. Marks and written feedback are given.</p>

	<p>Students begin to explore textile designers that specialise in producing repeating patterns. Researching and critically analysing the work of designers including Zandra Rhodes, Celia Birtwell, Designers Guild and Barron and Larcher.</p> <p>Topic 3: Repeat Printing: Students develop observation drawings and extended drawing work into repeating patterns. Students gain knowledge in creating a motif design from their observation work that will form the basis of a repeating pattern design. Knowledge of the visual impact and consideration of both negative and positive space in a design outcome and how this effects its visual appeal. Using varying repeat pattern printing processes including lino printing, stencilling and screen printing to explore outcomes.</p>	
<p>Super Curricular</p>	<p>Read: How to read pattern. A crash course in textile design, by Clive Edwards. Can you make a critical study of one of the pieces from the book? Explore the work of Zandra Rhodes in more detail. Create a range of critical studies based on her designs. How could she inspire and influence your own textile work?</p>	

Year / Term	Unit of Work Component 1	Assessment
<p>Year 10 Spring Term</p>	<p>Natural Form Topic: Final piece Students use their knowledge to develop their own final personal response printed on fabric.</p> <p>Topic: Machine and hand embroidery Research on the theme natural form will be developed further through the continued and personal exploration of this theme. Investigated through free machine embroidery and hand embroidered work. Students gain knowledge in using embroidery hoops and techniques that enable drawing in stitch. Students develop machine embroidery skills in using angelina fibre, soluble fabrics and embellishing techniques. Students gain knowledge of hand embroidery techniques including a range of stitches. Learning how to select and apply appropriate stitches using varying thicknesses of embroidery floss. Students develop design using colour theory knowledge.</p>	<p>AO4 assessment objective. Assessed and graded.</p>

	<p>Students are encouraged to engage in the visual world through artist investigation, visiting galleries, museums and exhibitions. Students will understand how to construct and execute their drawing, observations and investigations through a creative process that leads to a final embroidered response.</p> <p>Topic: Weaving and wrapping Students will gain knowledge in the structure of weave. Learn how to set up a loom and understand warp and weft threading and the complexities of weaving a patterned design. How to change and create pattern through varying the weaving sequence. Knowledge of designers and artists that work in this field including Michael Brennand Wood, Annie Albers and Lois Walpole Students will develop these skills into a personal weaving response.</p>	
Super Curricular	<p>Read: about a fashion or textiles exhibition and make a critical analysis in your sketchbook in response. Explore the V&A website and find an exhibition or gallery that inspires you and your work. Create a visual response to what you see.</p>	

Year / Term	Unit of Work Component 1: Final piece	Assessment
YEAR 10 SUMMER TERM	<p>Referring to initial ideas from the beginning of the academic year and using these as a starting point to create a more personal response to the theme Natural Form for the final part of the year 10 content. Students will use visual research skills to develop a personal investigation of their theme. They will produce a personal response to the theme showing an understanding of textile techniques acquired throughout the year. Present a meaningful response, inspired by research and selected artists. Outcomes will be individual and incorporate knowledge of textile techniques.</p>	
Super Curricular	<p>Read a book from the ‘Vogue On’ series. How can your chosen book inspire your own textile thinking? Find out about tie dying. What is the history of this technique and can you create some samples showing different</p>	

Year / Term	Unit of Work Component 1: Personal Portfolio	Assessment
<p>YEAR 11 AUTUMN TERM</p>	<p>Preparation and mock examination Generating ideas: from a given starting point or theme students explain their ideas in a written proposal. Investigation and exploration of ideas:</p> <ul style="list-style-type: none"> • Images/photos related to their chosen ideas/theme. • Sketches • Images from a range of artists related to their idea. <p>Facts, if this is relevant, to the theme. Develop further: Sketch out possible ideas and annotate them. Students plan/decide: which textiles artists they are going to study in more depth? what photographs do they need to take? what observational drawing will you do?</p> <p>Critical studies and analyse:</p> <ul style="list-style-type: none"> • Students select one or two textiles' artists from their initial research for more in-depth research. • Students produce copies of all or a section of their artists' work. • Experiment/explore aspects of their work • Analyse the work in terms of subject, composition, colour, technique etc. • Add info from gallery visits <p>Show clearly how artists work is influencing their own work. Recording observations Students take their own relevant photographs Produce <u>detailed observational</u> drawings to support their work. Making sure some of these are large (A4) Show best quality pencil drawings. Use a range of other media for their studies.</p> <p>Experiment, Review, Refine Students review their ideas and narrow them down, with explanations. Experiment and refine processes and techniques; consider the following;</p> <ul style="list-style-type: none"> • Type of media to use • Processes/techniques • Colours • Textures <p>Students annotate and explain their thoughts and decisions</p>	

Super Curricular	Do: Explore the Bath Fashion and Textile Museum. Find an exhibition and explore how this can inspire your own work
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Year / Term	Unit of Work Component 2: Externally Set Assignment (ESA)	Assessment
YEAR 11 SPRING TERM Until May	<p>Preparation for the final Externally Set Assignment (ESA) The final assignment is given out at the beginning of January. The same process of planning and preparation takes place over this term.</p> <p>Final preparation and planning Students plan out their outcome ideas Make sure you have shown progression in your planning, from initial ideas through research, experimenting, planning to final idea. Remember to use SPECIALIST ART VOCABULARY when annotating. Have you fully recorded your 'observations, insights, intentions? Review the mock exam marks and improve on the elements of preparation and outcome in order to improve the grade The final assignment is given out at the beginning of January. The same process of planning and preparation as for the mock exam takes place over this term. The 2-day (10 hour) exam takes place at the beginning of the summer term.</p>	<p>The externally set assignment is given out at the beginning of January. The same process of planning and preparation takes place over this term.</p> <p>The two-day exam takes place early in the summer term. Any remaining time is used to improve work for component 1 and present work for final assessment.</p> <p>The ESA is assessed using all 4 assessment objectives. This comprises 40% of your final mark.</p> <p>All your other coursework, projects 1 and 2, sketchbooks, experiments, final outcomes is re-assessed using the 4 objectives. This comprises 60% of the final mark.</p> <p>The 2 components of work are presented as an exhibition for both the final internal assessment and the moderation by an Edexcel external moderator.</p>
Super Curricular	<p>Read: follow the Guardian Art and Design and Fashion features. Use these to help inspire and inform your studies. Can you discover new and interesting artists and designers?</p> <p>Find: Careers that are linked to Art Textiles and fashion. Use the fashion careers guidebook by Julia Yates or the discover creative careers website. Explore the qualifications and experience you would need to gain to pursue a career in this sector</p>	