

# A Level Textiles

## Curriculum Intent 2023-2024.

Textiles will inspire you to achieve and create exciting creative work and develop your understanding of the fashion and textiles industry whilst developing a breadth, depth and understanding of surface pattern, textile products, textile art and fashion culture. It will prepare you for community involvement and future pathways. You will develop your knowledge of image manipulation, learning about composition, repeated patterns, embroidery and printing techniques, surface pattern techniques and the different effects that these have on the final outcome design. As well as exploring surface pattern and decorative surfaces, you will explore garment construction and experiment with shape, exploring traditional sewing techniques and manufacture.

This course will allow you to explore the works of your choice of fashion designers, artists, photographers and surface pattern textile artists and implement their styles of working into your own. Over the 2-year course, you will go on a creative journey which will be led by yourself and supported by your teacher, you will have creative freedom to produce what you would like if it linked to the brief and mark scheme. This will give you challenging opportunities, life-long learning and develop your personal skills. This course is split up into Component 1 and Component 2. Component 1 will start in year 12 and be completed in year 13. Component 2 will start and end in year 13.

A level Art and Design-Textiles is a vibrant and dynamic specification. It gives the freedom to teach A level Textiles in ways that inspire and bring out the best in students, whilst equipping them with the skills to continue the subject with confidence at degree and beyond. It allows for progression from key stage 4 whilst providing a strong foundation for further study as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those detailed in the AS and GCSE Art and Design specification. The qualification features a wide range of titles, which allow for the study of art and design in both breadth and depth. This is a skills-based approach specification, allowing students to develop knowledge and understanding during the course through a variety of learning experiences and approaches. This allows them to develop the skills to explore, create and communicate their own ideas. The specifications directly support progression to further and higher education in Art and Design and related subjects, as well as providing all students with a platform to inspire a lifelong interest in, and enjoyment of, Art and Design.

We will encourage students to take risks in their design approaches and aim to develop resourceful, innovative and enterprising young learners who can go on to be the next generation of creative thinkers, designers and practitioners. This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of fashion and textile careers. Especially those in the creative industries. They will investigate historical, social, cultural and environmental influences on textiles, whilst enjoying opportunities to put their learning in to practice by producing products of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

Students will learn to make decisions, consider sustainability and combine skills with understanding in order to design and make quality products, exploring ways in which visual, technical, fashion, ethical and social dimensions interact to shape designing and making. Students will develop an understanding of why analysing existing products will help produce practical solutions to needs, wants and opportunities,

recognising their impact on quality of life. By understanding the design process students can then design and make products which reflect and influence cultures and societies and that have an impact on lifestyle.

Students must:

**Subject Knowledge.**

Students will be inspired and motivated to develop knowledge, understanding and skills relevant to their chosen title through integrated practical, critical and contextual study. This can be through a very personal investigation. Students may work in any combination of media, or medium. This can include a variety of surface pattern techniques and incorporate mixed media such as paint, pencil, pens, stitching into paper, overlapping layers of transparent paper to create individual and personal surface textures and experiments. Students must learn through practical experiences, experimental work and demonstrate knowledge and understanding of sources that inform their intentions. Intentions should be realised through exciting visual language, visual concepts, media, materials and the application of suitable techniques. Students must develop and apply relevant subject specific skills to use visual language to communicate personal ideas, meanings and responses.

**Knowledge and Understanding.**

Students will be introduced to learning, which encourage the development of skills using appropriate media, processes and techniques. They will be taught how to produce surface pattern samples to include Applique, machine and hand stitching, digital printing, embellishments such as beading, digital printing and hand painting. Students will develop knowledge, understanding and skills in the development of their personal work informed by first- hand experience and appropriate sources. Students will know how to progressively develop their own strengths and interests, following their own line of enquiry. Students will develop their knowledge in decision making skills, including the planning and organisation of time and resources when managing their own project work. Students will know how sources inspire the development of ideas. This can include investigations into fashion designers, artists and surface pattern designers. The students must extract and understand the work of artists, designers from contemporary and or historical periods and societies. They also can investigate movements, youth culture and how trends can influence contemporary and or historical environments and issues. The characteristics, properties and effects of using different media, materials techniques and processes in relation to students own creative intentions. The students must understand and know how different intentions and purposes of design in variety of contexts relevant to their work.

