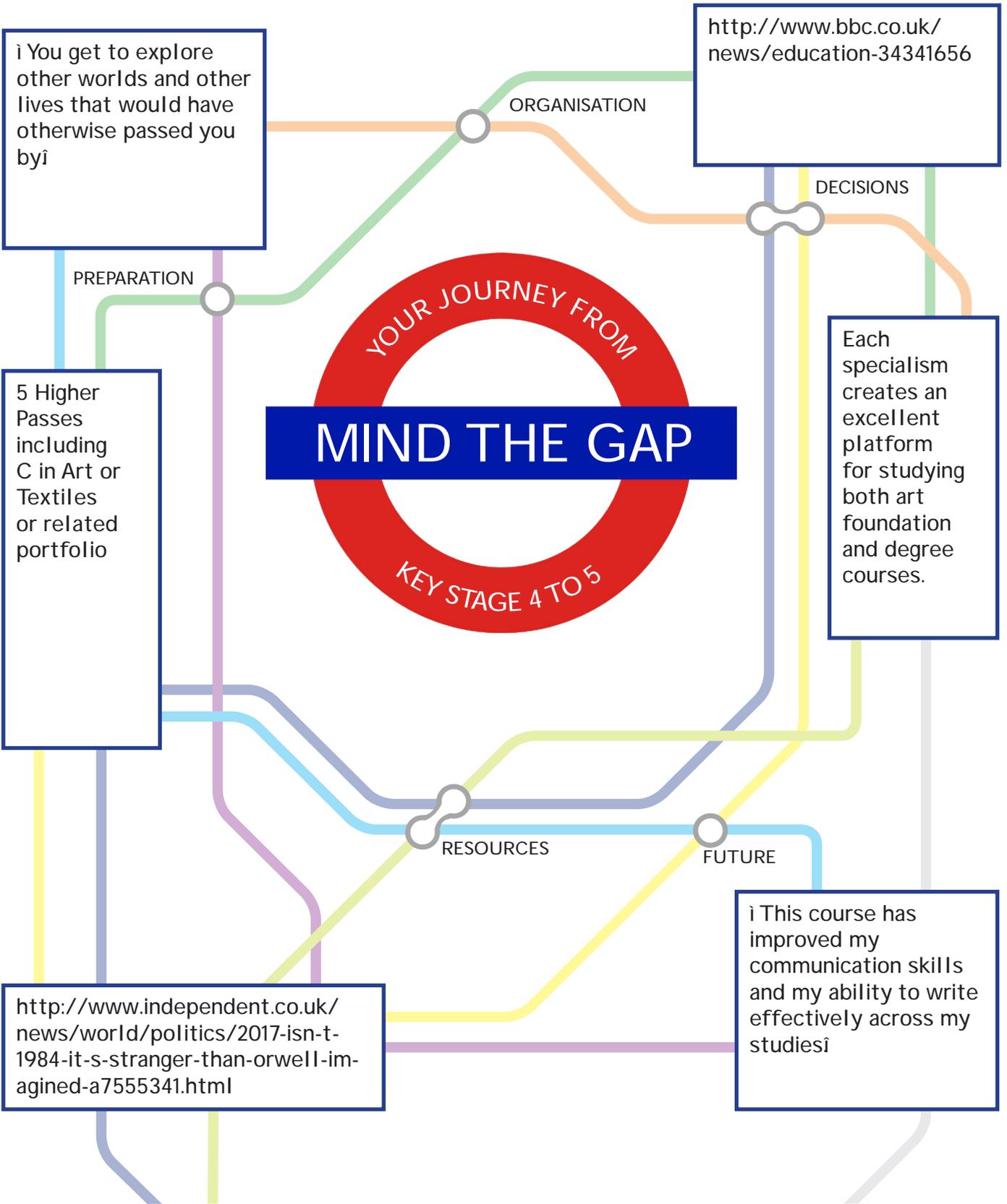




NAME:.....

TEXTILES



THIS BOOKLET MUST BE COMPLETED IN FULL IN ORDER TO BEGIN THIS COURSE. THE BOOKLET AND ALL ADDITIONAL WORK SHOULD BE HANDED IN DURING THE FIRST LESSON IN SEPTEMBER.

