

Creative Arts

Year 11 Art Textiles

Students start Year 11 by bringing together their sketchbook work into a conclusion for making (AO4). Students then spend the autumn term realising their intention and creating their final piece for component 1.

Component 2: Externally set assignment

In January of year 11 students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. This is realised in two A2 sheets of work for each AO, classed as preparatory work, cumulating in a realisation of intention for AO4, produced during a 10hr practical exam of manufacturing.

Curriculum overview:

Autumn term:	Spring:	Summer:
<p>Component 1 – Extended Project. (60%)-Realisation of Intentions</p> <p>Students complete their sustained Extended Project, for Component 1, by developing a final response to their theme. Students will reflect on the work completed so far and then decide on any further development work required, to help guide them towards the creation of their final piece. They will need to explore a variety of possible solutions, before deciding upon their final intention. Students will then work on the creation of a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.</p> <p>By the end of the Autumn term, students will have completed Component 1, ensuring they have created a sustained Extended Project, developed in</p>	<p>Spring term: Component 2 (40%) Timescale: January – End of April</p> <p>AQA will set seven different starting points. Students will select and address one of these from their chosen title. The Externally Set Assignment will provide students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills/ understanding in response to their starting point. The extended creative response will explicitly evidence student's ability to draw together different areas of skills/ understanding from initial engagement with their starting point through to the realisation of their intentions in the 10 hours of supervised time. Work produced must meet all of the 4 AOs: AO1, AO2, AO3 and AO4).</p> <ul style="list-style-type: none"> • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. 	<p>Summer term: Art & Design: Textiles- Deadline for Component 1 Component 1 organisation and submission (End of course to be confirmed: 1st week in May)</p> <p>Students select and present their Component 1 Portfolio work (60%) ready for submission in the 1st week of May. This must contain:</p> <ol style="list-style-type: none"> 1. A Sustained Project: developed in response to a theme, giving students the opportunity to demonstrate through an extended creative response, their ability to draw together different areas of knowledge, skills and understanding from across their course of study. 2. A Selection of Further Work: Resulting from trials/ activities and experiments/ skills-based workshops/ mini-projects etc. <p>The work for Component 1 will be marked as a whole. Students should ensure that their work meets all of the 4 Assessment Objectives (AO1, AO2, AO3 and</p>

<p>response to a theme, and meeting all of the 4 Assessment Objectives (AO1, AO2, AO3 and AO4). Students will have personalise their learning, capitalising on their interests and will have generate a personal response to their theme. Student work will address the following AOs:</p> <ul style="list-style-type: none"> • AO1: Develop ideas through investigations, demonstrating critical understanding of sources. • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes, with a focus on textiles • 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. <p>This unit is designed to engage, inspire and challenge pupils, giving them the freedom to explore and capitalise on their interests, equipping them with the knowledge and skills to experiment, invent and create their own works of art textiles, whilst teaching them to think critically and develop a more rigorous understanding of art and design as a whole.</p>	<ul style="list-style-type: none"> • 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. 	<p>AO4). Students must provide evidence of drawing in both of the Components. Drawing can be explicit in any of the AOs but must be explicit in AO3 work/ evidence. Students must ensure that written annotation records their observations and ideas using appropriate specialist vocabulary. The content and presentation of annotation will be determined by the student's wishes to communicate, through the development of their work through the creative process.</p>
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Important vocabulary:	Important vocabulary:	Important vocabulary:
Revision of T3 Key words e.g. <ul style="list-style-type: none"> • Perspective • Dimensions • Hue • Tint • Tone • Shade • Tertiary • Analogous • Complimentary • Triadic • Monochromatic • Geometric • Organic • Elements • Line • Tone • Texture • Pattern • Colour • Shape 	Revision of T3 Key words e.g. <ul style="list-style-type: none"> • Continuous • Gestural • Expressive • Textural • Contour • Implied • Minimalism • Hard-edge Painting • Post-Painterly Abstraction • Abstract Expressionism • Colour Field Painting • The Sublime in Art • Response • Sgraffito • Impasto • Emphasis • Proportion • Unity • Variety • Rhythm 	Revision of T3 Key words e.g. <ul style="list-style-type: none"> • Composition • Harmonious • Positive • Negative • Regular • Irregular • Tromp l'oeil • High/low value • Stippling • Value • Chiaroscuro • Progressive tone • Duotone • Motif • Modern • Contemporary • Form • Space • Principles • Balance

Key staff contacts:

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What are our curriculum aims for your child in year 11?

Art & Design-Textiles Rationale-KS4

This title is defined as the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics. Students will explore practical and relevant critical and contextual sources such as the work of historical and contemporary textile designers and makers, as well as the different purposes, intentions and functions of textile design as appropriate to their own work. Students will demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area study such as: weaving, surface printing (block, screen or digital), pattern making, pattern cutting, embroidery (machine or hand), knitting, batik, appliqué and collage. Students will demonstrate the knowledge, skills and understanding set out in paragraphs 8 and 9 through areas of study relevant to their chosen title.

Areas of study include:

• Constructed textiles • Digital Textiles • Dyed fabrics • Printed fabrics • Fashion design • Installed Textiles • Soft furnishings • Stitched and/or embellished textiles

How can I help my child be successful in Art Textiles?

- Encourage your child to continuously work on their coursework and attend regular extra-curricular sessions.
- Encouraging your child to be organised and plan ahead to ensure they are prepared for the lesson with the right work and any required resources/equipment.
- Encourage your child to take ownership of their work/project by continuously researching and exploring different directions and influences
- Encourage your child to be resilient and work through stumbling blocks along the way to the creation of their final intention
- Explore the key vocabulary often with your child to help them transfer it to long term memory
- Remind your child that their sketchbook is a visual diary of their journey through their project, which must clearly demonstrate how they arrived at a final intention

How will you assess my child's progress?

Assessment of learning takes many forms. We assess how your child is learning through their practical work, written annotation and recording linked to the AOS.

In the creative arts we value the importance of providing students with feedback that enables them to progress. We therefore provide formative feedback that requires a response from our students, through a number of comparative marking sessions. All formative assessment is logged by students as a reference point for continual improvement. Lower attaining work will be required to be improved, using the logged feedback, to ensure individual progress. They are then able to reflect clearly on where they have made progress. Students appreciate the importance of the comparative marking sessions. We give feedback on work regularly, to enable students to track their progress in various disciplines, whether it be a research, design or practical tasks.

Component 1 will allow for students to produce a personal response/ practical outcome, based on sound research and design work. The projects are marked both formatively and summatively to provide a 'snap shot' of the knowledge and skills the students have gained and those which still require work. This is used, along with their classwork and feedback, to inform the reports you receive home.

Please feel free to contact us to discuss our assessment policy in any further depth if required.