### **Trips and visits**

Possible visits to local industry. Gallery and museum visits, industry visits. Visits from lecturers and university course leaders, ex-student talks and visits.

### **Assessment**

Please see website for internal assessment record.

This specification is designed to be taken over two years.

#### Component 1.

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, providing evidence of all four assessment objectives by:

- clarifying the focus of the investigation
- demonstrating critical understanding of contextual and other sources
- substantiating decisions leading to the development and refinement of ideas
- recording ideas, observations and insights relevant to intentions by reflecting critically on practical work
- making meaningful connections between, visual, written and other elements.

The written material must:

- be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.
- include specialist vocabulary appropriate to the subject matter
- include a bibliography that, identifies contextual references from sources such as: books, journals, websites, through studies of others' work made during a residency, or on a site, museum or gallery visit
- be legible with accurate use of spelling, punctuation and grammar so that meaning is clear.

Annotation must not be included in the word count for the written material. Students can present the written material as a single passage of continuous prose or as a series of shorter discrete, but linked, passages of continuous prose incorporated within the practical work. There is no restriction on the scale of practical work produced. Students should carefully select, organise and present their work for their Personal investigation to ensure it is well structured and provides evidence that meets the requirements of all four assessment objectives. The personal investigation will be assessed as a whole. Evidence of meeting the requirements of all four assessment objectives must be provided in both the practical and written material.

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed

- No time limit
- 96 marks
- 60% of A level

## Component 2.

AQA provide exam questions and starting points for the students to start Component 2. Each 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, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes. Supervised time – 15 hours Following the preparatory period, students must complete 15 hours of unaided, supervised time

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.

Assessment objectives (AOs) are set by Ofqual

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

AO1: Develop ideas through sustained investigations, demonstrating critical understanding of sources

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

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.

## Homework

Homework is set when required. The research and skills content that is taught will be backed up by homework tasks that will embed knowledge and understanding of skills. Each student will have individual targets to complete.

Students will have the opportunity to enhance their portfolio and Component 1 work by preparing the required work before producing the final work through self-study.

## Clubs and/or intervention

Catch up Component and Portfolio 1 sessions will be held at lunch times and after school. Timings TBC annually and will be found on the school website. Usually Monday and Wednesday. All students are encouraged to work in their free lessons alongside the teacher.

## Parental/Carer support

Support your son/daughter by purchasing an A3 or A4 suitable sketchbook, fabrics, equipment and components.

Allow your child to attend catch up sessions, especially when producing the Portfolio.

## Helpful sources of information

The course specification can be found here:

## Connections to future pathways

Careers: fashion trends, trend forecasting, fashion magazines, fashion research and development, costume design, brand design, fashion publishing, fashion styling, fashion design, surface pattern design, fabric construction, fashion magazines, fashion research and development, fabric buying, fabric development, printing engineer, consumer psychologist, fabric research and development, sustainability expert, fashion styling, Accessories designer, visual merchandiser, fashion photographer, digital media

Future learning: links to NEA, Degree level Textiles, Degree level fashion, Degree level Art, Degree level Graphics.

