

# Creative Arts

## Year 10 Art Textiles

Students begin year 10 by completing a recap project, which covers all the key concepts covered in KS3. As all of the S of W at KS3 are new, much of this learning was not received previously, so is now delivered during term 1 of year 10. Students then move on to choose a subject matter of their choice to base their component 1 sketchbook on. Students create a sketchbook that shows explicit coverage of the four assessment objectives. It evidences a sustained project demonstrating the journey from initial engagement in their chosen theme, to the realisation of intentions and a selection of further work undertaken during the student's course of study.

### Portfolio - Component 1 (60%)

During the Spring 1 Term of year 10, students then move on to choose a theme of their choice to base their Component 1 Extended Project on, this can be personalised to suit student intentions. Students create work/process sheets that show explicit coverage of the four assessment objectives. Project work should show sustained focus and sequential development... demonstrating the journey from initial engagement in their chosen theme, to the realisation of intentions.

## Curriculum overview:

Autumn term:	Spring:	Summer:
<b>Recapping Project</b> Student's revisit key concepts that were delivered in Year 7/8/9, with a clear focus on the commencement of their GCSE coursework and Component 1 in the spring term. Students will revisit the history of art, time periods and movements, from cave art to contemporary arts and crafts people, considering which could contribute to their journey in component 1. They will be taught about art being used as a visual language and asked to consider these concepts in their coursework. They will revise the fundamentals of art, including the elements of art and the principles of design and taught how to use this knowledge to analyse the work of others. This scheme forms the spring board for beginning of their GCSE coursework.	<b>Component 1 – Extended Project. (60%)</b>  Students start to produce a sustained Extended Project, developed in response to a theme, and meeting all of the 4 Assessment Objectives (AO1, AO2, AO3 and AO4). Students will personalise their learning, capitalising on their interests and will generate a personal response to their theme. Student work will address the following AOs: <ul style="list-style-type: none"><li>• AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</li><li>• AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes, with a focus on textiles</li><li>• AO3: Record ideas, observations and insights relevant to intentions as work progresses.</li><li>• AO4: Present a personal and meaningful response that realises</li></ul>	<b>Component 1 – Extended Project. (60%)</b>  Students start to produce a sustained Extended Project, developed in response to a theme, and meeting all of the 4 Assessment Objectives (AO1, AO2, AO3 and AO4). Students will personalise their learning, capitalising on their interests and will generate a personal response to their theme. Student work will address the following AOs: <ul style="list-style-type: none"><li>• AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</li><li>• AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes, with a focus on textiles</li><li>• AO3: Record ideas, observations and insights</li></ul>

	<p>intentions and demonstrates understanding of visual language.</p> <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>	<p>relevant to intentions as work progresses.</p> <ul style="list-style-type: none"> <li>• AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</li> </ul> <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>
<b>Important vocabulary:</b>	<b>Important vocabulary:</b>	<b>Important vocabulary:</b>
<ul style="list-style-type: none"> <li>• Perspective</li> <li>• Dimensions</li> <li>• Hue</li> <li>• Tint</li> <li>• Tone</li> <li>• Shade</li> <li>• Tertiary</li> <li>• Analogous</li> <li>• Complimentary</li> <li>• Triadic</li> <li>• Monochromatic</li> <li>• Geometric</li> <li>• Organic</li> <li>• Elements</li> <li>• Line</li> <li>• Tone</li> <li>• Texture</li> <li>• Pattern</li> <li>• Colour</li> <li>• Shape</li> <li>• Continuous</li> <li>• Gestural</li> <li>• Expressive</li> <li>• Textural</li> <li>• Contour</li> <li>• Implied</li> <li>• Minimalism</li> <li>• Hard-edge Painting</li> <li>• Post-Painterly Abstraction</li> <li>• Abstract Expressionism</li> </ul>	<ul style="list-style-type: none"> <li>• Perspective</li> <li>• Dimensions</li> <li>• Hue</li> <li>• Tint</li> <li>• Tone</li> <li>• Shade</li> <li>• Tertiary</li> <li>• Analogous</li> <li>• Complimentary</li> <li>• Triadic</li> <li>• Monochromatic</li> <li>• Geometric</li> <li>• Organic</li> <li>• Elements</li> <li>• Line</li> <li>• Tone</li> <li>• Texture</li> <li>• Pattern</li> <li>• Colour</li> <li>• Shape</li> <li>• Continuous</li> <li>• Gestural</li> <li>• Expressive</li> <li>• Textural</li> <li>• Contour</li> <li>• Implied</li> <li>• Minimalism</li> <li>• Hard-edge Painting</li> </ul>	<ul style="list-style-type: none"> <li>• Perspective</li> <li>• Dimensions</li> <li>• Hue</li> <li>• Tint</li> <li>• Tone</li> <li>• Shade</li> <li>• Tertiary</li> <li>• Analogous</li> <li>• Complimentary</li> <li>• Triadic</li> <li>• Monochromatic</li> <li>• Geometric</li> <li>• Organic</li> <li>• Elements</li> <li>• Line</li> <li>• Tone</li> <li>• Texture</li> <li>• Pattern</li> <li>• Colour</li> <li>• Shape</li> <li>• Continuous</li> <li>• Gestural</li> <li>• Expressive</li> <li>• Textural</li> <li>• Contour</li> <li>• Implied</li> <li>• Minimalism</li> <li>• Hard-edge Painting</li> <li>• Post-Painterly Abstraction</li> </ul>

