



# Year 10 Art Textiles



## What have students at St Crispin's been taught to understand and be able to do?

### Year 10

A portfolio of work is developed using a range of media and textiles techniques through a series of workshops (drawing, fabric manipulation, tailoring, printing and surface decoration). Then two themed projects are developed, based on artists and designers' research and experimentation with ideas and techniques. Following this personal projects are chosen for the second year of the course specialising in a preferred media and based on a personally motivated theme (this informs the summer work).

*Summer project : drawing and gallery work to support personal projects.*

### Year 11

Personal project continues with opportunity for feedback and improvement. This is completed by February.

During the Spring term of Year 11, students are provided with a theme to work on from the exam board for the second part of the course. They are required to plan and respond to this theme through sketchbook work and realise their final idea in a 10 hour exam.

**Exam Board:** AQA GCSE Art and Design : Textile Design

### Core Knowledge

- Learn to analyse their own work and that of Artists/Craftsmen/Designers through critical analysis and show influencing features within their own work.
- Through open appraisal in class, learn to be positively critical of their own and others' work, enabling them to become more confident about the standards expected and the ways of achieving them.
- Work on long term and high quality projects.
- Develop an experimental attitude and personal way of working, enjoying their own creativity.
- Develop an idea through thorough research and experimentation, from conception to realisation.
- Take more responsibility for pushing their own ideas within the constraints of the new techniques used.
- Become more aware of their surroundings and culture reflecting on their own attitudes and reactions through their work.

### Core Skills

#### Drawing :

- Working from direct observation (Tone/ Line/Structure/Detail/Texture/Mood). Using stitching as drawing. Manipulating fabric to create images.
- Drawing fashion and textile items conveying textures and techniques.
- Drawing as a tool - Recording (observation drawing as above). Planning an idea (brainstorming, sketching).
- Making drawn references to inform the theme/analyse artwork. Mapping out the composition.
- References/illustrations used to show types of preparation drawings and varied techniques.

#### Textile Techniques :

- Fabric manipulation to create shapes and textures.
- Applique' and reverse applique'. Pleats and ruffles to create shapes and volumes.
- Tailoring and creating 3D textile items.



## Year 10 Art Textiles continued



### Core Knowledge continued:

- Be able to decide on the media appropriate to the idea being developed and work accordingly.

### Textile Techniques continued:

- Understanding the basic standards of sewing and tailoring (seams, seam allowance, zips, pattern, stitches).
- Using a pattern and constructing a fitted garment. Refining details to achieve a good finish and shapes.
- 3D qualities and movement in space, positive and negative space, media for purpose, size, texture and colour, refine skills in chosen techniques/ use of toiles and sketches.
- References/illustrations used to inform theme development and textile techniques.

### Printing:

- Using a range of surface decoration techniques (sublimation inks, digital printing, transfer photo paper, tie-dye).
- Layering techniques to create texture and depth. Developing and applying repeat patterns. Selection / construction of backgrounds to produce different effects.
- References / illustrations used to inform printing techniques and composition structure.

### Sketch-book work:

- Thematic enquiry and response.
- General research, sequential development of a theme and self evaluation, Imaginative and personal responses justified through writing, drawing and sampling.

### How has learning been assessed?

**Year 10:** Students are given formative assessments and receive verbal feedback regularly.

**Year 11:** Students sit a controlled assessment over two days, totaling 10 hours.

### Component 1- Personal Project

Worth 60% of overall grade. Towards the end of Year 10, students begin the personally motivated project (Component 1) based on strengths in aspects explored. This is a long-term project and continues over the summer and into Year 11.



## Year 10 Art Textiles continued



### How has learning been assessed continued?

#### Component 2- Exam

Worth 40% of overall grade. During the Spring term of Year 11, students are provided with a theme for the second part of the course (Component 2). They are required to plan and respond to this theme. At the end of the course there is a 10-hour controlled assessment.