## Year 12 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p><b>Big Idea:</b></p> <p>Rationale: Introduction to the course. From ASOS frocks to red carpet GAGA creations we cannot live without textiles and the fashion industry. The UK textiles industry is worth close to £9 billion to the economy. Fashion, trends, style are all integral to life. Fashion starts with textiles and surface pattern applications will enhance fashion collections. For centuries individual have used clothes and body adornment as a non-verbal communication and language. Expressing, wealth, social class, occupation, rank and individuality. There are many forms fashion can take, the brands people gravitate towards, individuality, integrity and philosophy of style. The Textiles industry is a major employer in this country and across the world. Clothing expresses individuality, protects from the elements, distinguishes between cultures and religions and protects modesty. This concept and idea is taught through investigating different media forms and a range of different social, historical and cultural ideas. The history of dress used as a visual language starting point can encourage innovative and creative ideas.</p>		
	<p>Component 1:</p> <ul style="list-style-type: none"> <li>➤ Portfolio</li> </ul> <p>Each student must select and present a portfolio representative of their course of study. The Portfolio must include both:</p> <ul style="list-style-type: none"> <li>• <b>A sustained project</b> developed in response to a subject, theme, task or brief of their choice evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annotations, write-ups and analysis of research work and investigations.</li> <li>➤ Assessment using AO criteria and develop student understanding of assessment language.</li> <li>➤ Peer assessment. Developing Assessment criteria understanding, using Self -Assessment sheets</li> </ul> <p>Students gain knowledge of spec criteria and assessment terminology through self and peer assessment.</p>	<ul style="list-style-type: none"> <li>➤ KS4 Art, drawing and recording and developing ideas understanding visual language and the work of others</li> <li>➤ KS4 Technology product analysis and research</li> <li>➤ KS4 English analysis, writing,</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>A selection of further work</b> resulting from activities such as trials and experiments; skills based workshops; mini and/or foundation projects, independent study. The work submitted for this component will be marked as a whole.</li> <li>➤ Research techniques.</li> <li>➤ Investigating</li> </ul> <p><b>Research and Investigation</b></p> <ul style="list-style-type: none"> <li>• Mood board</li> <li>• Artist research</li> <li>• Fashion research</li> <li>• Product Analysis</li> <li>• Potential client</li> <li>• Pattern development</li> <li>• How sources inspire the development of ideas</li> <li>• Design skills</li> </ul> <p>➤ <b>Written Annotation</b> Annotation</p> <ul style="list-style-type: none"> <li>➤ Initial shapes</li> <li>➤ Sketching and drawing in paint, pen, pencil relevant to intentions</li> <li>➤ Recording through initial photos</li> </ul>	<ul style="list-style-type: none"> <li>➤ Exam style question, open response homework, annotation, write ups of design work</li> <li>➤ Assessment using AO criteria and develop student understanding of assessment language.</li> <li>➤ Peer assessment. Developing Assessment criteria understanding, using Self - Assessment sheets</li> <li>➤ Key words tests</li> </ul>	<p>inference and critical understanding.</p> <ul style="list-style-type: none"> <li>➤ KS4 History, research and knowledge.</li> <li>➤ KS4 media, fashion development and social media.</li> <li>➤ 6. Cultural development</li> <li>➤ 2. Social development</li> </ul>
<p><b>Autumn 2</b></p>	<p style="text-align: center;"><b>Big Idea:</b></p> <p>Rationale: Introduction to the course. From ASOS frocks to red carpet GAGA creations we cannot live without textiles and the fashion industry. The UK textiles industry is worth close to £9 billion to the economy. Fashion, trends, style are all integral to life. Fashion starts with textiles and surface pattern applications will enhance fashion collections. For centuries individual have used clothes and body adornment as a non-verbal communication and language. Expressing, wealth, social class, occupation, rank and individuality. There are many forms fashion can take, the brands people gravitate towards, individuality, integrity and philosophy of style. The Textiles industry is a major employer in this country and across the world. Clothing expresses individuality, protects from the elements, distinguishes between cultures and religions and protects modesty. This concept and idea is taught through investigating different media forms and a range of different social, historical and cultural ideas. The history of dress used as a visual language starting point can encourage innovative and creative ideas.</p>		
	<p><b>Designing and Drawing</b></p> <ul style="list-style-type: none"> <li>➤ Initial shapes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annotation assessment and analysis of research work and investigations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4 Art, drawing and recording and</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Sketching and drawing in paint, pen, pencil, stitch relevant to intentions</li> <li>➤ Recording through initial photos</li> <li>➤ Develop an understanding of cultural and social contexts.</li> <li>➤ Develop an understanding of contemporary and or historical environments or issues.</li> <li>➤ The ways in which meanings, ideas and intentions can be communicated through visual and tactile language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment using AO criteria and develop student understanding of assessment language.</li> <li>➤ Peer assessment.</li> <li>Developing Assessment criteria understanding, using Self - Assessment sheets</li> </ul>	<p>developing ideas understanding visual language and the work of others</p> <ul style="list-style-type: none"> <li>➤ KS4 Technology product analysis and research</li> <li>➤ KS4 English analysis, writing, inference and critical understanding.</li> <li>➤ 6. Cultural development</li> <li>➤ 2. Social development</li> </ul>
<p><b>Spring 1</b></p>	<p style="text-align: center;"><b>Big Idea:</b></p> <p>Rationale: Textile and fashion designers have to research trends and forecasts in the textile industry. Having understood historical, cultural and social contexts, development of media, techniques and processes. This determines product design and final solution. Working as a designer in industry, creating samples, experiments and testing. Manipulating digital designs until they have met customer requirements. Researching trends and design forecasts to further impact work and development. Some designers work for organisations such as retailers, design agencies and manufacturers. It is said that the Roman Empire adopted the Eastern taste for coloured and patterned fabrics and after 552 when the emperor established the first silk manufacturing industry in Europe. As a sign of wealth and class distinction, decorated clothes became more developed. Roman law had applied equally to men and women, in Europe the laws were more discriminatory, restricting the richest fabrics, furs and jewels to the aristocracy. Why do we embellish fabrics and clothing?</p>		
	<p>Pattern development</p> <ul style="list-style-type: none"> <li>➤ Surface Pattern</li> <li>➤ Printing ideas and techniques</li> <li>➤ Stitched and embellished textiles</li> <li>➤ Digital textiles</li> <li>➤ Fashion design</li> <li>➤ Woven knitted or stitched fabrics</li> <li>➤ Decorative or non functional purpose</li> </ul> <p><b>Knowledge and techniques</b></p> <ul style="list-style-type: none"> <li>➤ Applique</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annotation assessment and analysis of research work and investigations.</li> <li>➤ Assessment using AO criteria and develop student understanding of assessment language.</li> <li>➤ Peer assessment.</li> <li>Developing Assessment criteria understanding, using Self - Assessment sheets</li> <li>➤ Written feedback</li> <li>➤ Verbal feed back.</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4 Art, drawing and recording and developing ideas understanding visual language and the work of others</li> <li>➤ KS4 Technology product analysis and research</li> <li>➤ KS4 English analysis, writing,</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Beading</li> <li>➤ Printing</li> <li>➤ Embroidery</li> <li>➤ Stitching</li> <li>➤ Fabric choices and selection</li> </ul>	<ul style="list-style-type: none"> <li>➤ Target setting and improvement ideas</li> <li>➤ Formal Assessment after section of work.</li> </ul>	<p>inference and critical understanding.</p> <ul style="list-style-type: none"> <li>➤ 6. Cultural development</li> <li>➤ 2. Social development</li> </ul>
<b>Spring 2</b>	<p><b>Big Idea:</b></p> <p>Rationale: Textile and fashion designers have to research trends and forecasts in the textile industry. Having understood historical, cultural and social contexts, development of media, techniques and processes. This determines product design and final solution. Working as a designer in industry, creating samples, experiments and testing. Manipulating digital designs until they have met customer requirements. Researching trends and design forecasts to further impact work and development. Some designers work for organisations such as retailers, design agencies and manufacturers. It is said that the Roman Empire adopted the Eastern taste for coloured and patterned fabrics and after 552 when the emperor established the first silk manufacturing industry in Europe. As a sign of wealth and class distinction, decorated clothes became more developed. Roman law had applied equally to men and women, in Europe the laws were more discriminatory, restricting the richest fabrics, furs and jewels to the aristocracy. Why do we embellish fabrics and clothing?</p>		
	<ul style="list-style-type: none"> <li>➤ Pattern development</li> <li>➤ Surface Pattern</li> <li>➤ Printing ideas and techniques</li> <li>➤ Stitched and embellished textiles</li> <li>➤ Digital textiles</li> <li>➤ Fashion design</li> <li>➤ Woven knitted or stitched fabrics</li> <li>➤ Decorative or non functional purpose</li> </ul> <p><b>Knowledge and techniques</b></p> <ul style="list-style-type: none"> <li>➤ Applique</li> <li>➤ Beading</li> <li>➤ Printing</li> <li>➤ Embroidery</li> <li>➤ Stitching</li> <li>➤ Fabric choices and selection</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annotation assessment and analysis of sample work and investigations.</li> <li>➤ Assessment using AO criteria and develop student understanding of assessment language.</li> <li>➤ Peer assessment.</li> <li>Developing Assessment criteria understanding, using Self - Assessment sheets</li> <li>➤ Written feedback</li> <li>➤ Verbal feed back.</li> <li>➤ Target setting and improvement ideas</li> <li>➤ Formal Assessment after section of work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4 Art, drawing and recording and developing ideas understanding visual language and the work of others</li> <li>➤ KS4 Technology product analysis and research</li> <li>➤ KS4 English analysis, writing, inference and critical understanding.</li> <li>➤ 6. Cultural development</li> <li>➤ 2. Social development</li> </ul>



