

A Level Art and Design: Textiles AQA

Art Textiles encourages students to think and work creatively, develop skills in working with varying textile techniques. Students are able to critically analyse their own work and others. Students explore ideas and develop their skills and knowledge in visual language through the medium textiles.

The aims and objectives of A 'Level Art Textiles are to enable students to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes.
- an interest in, enthusiasm for and enjoyment of art, craft and design.
- the experience of working with a broad range of media.
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate.
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries.
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures.
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

In A Level Art Textiles, the order the curriculum is taught has been given careful consideration to ensure students are able to build on skills and knowledge acquired during KS4 Art Textile GCSE, and previously throughout their KS3 art journey. The course avoids unnecessary repetition whilst supporting students in developing their skills and knowledge from those acquired at KS4.

Students will be required to demonstrate skills in the following:

- awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile design.
- awareness of intended audience or purpose for their chosen area(s) of textile design.
- ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of textile design
- appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief.
- understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing, screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, patchwork, padding, quilting and embroidery.

The course consists of four assessment areas that are equally weighted within each component (25% for each AO). The course consists of two components parts. The portfolio and the Externally Set Assignment.

Students are introduced to a variety of experiences that explore a range of textile media, processes and techniques. They are made aware of both traditional and new media.

Students explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students explore the potential for the use of colour. Students use sketchbooks to underpin their work where appropriate.

Students explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

Beginning with the starting point 'Structures in the environment and natural world' students develop their independent research and skills.

Assessment objectives:

1. AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding (25%).
2. AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops (25%).
3. AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress (25%).
4. AO4: present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements (25%).

Year / Term	Unit of Work Area of Study: Foundation Projects	Assessment
<p>Year 12</p> <p>Autumn Term</p>	<p>Students are given the title 'Structures in the Environment and Natural World.'</p> <p>Students use this title as a springboard to generate a theme and ideas for their year 12 work. This could be urban, rural, coastal or focussed on natural form.</p> <p>Work is explored and developed alongside a series of teacher led workshops that enable students to develop their skills and knowledge in Textile practices. All work is underpinned with recording ideas through observation study and gathering primary source material with photography and visits to galleries and exhibitions.</p> <p>Topic 1: Print</p> <p>Collagraph: Students are developing and experimenting with Collagraph printing, using both the collage and reduction print processes and exploring printing on a variety of surfaces.</p> <p>Mono print: Exploring and experimenting with mono printing using various surfaces including fabric. Negative printing.</p> <p>Exploring colour in mono print and considering texture and design.</p> <p>Extending this work with the inclusion of printing on fabric and exploring stitch on both paper and fabric prints</p> <p>Photo transfer print techniques, using prints</p> <p>Stencilling: Using this technique to introduce students to explore design repeat and use of colour. Produce stencils based on theme and explore stencilling based on theme.</p> <p>Screen-printing: Using personal research, students develop a repeat print and look at design construction</p> <p>Students explore repeating pattern work and putting their own design into a repeat. Working with screen printing to produce a range of printed samples using different colourways, fabrics and print techniques</p> <p>Colour: Students explore the use of colour in design. How colour can create mood and use their knowledge of colour theory to create different colourways in their design work.</p> <p>Batik: Students explore the art of batik within the context of fabric design.</p> <p>Final piece: Students create a repeat printed design based on their knowledge of silk screen printing.</p>	<p>Continual assessment through grading, written and verbal feedback.</p> <p>Students will be assessed on all four assessment objectives throughout year 12.</p> <p>Students sit an internally set mock exam that enables them to practice and experience the final year 13 ESA 15 hour sustained period of study.</p> <p>Through assessment, students will become familiar and confident in addressing and presenting each assessment objective in their sketchbooks, loose work and final outcomes.</p>

Super Curricular	<p>Read: “World of Art Costume and Fashion’ by James Laver. Create a visual timeline of fashion throughout the ages.</p> <p>Do: Create your own Pinterest board exploring textile and fashion designers, makers and other cultural influences that could inspire your work.</p> <p>Find: out how Alexander McQueen created his solarized floral print pattern. Can you recreate this technique?</p>
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Year / Term	Unit of Work Foundation Work	Assessment
<p>Year 12</p> <p>Spring Term</p>	<p>Continuing with the theme ‘Structures in the Environment and Natural World,’ students will explore the following topics, developing skills and knowledge in this area of textile practice</p> <p>Topic 2: Fabric manipulation.</p> <p>Pleating, tucks and smocking: Students explore these techniques in the context of their own visual research and recorded of ideas.</p> <p>Trapunto and quilting: Looking at stitching techniques that fasten three layers of fabric together. Including using fibre filling (Batting) to create a decorative effect.</p> <p>Passementerie: Students explore the addition of ribbons braids or trim to the surface of fabrics.</p> <p>Applique: Students develop their applique skills further using different materials.</p> <p>Dying and staining fabrics: including rusting, earth staining, synthetic and natural dying. Marbling and tie dying.</p> <p>Embroidery: Machine and hand embroidery skills are explored and developed. Embroidery skills will include:</p> <p>Couching</p> <p>Soluble fabrics</p> <p>Further applique techniques</p> <p>Use of collage within design</p> <p>During this period students will keep a progress diary. This enables them to evaluate and analyse their own work in the context of what has worked well and what could be refined, developed or improved.</p> <p>It also enables students to reflect on Aspire values that supports their learning.</p> <p>Final piece: Students develop their own final outcome based on their theme.</p>	
Super Curricular	<p>Read: ‘V&A Gallery of Fashion.’ How have textile techniques influenced trends throughout the decades?</p> <p>Do: Join a Fashion and Textiles Museum online event. Create a visual response showing what has inspired you from the course.</p> <p>Find; A specialist gallery at the V&A record ideas either through drawing, textile or photography inspired by what you see.</p>	

