

TEXTILES

YEAR GROUP 11



Textiles 1	Personal Investigation	
	<u>Composites</u> • To know how to start a personal investigation project based on a theme • To know how to create a mind map based on a theme • To know how to create a mood board based on a theme • To know how to research an artist and technique based on a theme • To know how to create a series of developed experiments based on a theme/ artist • To know how to create an artist's interpretation • To know how to analyse and evaluate your own and others work • To know what a primary and secondary photograph is and how to use them as inspiration for your own work • To know how to create a final piece based on a series of work and experiments • To know how to create a personal response based on artist's work	<u>Key Vocabulary</u> Analysis Annotation Experiment Garment Primary photograph Secondary photograph Synthetic Applique Batik Bondaweb Embellished Hand embroidery Heat Transfer Machine embroidery Quilting Sublimation print Technique Tyvek Wet felting



	<u>Assessment</u> Regular sketchbook marking to update coursework tracker against Eduqas exam board Assessment objectives. Eduqas GCSE Textile Design – Assessment Objectives (AO) • AO1 – Develop: Investigate sources and develop ideas through relevant research. • AO2 – Refine: Experiment with materials, techniques and processes to improve ideas. • AO3 – Record: Record observations, insights and decisions to support development. • AO4 – Present: Produce a personal, meaningful final outcome that realises your intentions.	<u>ILS</u> • Complete artist research pages • Complete analysis of work • Ensure sketchbook is up to date • Attend intervention sessions
	<u>How to help at home</u> • Encourage regular sketchbook work and independent research. • Visit galleries, museums or exhibitions to gather inspiration. • Discuss the work of artists and designers studied in class. • Support experimentation with drawing, photography and textile techniques where possible. • Encourage students to meet coursework deadlines and attend intervention sessions if required.	<u>Wider reading</u> • The Textile Reader – Jessica Hemmings • Textile Artist: Layer by Layer – Ruth Issett • The Art Book – Phaidon • Research the work of Naomi Renouf, Ros Lymer, Ruth Packham, Moy Mackay, Sandra Meech and Nikki Parmenter. • Visit websites such as the Victoria and Albert Museum and The Design Museum for textile and design inspiration.
	<u>SMSC</u> Spiritual: Develop creativity, imagination and personal expression through textile design. Moral:	<u>Careers Links</u> Fashion Designer Textile Designer Costume Designer Fashion Buyer Tailor/Dressmaker



	Respect copyright, acknowledge artists' work and evaluate work constructively. Social: Share ideas, respond to peer feedback and collaborate during practical activities. Cultural: Explore textile traditions, artists and designers from different cultures and historical periods.	Interior Designer Upholsterer Product Designer Textile Technician Embroidery Specialist
Textiles 2	Externally Set Assignment (Exam)	
	<u>Composites</u> Introduction to externally set assignment starting in the January of Year 11 • To know what GCSE Textile exam entails • To know how to research an artist and technique based on the externally set chosen question theme • To know how to create a series of developed experiments based on an externally set chosen theme or artist • To know how to create an artist's interpretation • To know what a primary and secondary photograph is and how to use them as inspiration for your own work • To know how to analyse and evaluate your own and others work • To know how to plan a final piece based on a series of work and experiments • To know how to plan a personal response based on artist's work 10 Hour NEA creating final piece personal response to theme	<u>Key Vocabulary</u> Analysis Annotation Experiment Garment Primary photograph Secondary photograph Synthetic Applique Batik Bondaweb Embellished Hand embroidery Heat Transfer Machine embroidery Quilting Sublimation print Technique Tyvek Wet felting
	<u>Assessment</u>	<u>ILS</u>



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	<u>How to help at home</u> • Encourage regular sketchbook work and independent research. • Visit galleries, museums or exhibitions to gather inspiration. • Discuss the work of artists and designers studied in class. • Support experimentation with drawing, photography and textile techniques where possible. • Encourage students to meet coursework deadlines and attend intervention sessions if required.	<u>Wider reading</u> • The Textile Reader – Jessica Hemmings • Textile Artist: Layer by Layer – Ruth Issett • The Art Book – Phaidon • Research contemporary and historical textile artists related to the project theme. • Explore the collections of the Victoria and Albert Museum (V&A) and The Design Museum for inspiration. • Read articles from Selvedge magazine or TextileArtist.org to develop understanding of textile techniques and careers.
	<u>SMSC</u> Spiritual: Develop creativity, imagination and personal expression through textile design. Moral: Respect copyright, acknowledge artists' work and evaluate work constructively. Social:	<u>Careers Links</u> Fashion Designer Textile Designer Costume Designer Fashion Buyer Tailor/Dressmaker Interior Designer Upholsterer Product Designer Textile Technician



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