

Art and Design: Textiles

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Curriculum Intent: Engaging with an Art and Design curriculum enables students to broaden their horizons and offers them a greater understanding of the world in which we live. Students are taught to develop a broad range of skills and techniques allowing them to engage with artists, designers, concepts, issues and build cultural awareness. Students are encouraged to record, refine, develop and respond to design briefs allowing them to build confidence and creativity. Written work encourages the use of key terminology, analysis, evaluation, and self-critique along with contextual writing in reference to artists and designers. We endeavour to provide opportunities to understand and explore a wider art and design culture through the introduction of a broad range of current and past artists, traditions and cultures, gallery visits and opportunities to work with outside agencies including involvement in The Big Draw and other competitions. We are passionate about supporting and leading our students with their own style and creativity to become life-long practitioners with the skills to communicate effectively in a range of media. We believe that all students should have the opportunity to engage with the Arts and develop cultural and creative understanding and abilities.

	Core Knowledge	Procedural Knowledge
Autumn Term	<p>Topics:</p> <p>The sewing machine – Advance sewing machine skills – surface decoration and construction techniques.</p> <p>Investigations into a range of Textile artists to inspire and inform textile artwork, development and experimentation.</p> <p>Sweet Treats</p> <p>Research, analysis, and evaluation of Textile Art installations, exploring the work of Lucy Sparrow, Kate Jenkins and Holly Levell.</p> <p>Development of surface decoration and construction techniques, informed by the work of artists and designers.</p>	<p>Students will:</p> <p>Develop their sewing machine skills</p> <p>Complete research and analysis</p>

Spring Term	<p>Topic: Deconstructivism in Fashion Design.</p> <p>The exploration of key designers, such as Comme Des Garçons, Rei Kawakubo, Yohji Yamamoto and Issey Miyake, informing fashion illustration.</p> <p>Research into artists and architects related to the deconstructivism movement such as Zaha Hadid and Josef Albers.</p> <p>Fabric construction – knits, weaving and bonded fabrics.</p> <p>Textile construction samples relating to the theme of deconstructivism.</p>	<p>Practise Fashion illustration techniques – croquis, illustration and technical drawing styles.</p> <p>Practise Illustration styles using a variety of media such as water colour pencils, brush pens, marker pens and inks to explore colour rendering.</p> <p>Learn sketchbook and professional presentation skills.</p> <p>Learn practical construction skills including weaving, quilting, pleats and gathers.</p>
Summer Term	<p>Topics: Textile Banners</p> <p>Exploration into Textile Banners and current affairs.</p> <p>The history of Textile banners and their wider context, links to union banners, procession and the style of banners created by Textile artists.</p> <p>Research into current affairs and the wider contextual links, students investigate further into an issue of their choice.</p> <p>The design of a textile banner suitable to the students chosen theme.</p> <p>Fashion Inspired – Designers</p> <p>Research into famous and important fashion designers such as Vivienne Westwood, Alexander McQueen and Dior.</p> <p>Fashion Understanding of designer's key styles and the wider context.</p>	<p>Practise surface decoration skills including revisiting applique, the introduction of screen printing, free machine embroidery and the further consolidation of skills taught throughout KS3 textiles.</p> <p>Design a textile banner, evaluating appropriate textile techniques to create a high-quality finish – edging including binding, hems and ricrac, pompoms and fringing.</p> <p>Construct a textile banner – focus on problem solving, independence and quality.</p> <p>Synthesise research and own ideas to develop a fashion collection inspired by chosen designers.</p> <p>Complete a collaborative paper modelling project, producing a paper garment on the mannequin in response to designer research and an illustrated design collection.</p>
<p>Homework:</p> <p>Homework in Textiles will be set four times during the rotation, it will be explained in lesson and set on Satchel: One.</p> <p>The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons, or support upcoming lessons. The content will either focus on research, development, recording, personally responding or annotating work.</p> <p>Homework should be completed to a high standard, mirroring the standard of work in lessons. Throughout the year students may need to print images for their textile homework, printing facilities are available in the Art and Design department at break time, lunchtime and afterschool. Students will be given adequate time to complete these tasks.</p>		
<p>Assessment:</p> <p>AO1: Research</p>		

AO2: Development
AO3: Designing
AO4: Making
AO5: Evaluation

Work is assessed for each assessment objective and students are given an overall percentage, relating to their learning, development, and skill during research, design, making and evaluation.

In assessment week students have the opportunity in lesson time to act on feedback to improve and complete elements of their work before it is assessed. No revision is required.

Links to Personal Development:

Cultural development

British values

Confidence, Resilience and Knowledge

How is my knowledge developed further at GCSE?

AQA: Art and Design: Textile Art

Following the assessment objectives of research, experiment, record and personally respond, students completing two coursework projects and a final exam, responding to a set brief from the exam board. Students continue to develop construction skills and surface decoration techniques learnt in KS3, specialising in either Textile Art, Constructed/ Fashion textiles or costume.