SUBJECT OVERVIEW

Which exam board? AQA

Which style of qualification? Academic Route

Describe the specification units for Year 1 in this course

AS comprises of a two units, one of which is an exam. All specialisms develop a student's ability to use skills linked to the chosen area of study through the application of practical skills. At AS level students are introduced to a variety of experiences employing a range of media, processes and techniques appropriate to their chosen area of study. Textiles ideas make use of surface decoration and stitch using traditional and contemporary materials and techniques.

Describe the specification units for Year 2 in this course

Full A level comprises of two units, one of which is an exam. A2 level students should build upon the knowledge, understanding and skills gained at AS with greater depth of study.

The emphasis of each unit component will be on the development of understanding and skills using an appropriate range of materials, processes and techniques. Students should produce a collection of materials that exemplifies work carried out during the AS course.

Each student must include in their portfolio: a selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study at least one extended collection of work or project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials

Describe the Assessment Objectives for the course

There are four assessment objectives for both the AS and the Full A level course.

A01 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

A02 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

A03 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

A04 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

How will students be assessed for each unit in Year 1?

Final Examination, Practical Assessment

How will students be assessed for each unit in Year 2?

Final Examination, Practical Assessment

Styles of teaching and learning which operate in this subject

Group work, Independent Learning, Lecture, Practical, Presentations

To be successful in this course you will have and/or develop the following skills:

Studying art will develop the following:- fine motor skills, hand-eye co ordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. You must be willing to work independently and meet specific deadlines across the length of each course.

EQUIPMENT LIST / RESOURCES

Stationary Textiles:- sewing materials and willingness to supply own fabrics if specific fabrics and trims are required to support project needs (essential)
Access to sewing machine at home (desirable)

Software Photoshop

Additional Items

READING LIST



FICTION

Title	Author	Publisher
Hockney (A Pilgrims Progress)	Sykes Christopher Simon	Random House
Vivienne Westwood by Vivienne Westwood	Westwood Vivienne & Ian Kelly	Picador
Girl with a Pearl Earring	Chevalier Tracy	Harper Collins

NON-FICTION

Title	Author	Publisher
Art & Design student handbook	AQA	Nelson Thomas
Styles, Schools & Movements	Dempsey. A (2002)	Thames. Hudson London
This is Modern Art	Collings. M (2000)	Weidenfield & Nicholson London
A History of pictures from the cave to the computer screen	Hockney . David & Gayford . Martin	Thames and Hudson
A history of photography from 1839 to present	The George Eastman House Collection	Taschen
20th Century Photography	Mibelbeck Reinhold, Bieger ñ Thielemann Marianne	Taschen

OTHER (website/articles/programme/film...)

Title	Author	Publisher
Nationalgallery.org.uk	Website	
Guggenheimcollection.org	website	
Npg.org.uk	website	

LESSON 1

SUBJECT: TEXTILES

Induction Pack: Lesson 1 (1 hour)

Title: Sewing on the Machine

Skills to be learnt:

Using an electric sewing machine for straight and zigzag stitch

Additional resources:

QUESTIONS

- Why use a machine?
- When shall I use a straight stitch?
- When shall I use a zigzag stitch?
- How do I decide on stitch length or width?
- Do needles come in different sizes? Why?
- Why would I change the size of my needle?
- What is the tension for?
- Can I use any thread?
- What are the different feet for?
- Can I sew any fabric?

TASKS

1 Group task;

Watch the demonstration on how a machine is threaded, in pairs or groups each person needs to thread the machine correctly three times.

2 Individual task;

Stitch over the *ëdrivingtestí*
Adjust the machine to be able to do a zigzag stitch

3 What shall I do when I am not doing my *ëdrivingtestí*?

Research the following textile artists you use machine stitching;

- Cas Holmes
- Rosie James
- Alison Holt
- Audrey Walker
- Alice Kettle

Watch this free embroidery youtube clip - https://www.youtube.com/watch?v=KsTtYYe_nNo

RESOURCES

- Sewing machines
- Threads scissors
- Fabrics
- Photocopies of driving test
- Photocopies of pictures of sewing machine (to name parts)
- Laminated sheets of machine stitch textile artists

LESSON 1



SUBJECT: TEXTILES

Reflection from lesson: For students to fill in towards the end of the lesson. Responses should be articulate and define students' next steps in their learning

What did I learn?

What did I find challenging?

What do I need to go away and do?

