

Textile Art at Guildford County School



A level Handbook

2020-21

Introduction

Welcome to the A level Textile Art course. Over the next two years you will have the opportunity to develop your artistic skills using a wide range of media and techniques.

You will need to be self-motivated and have an open mind. This will allow your work to develop in exciting and inspirational ways.

You may well develop completely new ways of working and you will get credit for this.

Textile Art is a wonderfully exciting, rewarding and enriching subject and Mrs McHattie is committed to helping you realise your potential and enjoy your Textile Art education, but it is you and your ideas that will really make the course a success and we are really looking forward to seeing what you can achieve. We really hope that you enjoy the course.

Reading/ reference list

<https://www.aqa.org.uk/resources/art-and-design/as-and-a-level/art-and-design/plan/resource-and-support-guide>

Command Words

Consider

Review and respond to given information.

Create

To make something new or invent something.

Develop

Take forward or build upon given information.

Explore

Investigate without preconceptions about the outcome.

Investigate

To examine carefully.

Refer to

To look at in order to find information and help.

Research

A detailed study of a subject, to discover new information or reach a new understanding.

Transition work to be done over the holiday-

Open and read through the articles in the links below.

<https://www.alisonwilloughby.com/skirtgirl>

<https://www.shetlandarts.org/blog/skirt-alison-willoughby>

http://www.themaking.org.uk/Content/makers/2008/01/alison_willoughby.html

- in a sketchbook explore the theme of **environments as a decorative theme for a basic shape.**

Aim

To demonstrate your understanding of Fashion and Textiles

To extend your range of drawing materials

Emphasise the use of extraordinary materials for decoration.

Task 1:

Using the information from the three links and any other research you find which links, create a double page of artist research and your own response to it.

Create a mind map about environments- how many can you think of, what is in them, what textures and colours link to them, are there repeating patterns which link to them and are they urban, rural, miniature, desert, rainforest, oceanic etc...

Task 2:

Expand this to some observations of different environments (not landscapes) textures and colours.

Could it be patterns on road markings, Different greens from a jungle, graffiti or roadside wildflowers?

Use a variety of materials and media to create at least 4 pages of observation paintings, drawings and collage.

Task 3

Buy a fashion magazine like, Vogue, Elle, Marie Claire. Make a collection of all the images from it which relate to environments. This can be a double page collage or mood board layout- be creative.

Try to make lists of trends & observations that you notice when you are researching.

Look at the example above of a lively & highly appropriate style of a student's methods of recording.

Have a think about the main key words which describe your found images- present them in an appropriate way.

Task 4:

Design 8 skirt decoration ideas, based on all your previous work so far, in the style of Alison Willoughby. These should be at least A6 each so that detail can be seen- use annotation to suggest strange embellishment items or stitching details.

Task 5:

Make a sample piece of fabric as a detail section for 2 of them (no bigger than A4)

If you do not have a sewing machine, be creative about how you attach everything together and decorate it.

Task 6:

Take some photos of your finished pieces to show off close detail and the pieces. Present these appropriately.

How can you get the most out of the course?

You should possess a genuine interest in the subject and be self-motivated and willing to experiment with materials and techniques. The course provides an exciting opportunity to further develop creative ability. You will continue to develop your understanding of aesthetics, form, composition, materials and the need to be able to solve problems creatively. The Advanced GCE course requires development of the skills already at GCSE level whether it is Design technology, Art, Photography or Media studies and this course can be adapted to suit your interests and skill set.

How will you benefit from the course?

The skills learnt through the course will equip you for future creative careers such as artist, textile Designer, fashion designer, photographer, store merchandising, props, costume or stage set designer to name but a few, but it also provides a sound background for other less obvious careers where the ability to think differently and creatively gives an individual the edge on the competition. Self-expression is actively encouraged through the artwork, the written word and discussion. These are valuable tools for all aspects of future life.

How is it assessed?

