



GCSE Textiles (Art and Design)

Course code: AQA 8204

Aims:

- Acquire and develop technical skills through working with a broad range of textile materials, techniques, processes and technologies with purpose and intent
- Actively engage in the creative process of Textile, Art and Design in order to develop as effective and independent learners, and as critical and reflective thinkers
- Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies, and cultures

Contents

Students will continue to build on the foundation of skills and knowledge from KS3 merging their skills and knowledge from both Art and Design and Technology Textiles. Rather than our driving question, themes will be used to stimulate creating your portfolio of work. This will form Component 1.

Theme 1 – Fashion Design and Illustration

Theme 2 – Costume Design

Both allow students to develop a personal response to the themes whilst building on prior knowledge and skills. At the end of Year 11 the exam board will release Component 2: The Externally Set Assignment where students will have several weeks to prepare an investigation which gets submitted alongside work that has been unaided and supervised over 10hour exam.

Curriculum Map

Year	Curriculum Overview	Assessment
Year 10	<p>Term 1: Developing skills using a range of art techniques and develop analytical skills with a diverse range of fashion designers/ artist/ contextual sources.</p> <p>Practical work might cover: Fashion drawing, digital imagery, weaving, printing, textile 2D and 3D constructions, abstract and representational styles.</p> <p>Learning will be increasingly personalised to students strengths and interests.</p> <p>Term 2 & 3: Developing sustained project work and final outcomes towards Component 1: The Portfolio, for themes based on</p> <ul style="list-style-type: none">c) Fashion Design and Illustrationd) Costume Design	<p>Component 1: portfolio. (60% of grade)</p> <p>There will be regular opportunities where work is assessed against the four assessment objectives.</p> <p>These are the same assessment measures we have used within KS3. They are develop, experiment, record and present.</p>
Year 11	<p>Term 1: Refinement of Component 1: The portfolio.</p> <p>Term 2: Component 2: The Externally Set Assignment.</p> <p>Independent work over several weeks (which is also submitted) before the 10-hour supervised unaided work (exam conditions).</p>	<p>Component 2: The Externally Set Assignment. (40% of grade)</p> <p>There will be regular opportunities where work is assessed against the four assessment objectives.</p>



Assessment

Four equally weighted assessment objectives (AO) are covered by the programme of study and are the same for Component 1 and component 2.

- AO1: **Develop** ideas through investigations, demonstrating critical understanding of sources.
- AO2: **Refine** work by exploring ideas, selecting and **experimenting** with appropriate 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 of visual language.

Component 1: Portfolio (60% of overall GCSE grade) A portfolio that in total shows coverage of the four assessment objectives. Evidence is from sustained project work evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study

Component 2: Externally Set Assignment (40% of overall GCSE grade). The exam board sets themes from which students independently work on their own investigations over several weeks before the 10Hour Supervised unaided work (exam conditions).

Extended Learning:

Designers completing GCSE Textiles (Art & Design) will be expected to actively contribute to their own learning every week. This takes many different forms such as pro-actively independently gathering research, materials and resources, additional drawing, undertake photography, analyse and critically evaluate designers work and continue to practice and refine their own work practical skills.

Connection to Connection to the JTFS Approach

Whole School Theme	How does <i>Art & Design</i> support this?
STRIPE	Enquirer skills to investigate which materials and approach works for you as a designer. Self-manager skills are used to plan and organise work in and out of school. Students will improve and refine their ideas showing resilience and reflection, whilst innovate and create skills are evident throughout.
STEAM	Textiles cover both the A and T in STEAM education. Textiles allows students to become great creative thinkers, problem solvers and question critically. It complements other areas of study to be well rounded students.
Literacy	Students will develop analytical and critical skills through their visual and written work and apply this to communicating ideas. For example, annotations to explain own ideas, to critically evaluating an artist's work.
Numeracy	Numeracy is developed through use of scale, proportion, and accuracy in a variety of media. Students may need to estimate and use different weights and measurements in a variety of 2D and 3D work.
SMSC, British Values and Citizenship	Our art students are respectful and reflective learners, who develop pride and awareness of their role in the world. Positive and respectful of the environment and each other.