LESSON 2

SUBJECT: TEXTILES

Induction Pack: Lesson 2 (1 hour)

Title: Developing your sketchbook

Skills to be learnt:

What A01 AO AO3 and AO4 mean and how to show the evidence in your sketchbook

Independent working

Writing a mind map / spider gram and using it as inspiration in your work

Additional resources:

QUESTIONS

What does the course involve?

How is my work assessed?

What are the assessment criteria?

Do I have to be able to draw to do textiles?

How much textile work do I have to do?

How much artist/ crafts designer research do I have to do?

What do I write about the artist / designers work that I have researched?

If I start on one topic at the start of the first year do I have to do that topic the whole way through?

TASKS

1 Group task;

Discussion of the meaning of the Assessment criteria and what has to be done to meet each one.

Discussion and teacher demonstration of a sketchbook looking for the evidence of the criteria

2 Individual task;

Assess a textiles sketchbook each

3 Group task;

Devise questions you should use whilst analysing artist / designers work?

4 Individual task;

Select an artist/ designers work form the sheets and use the group analysis sheet to write about the work

RESOURCES

Previous students sketchbook, (one per student)

Assessment criteria (translated into easy language)

Analysis and annotation of artists work sheet

A range of laminated sheets of textiles work

LESSON 2



SUBJECT: TEXTILES

Reflection from lesson: For students to fill in towards the end of the lesson.
Responses should be articulate and define students' next steps in their learning

What did I learn?

What did I find challenging?

What do I need to go away and do?

LESSON 3

SUBJECT: TEXTILES

Induction Pack: Lesson 3 (1 hour)

Title: What is textiles? From the Gallery to the High Street ñ the textiles final piece

Skills to be learnt:

The range of materials and techniques that can be used in textiles and the breadth of topics / themes that can be used as a starting point

Additional resources: Examples of artwork and images

QUESTIONS

Do I have to make a dress?

Do I have to use lots of techniques?

What size does the work have to be?

Does making something from plastic, wood, metal, paper or plastic count as textiles?

The AO 4 criteria says the outcome has to be personal and meaningful but I just want to make something pretty, can I do that?

Do I have to make something big?

Do I have to buy my own materials?

TASKS

1 Group task;

Using the pile of images of textile outcomes select which ones could belong to the subject of textiles and which ones do not

Using the pile of topics and themes select which ones could belong to the subject of textiles and which ones do not

2 Individual task;

Choose two outcomes and two topics / themes that interest you ñ take a colour copy of images and write down the two themes / topics

3 Individual task;

Create a spider gram / mind map for both of the themes and topics you have chosen

Analyse how the outcome has been made, what techniques and materials have been used

RESOURCES

Laminated images of a wide range of textile artworks / outcomes

List of potential topics and themes

LESSON 3



SUBJECT: TEXTILES

Reflection from lesson: For students to fill in towards the end of the lesson. Responses should be articulate and define students' next steps in their learning

What did I learn?

What did I find challenging?

What do I need to go away and do?

EXTENDED WRITING TASK

What is embroidered illustration and how is this used by different textile artists to communicate ideas?
Find the work of two textile artists who specialise in embroidered illustration and make a comparative analysis of their work.

How are cultural identity, tradition and heritage represented in textiles? How do different cultures around the world use textiles and textile motifs and patterns to communicate other meanings and ideas? Research the various symbolisms attached to different motifs used in textiles by looking at the textiles of a chosen world culture. (You are to research the most famous textile motifs and the textile processes used to create them)

YSC TASK(S)



Produce a mini guide which records different styles of stitching for decoration using both hand and machine.

Creating textile samples from the unusual. Many textile artists use found objects or recycle many different materials to create pieces of textile art. Produce a mini guide to the work of two artists work and where possible have a go at producing your own fabric samples.

Creating 3d textiles create your own surface pattern design using a chosen method of decoration, using print, weaving or embroidery and then develop this sample into an example of a 3D textile piece. You are to make a small scale model of a fashion garment or fabric installation piece or sculpture.

SUPPORTING GLOSSARY (not exhaustive)

APPLIQU...

STENCIL PRINT

RELIEF PRINT

BATIK

TIE DYE

FREE MACHINE EMBROIDERY

FELTING

REVERSE APPLIQU...

SURFACE PATTERN

MOTIF

WEAVING

TACKING

RUNNING STITCH

STEM STITCH

FRENCH KNOTS