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
12 Convincingly	A reasonably consistent ability to develop ideas through sustained investigations, informed by contextual and other sources.	A reasonably consistent ability to explore and select appropriate resources, media, materials, techniques and process.	A reasonably consistent ability to record ideas, observations and insights relevant to intentions.	A reasonably consistent ability to present a personal and meaningful response.
11 Clearly				
10 Adequately	Demonstrates reasonably consistent analytical and critical understanding.	Reviews and refines ideas with a degree of success as work develops.	Demonstrates a reasonably consistent ability to reflect critically on work and progress.	Demonstrates a reasonably consistent ability to successfully realise intentions and, where appropriate, makes connections between visual and other elements.
9 Just				
8 Convincingly	Some ability to develop ideas and sustain investigations, informed by contextual and other sources.	Some ability to explore and select appropriate resources, media, materials, techniques and process.	Some ability to record ideas, observations and insights relevant to intentions.	Some ability to present a personal and meaningful response which is uneven.
7 Clearly				
6 Adequately	Demonstrates some analytical and critical understanding.	Reviews and refines ideas with limited success as work develops.	Demonstrates some ability to reflect critically on work and progress.	Demonstrates some ability to successfully realise intentions and, where appropriate, makes connections between visual and other elements.
5 Just				
4 Convincingly	Minimal ability to develop ideas and sustain investigations, informed by contextual and other sources.	Minimal ability to explore and select appropriate resources, media, materials, techniques and process.	Minimal ability to record ideas, observations and insights relevant to intentions.	Minimal ability to present a personal and meaningful response, limited by a lack of skill and understanding.
3 Clearly				
2 Adequately	Demonstrates minimal analytical and critical understanding.	Minimal evidence of reviewing and refining ideas as work develops.	Demonstrates minimal ability to reflect critically on work and progress.	Demonstrates minimal ability to realise intentions and, where appropriate, make connections between visual and other elements.
1 Just				
0 No work				

	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Marks	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements
24 Convincingly	An exceptional ability to develop ideas through sustained investigations informed by contextual and other sources.	An exceptional ability to explore and select appropriate resources, media, material, techniques and processes.	An exceptional ability to record ideas, observations and insights relevant to intentions.	An exceptional ability to present a personal and meaningful response.
23 Clearly	Demonstrates exceptional analytical and critical understanding.	Reviews and refines ideas in a confident and purposeful manner as work develops.	Demonstrates an exceptional ability to reflect critically on work and progress.	Demonstrates an exceptional ability to successfully realise intentions and, where appropriate, makes connections between visual and other elements.
22 Adequately				
21 Just				
20 Convincingly	A confident and highly developed ability to develop ideas through sustained investigations, informed by contextual and other sources.	A confident and highly developed ability to explore and select appropriate resources, media, materials, techniques and processes.	A confident and highly developed ability to record ideas, observations and insights relevant to intentions.	A confident and highly developed ability to present a personal and meaningful response.
19 Clearly	Demonstrates confident and highly developed analytical and critical understanding.	Reviews and refines ideas in a confident manner as work develops.	Demonstrates a confident and highly developed ability to reflect critically on work and progress.	Demonstrates a highly developed ability to successfully realise intentions and, where appropriate, makes connections between visual and other elements.
18 Adequately				
17 Just				
16 Convincingly	A consistent ability to develop ideas through sustained investigations, informed by contextual and other sources.	A consistent ability to explore and select appropriate resources, media, materials, techniques and processes.	A consistent ability to record ideas, observations and insights relevant to intentions.	A consistent ability to present a personal and meaningful response.
15 Clearly	Demonstrates consistent analytical and critical understanding.	Reviews and refines ideas with increasing confidence as work develops.	Demonstrates a consistent ability to reflect critically on work and progress.	Demonstrates a consistent ability to successfully realise intentions and, where appropriate, makes connections between visual and other elements.
14 Adequately				
13 Just				

First year Portfolio

No time limits

Production of large body of work that contributes and develops towards the second year of the course.

