

AHS Art Curriculum: GCSE Textile Design Programme of study

KS4: By the end of KS4 students should be fully informed as to potential further education and career opportunities within textile design.. They will have developed a secure process to develop a personal response to a given theme. They will have an embedded understanding of how to express, suggest and describe using the formal and figurative elements. They will have strong understanding of visual language and use composition purposefully to support their intentions. They will be prepared to take further study at BTEC level 3 or A' level. They will develop a passion for personal expression through the textile arts.

HEALTH & SAFETY

	Course Composition			Assessment
	60% Personal portfolio Begins with 4 mini projects that introduce methodology and foundation skills in dyed, printed fabrics, stitched and/or embellished textiles. Students then complete an extended, independent project (8 weeks) to a given theme where they can further develop and hone skills using preferred techniques. This culminates in a 10-hour assessment to realize a response 40% Externally Set Assignment. Our examination board, Edexcel, sets an external assignment where students can showcase their skills so far. This culminates in a 10hr exam to realise ideas based on work that they have developed in lessons.	Note: This course is fast paced and not for the work shy. Meeting deadlines for class and homework is imperative to achieving a good grade.	Note: This course provides an amazing opportunity for personal expression through the visual arts. Students develop many skills that can be applied to other subject areas of study. Students thoroughly enjoy the content and the skills they develop by the end of the course.	Students will be marked using the Edexcel assessment descriptors. Limited Basic Emerging (Competent) Competent (and Consistent) Confident and assured Exceptional This will transfer in to numerical marking as the course and understanding of the assessment objectives develop.
Projects.	Intent	Implementation Key Skills	Implementation Key Concepts / Knowledge & Understanding.	Impact Assessment
Project 1 Natural Forms 4wks (Embellishing, printing, applique)	What is textiles? (Techniques & skills, future jobs, use within the industry) Course understanding; Assessment objectives. AO1, AO2, AO3, AO4. Artist: Angie Lewin. Understanding the style of work created by Angie Lewin. To produce a fabric sample in the same style as the chosen artist. Using new learnt skills of bonda web applique, press printing and lino printing. Understanding artist inspiration and layering of textiles skills to produce samples/final pieces. Key intentions: Introduction to the GCSE assessment objectives. Developing digital sketchbook presentation. Introduction to the first three textiles skills. Identifying and understanding key concepts. Research and critical analysis of artworks. Homework: Students will be expected to complete 3hrs homework a week. This will take the form of completing presentation and annotation of digital sketchbooks, artist research and analysis, taking photographs.	New skills: Digital sketchbooks Lino printing and carving. Press printing. Hand sewing/embellishment. Bonda-web applique. Photography (considering purpose and intentions, issues of quality.) Revisiting skills: Artist inspiration/pastiche. Research and analysis. Balanced, uncluttered sketchbook presentation. Safe use of equipment. Drawing for ideas and development. Written evaluation and analytical writing.	New Knowledge: Artist: Angie Lewin Respond to observation on artist inspiration and design style. Using the similar techniques used by the artist. Learning new 3 textiles skills. Revisiting knowledge: The formal and figurative elements. Evaluation of ideas. The links between assessment objectives. .	Students are encouraged to look at each other's work regularly and work that meets the success criteria is discussed in depth. Students identify strengths and weaknesses via evaluation. Teacher assessment: verbal and written on the following:- AO1: Research and analysis of Angie Lewin & pastiche using fabric of artist work. AO2: Samples using new learnt skills. AO3: The quality and purposeful intentions of photographs, drawings using artist style and working with composition. AO4: Final A3 fabric sample linking to artist work. H&S: Using lino cutting tools / using irons for bonda-web / use of needles