Year / Term	Unit of Work Component 1: Personal Investigation	Assessment
<p>Year 12</p> <p>Summer Term</p>	<p>Review year 12 work to date. Students to consider areas of personal interest. Students start planning ideas for the assessed component 1: Personal Investigation.</p> <p>Introduction: Research and analyse the work of 6 textile designers/fashion designers/ textile artists linked to the student's chosen theme. Learn and show understanding of these artists' work in the context of the time they were working/what was happening during the time. Research the meaning behind their work.</p> <p>This research will be used to develop a focus for the essay and practical work for component 1.</p> <p>Topic 3: Constructed Textiles</p> <p>Weaving: Students will research and investigate paper weaving techniques. Exploring this within the context of 3D form to make a small vessel. Consider colour within the construction.</p> <p>Wrapping: students to explore and experience a range of wrapping techniques using wire, found objects.</p> <p>Felting: Exploring felt in more detail. Including creating relief in felting and exploring form.</p> <p>Holiday work: Visiting exhibitions, galleries and museums researching and investigating</p>	<p>Component 1 Personal Investigation forms 60% of the final A Level assessed grade.</p> <p>During this period students will sit a mock exam. This will be a 10-hour sustained period of study over 2 days.</p>
<p>Super Curricular</p>	<p>Watch: The True Cost documentary. How could this programme impact the way you make and create textiles for you're a 'Level?</p> <p>Find: Out about Iris Van Herpen's infinity dress. How was this piece created and what textile techniques are used?</p>	

Year / Term	Unit of Work Component 1: Personal Investigation	Assessment
Year 13 Autumn Term	<p>Students continue working on their Personal Investigation work.</p> <p>Know how to present the theme for component 1 both visually and as a written proposal.</p> <p>Know how to use good resources and references to support their research.</p> <p>Record observations linked to their chosen theme showing a knowledge of the elements of drawing.</p> <p>Show an understanding of the use of different media in their observations</p> <p>Link their development of observation skills to their chosen artists</p> <p>Show an understanding of how artists inspire and inform their work.</p> <p>Experiment, explore working in the style of their chosen artists</p> <p>Show an understanding of how to develop ideas from this research</p> <p>Use photography to support their own research of the theme</p> <p>Explore possible outcomes for the final piece</p> <p>Review what the project is about. Understand the journey of an artist and the development of meaning in their work.</p> <p>Plan for the mock exam. Create a progress diary which can be used in the essay</p>	
Super Curricular	Find: Follow the fashion and Textile Museum. Blog. How can you use this site to find new inspiration for your work? Do: explore a textile technique that you have not used. Share this skill in class.	

Year / Term	Unit of Work Component 2: Externally Set Assignment (ESA)	Assessment
<p>Year 13</p> <p>Spring Term 1st February until May</p>	<p>Students select a project title from the AQA exam paper.</p> <p>Students work across all for Assessment objectives to develop their final piece of work. AO4 is completed under a 15-hour exam over 3 days.</p> <p>Throughout the course and specifically for the ESA, students are encouraged to engage and visit museums, galleries and exhibitions to support the development of their projects.</p> <p>They are encouraged to develop initiative in researching and gathering source material, including recording ideas and photographing for primary source material. First hand research will support students in excelling in Art Textiles and using this to intelligently interpret their sources.</p>	<p>The ESA forms 40% of the final mark and all four assessment objectives are covered in the ESA.</p> <p>Component 1, the personal investigation, is re-assessed using the 4 assessment objectives and standardisation takes place within the department. This comprises 60% of the final mark.</p> <p>The 2 components of work are presented as an exhibition for both the internal assessment and moderation by an AQA external moderator</p>
<p>Super Curricular</p>	<p>Find: and attend an online textile workshop or event. Present your response in your sketchbook.</p> <p>Read: Vivienne Westwood' personal memoir by Vivienne Westwood and Ian Kelly. What did you learn about Westwood's influence on fashion?</p>	