Your Portfolio gives you a choice of starting points which are very open ended. Examples of which are Natural forms, different cultures,

You are required to research images using your own photography, internet, and books and draw from life. Practical work is presented in a sketchbook which shows the clear development of a final piece which could be a painting, sculpture, textile piece or any other creative idea. Textile Art links will also be used for inspiration.

The aim of the project is to meet the 4 Assessment Objectives used in marking the work – these cover drawing, use of media and idea development and use of art history sources, as well as producing an outcome.

Annotation should be included in your sketchbook.

You will be encouraged to develop your own ideas with the help and guidance of your teacher working in a variety of Textile specialist areas: *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.*

Your Portfolio will be assessed regularly, and progressive feedback provided for you to respond to enabling development and attainment.

Second year

Component 1: Personal Investigation

No time limits
96 marks
60% of A-level

You will undertake a practical investigation into an idea, theme, issue or concept.

This practical work will be supported by written material.

The focus of the investigation will be identified independently by you and will lead to a finished outcome (a final piece of work).

The investigation will demonstrate your ability to develop a cohesive line of argument whilst evidencing your practical skill.

A wide range of techniques will be explored using an appropriate range of materials.

Component 2: Externally set assignment

Preparatory period +15 hours supervised time
96 marks
40% of A-level

You will be provided with an externally set question paper. The question paper consists of a choice of eight questions to be used as starting points.

You will be required to choose one of these questions as the focus for your investigations.

The question papers will be provided on 1st February or as soon as possible after this date. Following the preparatory period, you will undertake 15 hours of unaided supervised time in which they will develop an outcome or a series of outcomes.

Developing a portfolio for interview

If you decide to progress onto an art related course at college or university, you will be required to present a portfolio at interview. We will discuss this with you at the time, but here are a few helpful tips.

Use this checklist to help you choose work to put into the portfolio. Different courses look for different things, so it is important that you think about what skills they will want to see evidence of.

Include the following:

- Examples of observational drawing in a range of different media
- Examples of your imaginative work demonstrating your expressive use of media
- Photographs of 3D work and 2D work that is too big to transport – make sure that the photos are high quality and show the work off at its best.
- Developmental work – sketch ideas etc...You might decide to photograph exciting pages of your sketchbook.
- Examples of your analytical work – work that has been annotated.

Avoid the following

Work that highlights your weaknesses

Do the following

Ask Mrs McHattie to check through your portfolio before you go to interview.

Department Expectations

Please ensure that you read the following information and share it with your parents / guardians.

Expectations

By opting to do an A Level Textile Art course you are making a commitment. We are committed to providing you with the best possible opportunities to develop your artistic ability. In return our expectation is that you will always do your best and work effectively to reach your potential. As an A Level student you will experience greater freedom than in the past, but there are several ground rules that must be kept in mind:

Deadlines

Internal deadlines for coursework and exam work must be met. Deadlines will be clearly communicated to you by your teacher. Pressure of work from other subject areas should not be used as an excuse for missed deadlines or underdeveloped work. You will be provided with clear guidance throughout the course to ensure that your work is progressing at the correct pace.

Respect for artwork, artwork spaces and equipment

The expectation is that you will tidy up effectively at the end of each art session. This includes putting away of work, cleaning of equipment, returning equipment to the correct storage space and wiping down of surfaces. You will be provided with a drawer to store your work in. Work that is needlessly left out might get lost or damaged.

Homework

You will be set homework every week and you are expected to complete it on time and to the best of your ability.

Be ready to work

You must attend every lesson and arrive promptly. You should also ensure that you have the correct equipment with you to progress your work. This will include your sketchbook.

Attendance at help sessions

If it is felt that you are not making appropriate progress you will be given the opportunity to attend an after-school help session. The expectation is that you will attend until your work is back on track.