<p><b>Summer 1</b></p>	<p align="center"><b>Big Idea:</b></p> <p>Rationale: Based on the theory that human beings not only cover their bodies, but also display them to attract others. Every person has a number of sub-identities or roles they play in society. Clothing helps to define each separate role, communicate and convey a message. It protects our modesty, defines gender, is a practical barrier from the elements and the environment and has been used to raise self-esteem.</p>		
	<p><b>Knowledge and techniques</b></p> <ul style="list-style-type: none"> <li>➤ Applique</li> <li>➤ Beading</li> <li>➤ Printing</li> <li>➤ Embroidery</li> <li>➤ Stitching</li> <li>➤ Fabric choices and selection</li> <li>➤ Sample work and construction</li> <li>➤ Mock-ups</li> <li>➤ Toiles</li> <li>➤ Construction experimentation</li> <li>➤ Client expectations</li> <li>➤ Associated constraints</li> <li>➤ Product development</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annotation assessment and analysis of sample work and investigations.</li> <li>➤ Assessment using AO criteria and develop student understanding of assessment language.</li> <li>➤ Target setting</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4 Art, drawing and recording and developing ideas understanding visual language and the work of others</li> <li>➤ KS4 Technology product analysis and research</li> <li>➤ KS4 English analysis, writing, inference and critical understanding.</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Garment construction</li> </ul>		<ul style="list-style-type: none"> <li>➤ KS4 Technology product analysis and research</li> <li>➤ 6. Cultural development</li> <li>➤ 2. Social development</li> </ul>

