

# Key Stage 5 Curriculum Pages

## A Level Textiles

### Curriculum Intent:

The textiles department is committed to building upon the skills and expertise that the students' have developed at GCSE, with a very creative A Level Textiles course, that prepares students for a design career path or to study further at university. This course works in a similar way to university courses, whereby the emphasis is upon experimentation and development of ideas, beginning with a concept and developing an imaginative outcome inspired by gathering research, observing and responding to what they have found, then developing their ideas, presenting their final outcomes and reflecting on what they have learnt. This exam supports progression to further and higher education in Textiles Art and Design and related subjects, as well as providing all students with a platform to inspire a lifelong interest in, and enjoyment of, Textiles Art and Design. Students should produce practical and critical/contextual work in one or more areas of study, for example, fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabrics and materials, domestic textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles.

The aims of the course are to;

- Develop an enthusiasm for studying Textiles, art and design.
- Gain a holistic understanding of fashion and textile design in a range of contexts.
- Develop a critical understanding of the work of artists, designers and crafts people.
- Understand that fashion and textile design can be studied from a range of perspectives.
- Generate enterprising and creative approaches to designing and making products.
- Acquire a wide range of skills and capabilities in researching, observing and responding, experimenting, developing ideas and producing solutions.
- Support students to become independent learners who can apply a range of ideas to develop exciting and creative outcomes.

This specification should encourage students to develop:

- Intellectual, imaginative, creative and intuitive capabilities.
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.
- Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes.
- An interest in, enthusiasm for and enjoyment of art, craft and design.
- The experience of working with a broad range of media.
- An understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate.
- Knowledge and experience of real-world contexts and, where appropriate, links to the creative industries.
- Knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures.
- An awareness of different roles, functions, audiences and consumers of art, craft and design.

**There are two components to the course:**

### **Component 1 Personal investigation – worth 60% of the course**

In Component 1, students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

## Key Stage 5 Curriculum Pages

This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material.

The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development from initial intentions to the final outcome or outcomes.

It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.

The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

The written material must confirm understanding of creative decisions

### **Component 2 Externally set assignment – worth 40% of the course**

In Component 2, students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

A question paper will consist of a choice of eight questions to be used as starting points.

Students are required to select one.

Students will be provided with examination papers on 1 February, or as soon as possible after that date.

Preparatory period – from 1 February Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format.

Supervised time – 15 hours Following the preparatory period, students must complete 15 hours of unaided, supervised time. In the 15 hours' students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

### **Curriculum Implementation**

## Key Stage 5 Curriculum Pages

Year	
12	Course introduction unit – experimentation and developing skills and expertise. Introduction to A Level Textiles Beginning with a course in basic skills and capability. Students will work with a choice of concepts to help them learn to work within a concept. Drawing skills – for research & fashion drawing. Adding colour. Illustrator skills (CAD). Sketchbook skills. Design development Pattern cutting. Making skills: make a simple top to practice all these skills.
	Course introduction unit – experimentation and developing skills and expertise Sampling dye & paint. (Using their chosen context and using the creative cycle to guide them). Fabric construction. Sewn techniques.
	Developing an understanding of the assessment objectives. Practise personal investigation skills. (Mock task).
	Component 1: Personal Investigation utilising all the skills developed so far, plus more of their own choosing.
	Component 1: Personal Investigation
	Component 1: Personal Investigation
	Component 1: Personal Investigation
13	Component 1: Personal Investigation
	Component 1: Personal Investigation – complete the 1000-3000 word artist study task.
	Component 2: Externally set assignment – students choose from a range of topics set by the exam board.
	Component 2: Externally set assignment & 15 hour supervised exam.

### Notes

Students should be introduced to a variety of experiences that explore a range of textile media, processes and techniques. They should be made aware of both traditional and new media.

Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students should explore the potential for the use of colour.

Students may use sketchbooks/workbooks/journals to underpin their work where appropriate.

Students should explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes.

### Areas of study

Students are required to work in one or more area(s) of textile design, such as those listed below. They may explore overlapping areas and combinations of areas:

- fashion design
- fashion textiles
- costume design
- digital textiles

## Key Stage 5 Curriculum Pages

- printed and/or dyed fabric and materials
- domestic textiles and wallpaper
- interior design
- constructed textiles
- art textiles
- installed textiles.

### Skills and techniques

Students will be expected to demonstrate skills, as defined in overarching knowledge, understanding and skills, in the context of their chosen area(s) of textile design.

Students will be required to demonstrate skills in all of the following:

- awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile design
- awareness of intended audience or purpose for their chosen area(s) of textile design
- ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of textile design
- appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief
- understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing, screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, patchwork, padding, quilting and embroidery. Knowledge and understanding

### Students must show knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the chosen area(s) of textile design
- historical and contemporary developments and different styles and genres
- how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- continuity and change in different styles, genres and traditions relevant to textile design
- a working vocabulary and specialist terminology that is relevant to their chosen area(s) of textile design. Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They should be aware of the importance of process as well as product.

### How you are assessed

#### Component 1: Personal Investigation

There is no time limit.

There are 96 marks.

This is 60% of the A level.

It is set and marked by the school.

# Key Stage 5 Curriculum Pages

AQA will visit to moderate in June.

## Component 2: Externally set assignment

There is a preparatory period + 15 hours supervised time.

There are 96 marks.

This is 40% of the A level.

It is set by AQA and marked by the school.

AQA will visit to moderate in June.

The assessments will measure how students have achieved the following assessment objectives:

- AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

The assessment objectives are equally weighted within each component. The table shows the approximate weighting of each of the assessment objectives across all components.

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting of AOs (approx %)
	Component 1	Component 2	
AO1	15	10	25
AO2	15	10	25
AO3	15	10	25
AO4	15	10	25
Overall weighting of components	60	40	100

## Enrichment

There will be opportunities to make visits to support learning.

We have our annual London study trip.

The library has a newly stocked range of books to support this course.

The library has a subscription to Selfedge and Vogue magazines.

## Where next – how can Textiles support your future?

- Prepare you for further study in a creative career
- Prepare you for an art and design foundation course
- Prepare you for a university place – this A level gives you UCAS points like any other A level
- Supports other arts courses
- fashion designer
- textiles designer
- Interior designer

## Key Stage 5 Curriculum Pages

- Costume design for theatre, film and television (involves Drama)
- Fabric/wallpaper designer
- Fashion buyer
- Illustrator
- Fashion journalism (involves English)
- Fashion or textiles stylist
- Fashion marketing
- Pattern cutter (involves Maths)
- Technical jobs in the fashion or textiles industry, such as fabric technologist, fabric tester, (involves science)