



A Level Textiles

Curriculum Intent

The Art Department seeks to develop A level Textiles students who are confident and independent practitioners. We want students to develop sophisticated skills and acquire a good breadth of knowledge. This should enable them to navigate the creative process with tenacity and confidence. We want students to be able to make critical judgements about their work as it develops. We also want them to be able to make critical judgements about the work of different artists and designers. These attributes should enable them to choose paths that lead to imaginative and ambitious work. We also want students to produce work that will cover all 4 assessment objectives of the A Level syllabus in equal measure.

“Success isn’t about the end result, it’s about what you learn along the way.” – Vera Wang, Designer

Students will learn: -

- how to use their sketchbook as a working document to gather visual and written research
- how to produce visual studies that show a developing level of sophistication in their understanding of the Formal Elements.
- how to refine and improve their visual studies.
- to analyse the work of artists and designers who are relevant to their investigations and make connections between the artists’/designers’ work and their own.
- how to annotate their work and the work of artists and designers using specialist language and terminology

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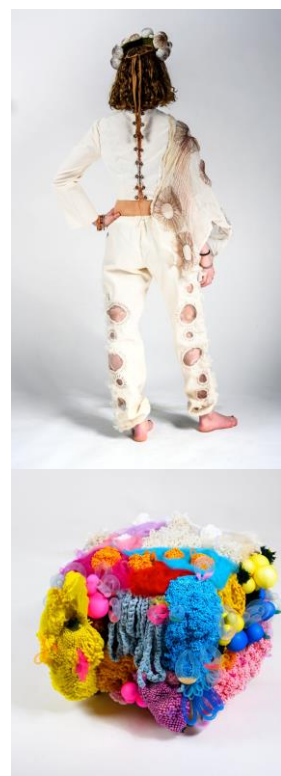
Enhancing Home Learning:

Students will be required to work in one or more of the disciplines listed below and will need appropriate resources to do this.

- *Textiles for interiors*
- *Fashion Textiles*
- *Fine Art Textiles*

Throughout the course students will gather visual information and research in a series of sketchbooks. These sketchbooks are working documents and as such should always be kept with students. This is to allow them to gather research; whether it be visual studies, note taking, artist research or other forms of planning. These sketchbooks should be organic and incremental, chronicling the development of ideas from seed to fruition.

Where possible students should visit galleries, museums, buildings and any specialist collections that are linked to their own investigations.



What knowledge and skills will I learn?

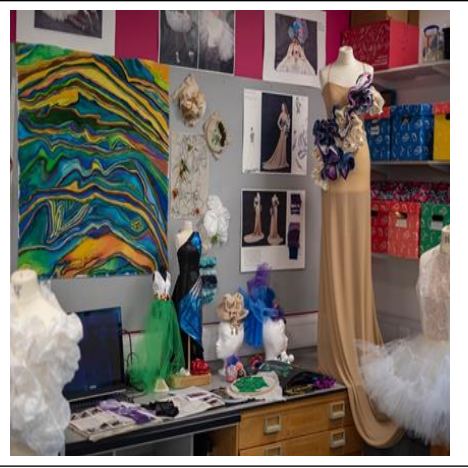
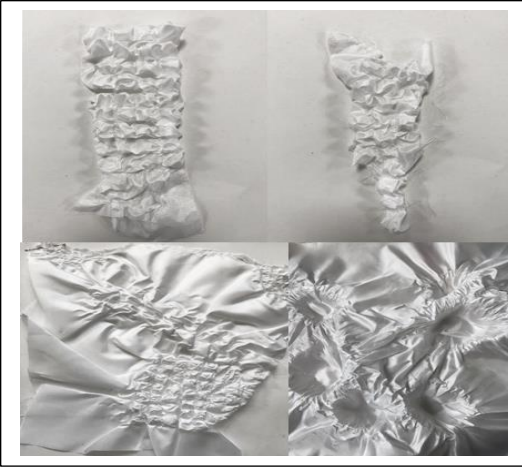
Students need opportunities to generate ideas and research from primary and contextual sources, record their findings, experiment with media and processes, and develop and refine their ideas towards producing outcome(s). It is essential that students review their progress at appropriate points in the development of their work.

Students will be required to:

- develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops
- record ideas, observations and insights relevant to intentions, reflecting critically on work and progress
- present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.
- understand how ideas generate starting points for art and design practice and form an integral part of the creative process
- understand how images and artefacts relate to ethical and political contexts
- undertake sustained development and refinement of ideas a range of materials and tools used for textiles processes, including ethically and ecologically considered sourcing
- develop their visual language to communicate ideas
- demonstrate skilful use of the formal elements, including line, tone, colour, shape, pattern, texture, form and structure
- record evidence of their progress, in an on-going critical and analytical review
- respond to a theme, stimulus or ideas

When undertaking work in textile design, students should also engage with:

- a range of materials and tools used for textiles processes, including ethically and ecologically considered sourcing
- how the formal elements evoke responses in the viewer
- the need for the specification of sustainable materials and energy-saving production processes in the construction of works and products
- sustainable materials and production processes in the construction of work
- the potential of collaborative working methodologies in the creative process.