<p><b>Summer 2</b></p>	<p><b>Big Idea:</b></p> <p>Rationale: Based on the theory that human beings not only cover their bodies, but also display them to attract others. Every person has a number of sub-identities or roles they play in society. Clothing helps to define each separate role, communicate and convey a message. It protects our modesty, defines gender, is a practical barrier from the elements and the environment and has been used to raise self-esteem.</p>		
	<p><b>Knowledge and techniques</b></p> <ul style="list-style-type: none"> <li>➤ Applique</li> <li>➤ Beading</li> <li>➤ Printing</li> <li>➤ Embroidery</li> <li>➤ Stitching</li> <li>➤ Fabric choices and selection</li> <li>➤ Sample work and construction</li> <li>➤ Mock-ups</li> <li>➤ Toiles</li> <li>➤ Construction experimentation</li> <li>➤ Client expectations</li> <li>➤ Associated constraints</li> <li>➤ Product development</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annotation assessment and analysis of sample work and investigations.</li> <li>➤ Assessment using AO criteria and develop student understanding of assessment language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4 Art, drawing and recording and developing ideas understanding visual language and the work of others</li> <li>➤ KS4 Technology product analysis and research</li> <li>➤ KS4 English analysis, writing, inference and critical understanding.</li> <li>➤ 6. Cultural development</li> <li>➤ 2. Social development</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Garment construction</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annotation assessment and analysis of sample work and investigations.</li> <li>➤ Written Assessment using AO criteria and develop student understanding of assessment language.</li> <li>➤ Target setting</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4 Art, drawing and recording and developing ideas understanding visual language and the work of others</li> <li>➤ KS4 Technology product analysis and research</li> <li>➤ KS4 English analysis, writing, inference and critical understanding.</li> </ul>

