

Title: Journeys in Textiles

Aims:

1. To explore the theme of journeys and mixed media textile work.

DNA:

Thank you for being ready to learn!



Welcome to A-level Art Textiles

Exam Board: AQA

Component 1: Portfolio

What's assessed

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 GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Component 2: Externally set assignment

What's assessed

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.

How it's assessed

Preparatory period followed by 10 hours of supervised time

- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

3.6 Textile design

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. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

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.

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

Skills and techniques

Students will be expected to demonstrate skills, as defined in [Overarching knowledge, understanding and skills](#) (page 12), 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.

**Your journey in
textiles can take
you anywhere!
We will be
exploring a range
of materials,
techniques and
artists along the
way.**

A01 EXPLORE
 ANNOTATE
 BEGIN TO LINK A
THEME IMAGES
 TO YOUR CHOSEN ARTISTS WORK
 WRITTEN ANALYSIS
 LINK ARTISTS WORK TO
 IDEAS AND ARTWORK
ARTISTS
RESEARCH

A02 EXPERIMENT
 WITH A
 LINKING TECHNIQUES
TO ARTISTS DRAWING
AND THEMES RANGE
 TEXTILES OF MEDIA
 CLAY MIXED MEDIA
 PHOTOGRAPHS
 OIL PASTEL WATERCOLOUR
 PEN AND INK

A03 IDEAS
 IDEAS LINKING TO
 ARTISTS WORK
 OBSERVATIONAL
DRAWINGS
 ALL ARTWORK
 LINKING TOGETHER
PLANS
 PLANS, DESIGNS
 IN A RANGE OF EXPLANATIONS
 DIFFERENT MEDIA ANNOTATION

A04 FINAL
 MEANINGFUL
 INFORMED
RESPONSE PIECE OF WORK
 LINK BETWEEN TO ARTISTS WORK
 VISUALS AND ARTISTS
 PRESENTATION
 SHOW UNDERSTANDING
LINKS
RELEVANT

KNOWLEDGE

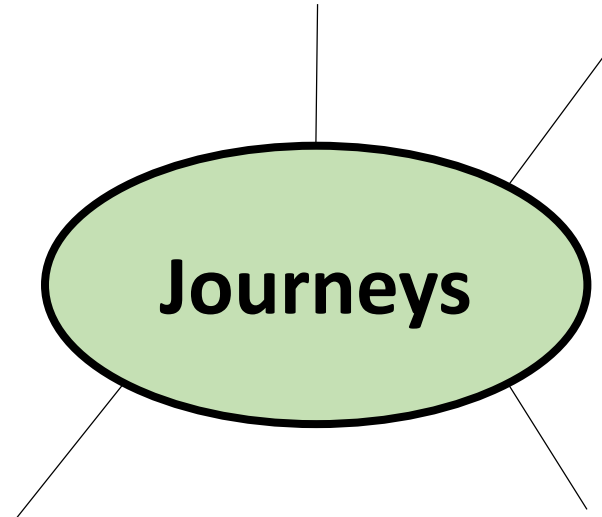
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| A01 | Develop ideas through investigations, demonstrating critical understanding of sources. |
| A02 | Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. |
| A03 | Record ideas, observations and insights relevant to intentions as work progresses. |
| A04 | Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |

Exploring journeys in textiles

Our theme for the start of Year 12 is journeys. Exploring what journeys mean to you personally and continuing your journey through different materials and techniques.

Read through the article from The Tate Gallery on journeys in art and the different meanings this can take on.

Create your own mind map of journeys and potential areas of exploration.



Cas Holmes



Cas Holmes is an artist and writer of Romani descent and is interested in the liminal, **‘in between’ spaces connecting land, people and place**. Trained in fine art, her work combines mixed media with **found materials and stitch** and is best described as ‘painting with cloth’. The history and familiarity of worn cotton, linen and paper mark the passing of time informing the narratives contained within the work.



Cas Holmes is a mixed media artist that combines found items with stitch.

How would you describe the work?

What impact do the collected items have on the overall style of her work?

Do they impact the meaning and thought behind her work?

Stitched response

Using the collage items and scrap materials, create your own stitched response to Cas Holmes work. This will form the front cover of your summer work sketchbook.

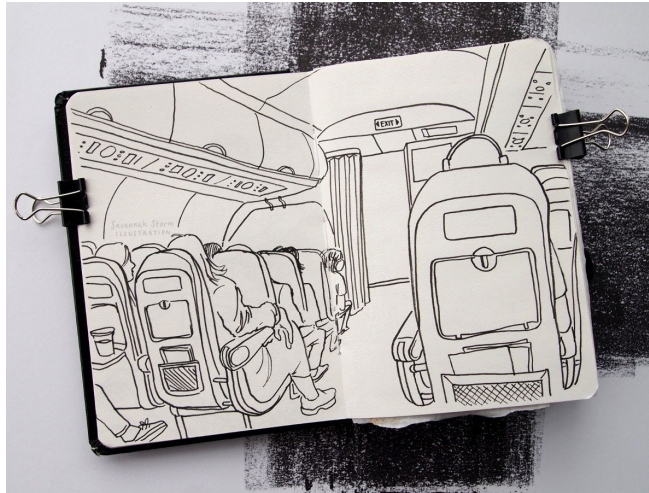
Consider your composition – how will you layout and layer your work?

What types of stitch will you use to sew things together? Machine or by hand? Can you use stitch to add texture? Depth? Detail?



Summer work

Draw, photograph, write, collect things (tickets, labels, packaging...), collage, stitch, print making, rubbings, flower/leaf pressing...



Over the summer we would like you to collect, record and capture what journeys means to you.

We have given you small A5 sketchbooks to work in. Try not to be precious, there isn't a right or wrong. Use your mind maps from today to help you find areas to focus on.

Journeys aren't just about travel, these pages are meant to be an example of ways of recording so if you aren't going on holiday this summer that's ok. Record what journeys mean to you and collect things along the way – it could be a daily walk or bus you catch, it could be a day trip somewhere, it could be a personal journey in your summer of freedom after completing GCSEs!