International Opportunities

Visits Programmes

- **Moscow** - Bulgakov House Museum
- **Lesotho** - Cradle of Humankind museum, District Six Museum & Cradle of Humankind museum, **Hartebeespoort Market** local artists
- **Tokyo**: Metropolitan Museum
- **Paris Work Experience**: Centre George Pompidou, Musee d'Orsay, Musee National Rodin, Musee d'Art
- **Madrid Work Experience**: The Prado
- **Frankfurt Work Experience**: Museum Junge Kunst, Stadel Museum,

Diversity within the curriculum

Research into Methods/Techniques: Persian rugs, Turkish felted cloths, Islamic patterned fabrics, Peruvian weavings, Chinese silk painting, African wax prints or batik, European tapestry, Lithuanian folk culture, Ottoman Silk Applique, Arts and Crafts Movement, Banana Animal Puppets, Mexican Folk Art, Japanese Shibori Dying....

Examples of Artists/Designers to research: Yinka Shonibare, Duro Olowu, Karine Jollet, Hannah Podbury, Yayoi Kusama, Courtney Mattison, William Morris, Shelia Hicks, Iris Van Herpen, Zandra Rhodes, Vanessa Barragao, Prabal Gurung, Paola Idrontino, Maison Margiela, Julie Mehretu, Coco Chanel, Zuhair Murad, Luca Lin and Galib Gassanoff...

How will students be assessed:-

AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.



"I think there is beauty in everything. What 'normal' people would perceive as ugly, I can usually see something of beauty in it."

Alexander McQueen, Designer

Textiles for interiors Students will

develop integrated knowledge, skills and understanding of the following:

- the appropriate and necessary skills, which may include computer-generated ideas for development in colour, materials and construction, design, repeat pattern, surfaces and materials
- knowledge and application of techniques such as weaving, knitting, embroidery, appliqué and fused or felted textiles
- the basis of textile or surface design printing, including croquis and repeating pattern
- techniques such as mono-print, transfer-relief, relief-print, wood-cut, lino-cut, silk-screen and digital printing
- techniques such as resist dyeing (for example batik, tie and dye methods), shibori, silk painting, hand-painting and spraying.

Fine art textiles Students will develop

integrated knowledge, skills and understanding of the following:

- a range of materials and tools for making fine art textiles, including, where appropriate, digital
- ways in which ideas and feelings can be effectively communicated through the organisation of materials and formal elements
- how audiences may respond to the variety of forms that work may take, including methods of presentation
- the appropriate skills to combine and exploit a range of media, materials and approaches that reflect contemporary fine art textile practice
- a working knowledge of a range of techniques.

Fashion textiles Students will develop

integrated knowledge, skills and understanding of the following:

- the creation and development of fashion design ideas, which may include drawing or recording skills, digital designs and the preparation of toiles or samples
- the appropriate skills to combine and explore a range of materials and approaches
- the appropriate skills of modelling, cutting, joining and embellishing in textiles or a range of appropriate media
- a working knowledge of a range of textile techniques chosen from other textile disciplines
- links to the broader areas of fashion, such as marketing, promotion and styling.

By the end of Component 2 students should: -

have created a body of work which includes visual and written research in their sketchbook and separate investigative studies. They should have also created a final piece that takes them 15 hours and links to their investigations.

This body of work should show that the students: -

have the tenacity and ambition to undertake sustained investigations into the given theme.

have developed and honed skills that show a sophisticated understanding of the role that the Formal Elements within their own work.

have the knowledge to make connections between their work with the work of artists and designers.



For the exam students will gather visual information and research in a sketchbook.

The sketchbook is used for students to plan for their exam. It will show the students' starting point based on the given theme. Initially students will produce research studies in a variety of media. They will then develop and refine the ideas in textiles materials (conventional or non-conventional) that are based on these studies. This will include looking at the work of different artists and designers. Some students may also produce separate 2D and 3D investigative studies.

The preparation for the exam accounts for $\frac{3}{4}$ of the exam marks so it is imperative that it is done thoroughly. Where possible students should visit galleries, museums, fashion shows, exhibitions and any specialist collections

Component 2: Externally Set Assignment 40% (exam)

Students will consolidate their learning from Component 1 to enable them to produce the work for Component 2. The theme for Component 2 will be released by the exam board on February 1st of the Upper Sixth and from then on students will undertake their preparatory studies. These will comprise a portfolio of practical and written development work based on the set theme and covering all four Assessment Objectives listed for Component 1. Students will learn how to select an idea for a final piece that is ambitious, developed from their investigative studies and can be completed in the 15- hour exam.

Students will consolidate the knowledge and skills acquired and honed when undertaking Component 2 to: -

- record experiences and observations in a variety of ways using drawing or other appropriate visual forms; undertake research; gather, select and organise visual and other appropriate information
- explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; make and record independent judgements
- use knowledge and understanding of the work of others to develop and extend thinking and inform own work
- generate and explore potential lines of enquiry using appropriate media and techniques
- apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others' evaluations
- organise, select and communicate ideas, solutions and responses, and present
- them in a range of visual, tactile and/or sensory forms.