## Year 13 Overview

Term	Knowledge	Assessment	Connections to learning
Autumn 1	<p style="text-align: center;"><b>Big Idea:</b></p> <p>Rationale: Based on the theory that human beings not only cover their bodies, but also display them to attract others. Every person has a number of sub-identities or roles they play in society. Clothing helps to define each separate role, communicate and convey a message. It protects our modesty, defines gender, is a practical barrier from the elements and the environment and has been used to raise self-esteem.</p>		
	<ul style="list-style-type: none"> <li>➤ Sample work and construction</li> <li>➤ Mock-ups</li> <li>➤ Toiles</li> <li>➤ Construction experimentation</li> <li>➤ Client expectations</li> <li>➤ Associated constraints</li> <li>➤ Product development</li> <li>➤ Fastening samples</li> <li>➤ Seam samples</li> <li>➤ Finishing samples</li> <li>➤ Analysis and evaluating</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annotation assessment and analysis of sample work and investigations.</li> <li>➤ Written Assessment using AO criteria and develop student understanding of assessment language.</li> <li>➤ Target setting</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4 Art, drawing and recording and developing ideas understanding visual language and the work of others</li> <li>➤ KS4 Technology product analysis and research</li> <li>➤ KS4 English analysis, writing, inference and critical understanding</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Evaluation techniques</li> <li>➤ Realise intentions</li> <li>➤ figurative and non-figurative representations, stylisation, simplification, surface embellishment, constructional considerations and imaginative interpretation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annotation assessment and analysis of sample work and investigations.</li> <li>➤ Written Assessment using AO criteria and develop student understanding of assessment language.</li> <li>➤ Target setting</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4 Art, drawing and recording and developing ideas understanding visual language and the work of others</li> <li>➤ KS4 Technology product analysis and research</li> <li>➤ KS4 English analysis, writing, inference and critical understanding</li> </ul>

			<ul style="list-style-type: none"> <li>➤ 6. Cultural development</li> <li>➤ 2. Social development</li> </ul>
<b>Autumn 2</b>	<p><b>Big Idea:</b></p> <p>Rationale: Based on the theory that human beings not only cover their bodies, but also display them to attract others. Every person has a number of sub-identities or roles they play in society. Clothing helps to define each separate role, communicate and convey a message. It protects our modesty, defines gender, is a practical barrier from the elements and the environment and has been used to raise self-esteem.</p>		
	<ul style="list-style-type: none"> <li>➤ Sample work and construction</li> <li>➤ Mock-ups</li> <li>➤ Toiles</li> <li>➤ Construction experimentation</li> <li>➤ Client expectations</li> <li>➤ Associated constraints</li> <li>➤ Product development</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annotation assessment and analysis of sample work and investigations.</li> <li>➤ Written Assessment using AO criteria and develop student understanding of assessment language.</li> <li>➤ Target setting</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4 Art, drawing and recording and developing ideas understanding visual language and the work of others</li> <li>➤ KS4 Technology product analysis and research</li> <li>➤ KS4 English analysis, writing, inference and critical understanding</li> <li>➤ KS4 History, research and knowledge.</li> <li>➤ 6. Cultural development</li> <li>➤ 2. Social development</li> </ul>