Project 2 Structures (Reverse, applique, collage, print transfer))	Introduction to safe use of machinery such as sewing machines & heat press. Artist: Gillian Bates, Cassandra Harrison, Jane Jackson. Key intentions: To respond to an artist(s) of the student choice from list. Looking at different ways artist uses textiles skills to produce structure inspired work. Looking at fabric choices and linking these to desired textures, patterns and colours found on own photographs and linking to chosen artist work/style. Homework: Students will be expected to complete 3hrs homework a week. This will take the form of completing presentation and annotation of digital sketchbooks, artist research and analysis, taking photographs.	New skills: Using sewing machines & heat press. New learnt skills of applique, reverse applique, free motion stitching image transfer gel /t'shirt transfers Revisiting skills: Creating class mind maps to explore the theme. In-depth analysis. Bonda-web applique (from previous project). Hand embellishment and stitching (from previous project). Writing a reflective evaluation which shows options and links to analytical writing.	New Knowledge: Choosing an artist which students are able to connect and understand. Identifying and responding to key concepts. Learning 4 new textiles skills and techniques. Revisiting knowledge: The formal and figurative elements Suggestive use of composition	Students are encouraged to look at each other's work regularly and work that meets the success criteria is discussed in depth. Students identify strengths and weaknesses via evaluation. Teacher assessment: verbal and written on the following:- AO1: Research and analysis of chosen artist. AO2: Experimentation of new learnt skills linking to own photographs and artist work. AO3: The purpose and quality of photographs. AO4: Final piece reflecting textiles skills and artist influences. ... H&S Use of the sewing machine. Students are shown how to safely use the sewing machines..
Project 3 Surfaces (Heat press, mixed media, Dying)	Artist: Nina Morgan, Laura Edgar, Liz Payne, Leisa Rich, Jennifer Coyne Qudeen. Key intentions: Using everyday items within photography to inspire textures and surfaces samples. Working with layering and experimentation of fabrics. Looking at how artists use different textures and fabrics to produce work. Teaching students to experiment and try-out layering a number skills learnt over the previous projects so far. Homework: Students will be expected to complete 3hrs homework a week. This will take the form of completing presentation and annotation of digital sketchbooks, artist research and analysis, taking photographs.	New skills: Manipulation of fabrics and surfaces. Heat pressing, melting, rust dying, fabric colour dying. Revisiting skills: Creating mind maps to explore a theme Identifying and responding to key concepts. Suggestive use of composition Research and analysis Digital Sketchbook presentation.	New Knowledge: To develop the mixing of techniques and their application. Revisiting knowledge: Previous textiles techniques to be used from other projects learnt over the year.	Students are encouraged to look at each other's work regularly and discuss work that successfully meets the assessment criteria. Teacher assessment: verbal and written on the following:- AO1: Research and analysis of Bauhaus, Futurism and Constructivism AO2: Experimentation of ideas, media and techniques developed using illustrator and hand drawn sketches.. AO3: Annotation of ideas AO4: Screen saver realisation. H&S Heat press- this is locked up when not in use but is unlocked for GCSE students. The machine gets up to 200 degrees. Students are shown how to use and remove work from the heat press safely. Dying gloves are provided for student dying fabric and are instructed not to consume liquid dye. Sewing Machines : recap

Personal Portfolio Main Project Independent Enquiry, Response and Realisation. ‘Reflections’ <i>(Image transfer/ embellishment, FELTING)</i> 8wks	Students are to create a poster for a photomontage exhibition called ‘Together and/or Apart’. Key intentions: This project is designed to combine skills learnt in projects 1, 2 and 3 to create a personal, resolved textile realisation. They will develop from identifying strengths and weaknesses to create highly independent work. Based on independent ideas some students will develop new specific skills supported by the teacher. They will demonstrate in-depth ability to review, modify and refine their work in this project . Homework: Students will be expected to complete 3hrs homework a week. This will take the form of completing presentation and annotation of digital sketchbooks, artist research and analysis, sketching idea solutions, taking revised photographs.	New skills: Research, React, Respond and Reflect Applying skills and ideas to an item of the student’s choice. (Fashion/interior/ wall hanging/ canvas.) Personally advised on new skills if required e.g felting. Revisiting skills: Creating mind maps to explore a theme Identifying and responding to key concepts. Composition Research and analysis Textiles skills learnt from previous projects Digital Sketchbook presentation Photography: quality and purpose. Previous skills learnt within projects	New Knowledge: Independent enquiry Revisiting knowledge: Previous textiles techniques to be used from other projects learnt over the year	Students are encouraged to look at each other’s work regularly and discuss work that successfully meets the assessment criteria. Teacher summative assessment: verbal, written and numerical feedback on the following:- AO1: Research and analysis of artists. AO2: Experimentation of ideas, sampling, media and techniques. AO3: Photographs, drawings and written annotation. AO4: Final textiles piece. . AO4 will be conducted in a 10hr controlled assessment. Students will be advised of dates H&S Felting (hand and machine)- similar to using the sewing machine students are shown how to use machinery safely. ensuring fingers are kept out of the way. Felt machine has a finger guard too. Dynamic H&S advice based on student’s independent skill development (e.g. use of cyanotype and chemicals involved).
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ESA Externally set assignment. 8wks .	Externally Set Assignment Our examination board, Edexcel, will advise the centre of this year’s theme in January. Students will begin their ESA at the end of January over the duration of 7 weeks to complete preparatory work. The work culminates with a 10hr sustained focus period to realise a final idea that responds to the theme. Strict exam conditions will apply.	New Skills Independent enquiry Revisiting skills: Research, React, Respond and Reflect	Independent enquiry:	Teacher summative assessment: numerical feedback will be provided at the end of May. AO1: Research and analysis of artists. AO2: Experimentation of ideas, media and techniques. AO3: Photographs, drawings and written annotation. AO4: ESA realisation . AO4 will be conducted in a 10hr controlled assessment Students will be advised of dates H&S Previous knowledge on skills and safety put in place during the final project.
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