<ul style="list-style-type: none"> <li>• Colour Field Painting</li> <li>• The Sublime in Art</li> <li>• Response</li> <li>• Sgraffito</li> <li>• Impasto</li> <li>• Emphasis</li> <li>• Proportion</li> <li>• Unity</li> <li>• Variety</li> <li>• Rhythm</li> <li>• Composition</li> <li>• Harmonious</li> <li>• Positive</li> <li>• Negative</li> <li>• Regular</li> <li>• Irregular</li> <li>• Tromp l'oeil</li> <li>• High/low value</li> <li>• Stippling</li> <li>• Value</li> <li>• Chiaroscuro</li> <li>• Progressive tone</li> <li>• Duotone</li> <li>• Motif</li> <li>• Modern</li> <li>• Contemporary</li> <li>• Form</li> <li>• Space</li> <li>• Principles</li> <li>• Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Post-Painterly Abstraction</li> <li>• Abstract Expressionism</li> <li>• Colour Field Painting</li> <li>• The Sublime in Art</li> <li>• Response</li> <li>• Sgraffito</li> <li>• Impasto</li> <li>• Emphasis</li> <li>• Proportion</li> <li>• Unity</li> <li>• Variety</li> <li>• Rhythm</li> <li>• Composition</li> <li>• Harmonious</li> <li>• Positive</li> <li>• Negative</li> <li>• Regular</li> <li>• Irregular</li> <li>• Tromp l'oeil</li> <li>• High/low value</li> <li>• Stippling</li> <li>• Value</li> <li>• Chiaroscuro</li> <li>• Progressive tone</li> <li>• Duotone</li> <li>• Motif</li> <li>• Modern</li> <li>• Contemporary</li> <li>• Form</li> <li>• Space</li> <li>• Principles</li> <li>• Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Abstract Expressionism</li> <li>• Colour Field Painting</li> <li>• The Sublime in Art</li> <li>• Response</li> <li>• Sgraffito</li> <li>• Impasto</li> <li>• Emphasis</li> <li>• Proportion</li> <li>• Unity</li> <li>• Variety</li> <li>• Rhythm</li> <li>• Composition</li> <li>• Harmonious</li> <li>• Positive</li> <li>• Negative</li> <li>• Regular</li> <li>• Irregular</li> <li>• Tromp l'oeil</li> <li>• High/low value</li> <li>• Stippling</li> <li>• Value</li> <li>• Chiaroscuro</li> <li>• Progressive tone</li> <li>• Duotone</li> <li>• Motif</li> <li>• Modern</li> <li>• Contemporary</li> <li>• Form</li> <li>• Space</li> <li>• Principles</li> <li>• Balance</li> </ul>
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## Key staff contacts:

Faculty Leader: Ms D Moreno [d.moreno@fi.coastandvale.academy](mailto:d.moreno@fi.coastandvale.academy)

Head of Year 10: Mrs M Guminski [m.guminski@fi.coastandvale.academy](mailto:m.guminski@fi.coastandvale.academy)

## What are our curriculum aims for your child in year 10?

### 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 of 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