<p>Spring 1</p>	<p><b>Component 2: Externally Set Assignment</b></p> <ul style="list-style-type: none"> <li>➤ AQA will provide a separate externally set assignment for each title, each with 15 different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annotations, write-ups and analysis of research work and investigations.</li> <li>➤ Assessment using AO criteria and develop student understanding of assessment language.</li> <li>➤ Peer assessment.</li> </ul> <p>Developing Assessment criteria understanding, using Self - Assessment sheets</p>	<ul style="list-style-type: none"> <li>➤ KS4 Art, drawing and recording and developing ideas understanding visual language and the work of others</li> <li>➤ KS4 Technology product analysis and research</li> <li>➤ KS4 English analysis, writing, inference and critical understanding</li> <li>➤ KS4 History, research and knowledge.</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Research techniques.</li> <li>➤ Investigating</li> </ul> <p><b>Research and Investigation</b></p> <ul style="list-style-type: none"> <li>➤ Moodboard</li> <li>➤ Artist research</li> <li>➤ Fashion research</li> <li>➤ Product Analysis</li> <li>➤ Potential client</li> <li>➤ Pattern development</li> <li>➤ How sources inspire the development of ideas</li> <li>➤ Design skills</li> </ul> <p><b>Designing</b></p> <ul style="list-style-type: none"> <li>➤ Initial shapes</li> <li>➤ Sketching and drawing in paint, pen, pencil relevant to intentions</li> <li>➤ Recording through initial photos</li> <li>➤ Sample and fabric experimentation</li> <li>➤ Surface pattern development</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annotation assessment and analysis of sample work and investigations.</li> <li>➤ Assessment using AO criteria and develop student understanding of assessment language.</li> <li>➤ Peer assessment</li> <li>➤ Self assessment</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4 Art, drawing and recording and developing ideas understanding visual language and the work of others</li> <li>➤ KS4 Technology product analysis and research</li> <li>➤ KS4 English analysis, writing, inference and critical understanding</li> <li>➤ KS4 History, research and knowledge.</li> <li>➤ 6. Cultural development</li> <li>➤ 2. Social development</li> </ul>

<p><b>Spring 2</b></p>	<p style="text-align: center;"><b>Big Idea:</b></p> <p>Rationale: Introduction Component 2: Externally set assignment 10 hours practical examination.</p> <p>Textile and fashion designers have to respond to set briefs and industrial questions. Starting points research trends and forecasts in the textile industry. Having understood historical, cultural and social contexts, development of media, techniques and processes. This determines product design and final solution. Working as a designer in industry, creating samples, experiments and testing. Manipulating digital designs until they have met customer requirements. Researching trends and design forecasts to further impact work and development. Some designers work for organisations such as retailers, design agencies and manufacturers. It's said that the Roman Empire adopted the Eastern taste for coloured and patterned fabrics and after 552 when the emperor established the first silk manufacturing industry in Europe. As a sign of wealth and class distinction, decorated clothes became more developed. Roman law had applied equally to men and women, in Europe the laws were more discriminatory, restricting the richest fabrics, furs and jewels to the aristocracy. Why do we embellish fabrics and clothing?</p>		
	<ul style="list-style-type: none"> <li>➤ Exam 10 hours dates TBC</li> <li>➤ Develop an understanding of cultural and social contexts.</li> <li>➤ Develop an understanding of contemporary and or historical environments or issues.</li> <li>➤ The ways in which meanings, ideas and intentions can be communicated through visual and tactile language.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annotation assessment and analysis of sample work and investigations.</li> <li>➤ Assessment using AO criteria and develop student understanding of assessment language.</li> <li>➤ Peer assessment.</li> <li>➤ Self assessment</li> </ul>	<ul style="list-style-type: none"> <li>➤ KS4 Art, drawing and recording and developing ideas understanding visual language and the work of others</li> <li>➤ KS4 Technology product analysis and research</li> <li>➤ KS4 English analysis, writing, inference and critical understanding</li> <li>➤ KS4 History, research and knowledge.</li> </ul>
	<ul style="list-style-type: none"> <li>➤ The characteristics, properties and effects of using different media, materials, techniques and processes, and the ways in which they can be used in relation to students' own creative intentions and chosen area(s) of study.</li> <li>➤ The different purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work.</li> <li>➤ End of the course.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All work is finally assessed and submitted to the board.</li> <li>➤ Moderation and external moderation.</li> <li>➤ Annotation assessment and analysis of sample work and investigations.</li> <li>➤ Assessment using AO criteria and develop student understanding of assessment language.</li> <li>➤ Peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>➤ 6. Cultural development</li> <li>➤ 2. Social development</li> </ul>

		➤ Self-assessment	
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