

Art and Design: Textile Art

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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
<p>Topics:</p> <p>Basic skills workshops including sewing machine skills and decorative surface techniques, use of colour, material properties and technical problem solving.</p> <p>Construction techniques and fabric manipulation, including heat setting, dissolvable fabric and printing techniques and their backgrounds, properties and limitations.</p> <p>Wider contexts – Exploring the work of artists, designers and crafts people, using research to synthesize ideas and develop designs, leading to personalised final outcomes.</p> <p>Fashion illustration techniques, using a range of media including brush pens, watercolour pencils and Pro markers.</p> <p>Pattern cutting, alteration and development techniques, applied through the manufacture of a nature inspired bodice.</p> <p>Awareness of fabrics and their properties, purposeful use and alternatives.</p> <p>Appropriate use of research, including correct websites, siting sources and analysis of designers and artist work.</p> <p>Personally respond to a brief, explain their thought process and decision-making throughout, leading to their external exam project.</p>	<p>Students will:</p> <p>Use of the formal elements to produce art and design work informed by primary source and secondary source research, including line, tone, form, colour, pattern, space, shape, scale.</p> <p>Develop workshop skills and refinement of: embroidery skills, embellishment, felting, silk painting, printing, heat techniques, batik, amongst others.</p> <p>Develop research skills – how to correctly source research and site websites. Where and how to complete good quality, accurate research. How to explore the wider context of a project or brief to demonstrate understanding.</p> <p>Learn how to annotate their own work and artists work purposefully and critically using subject specific language.</p> <p>Learn how to create and refine creative ideas, synthesizing the work of artists, designers and craftspeople.</p> <p>Respond personally and meaningfully to a response, develop and refining ideas to realise intentions.</p>

Homework:

Homework in Textiles will be set weekly and should take approximately 40 minutes. It will be explained in lesson and set on Satchel:One. The purpose of the homework set is to develop, consolidate, and refine skills taught in lessons and to continue development of the coursework project. The content will either focus on research, development, recording, personally responding or annotating work and will usually be completed or a follow on for the lessons that week. Homework should be completed to a high standard, mirroring the standard of work in lessons.

Assessment:

AO1: Develop ideas through 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.

Links to Personal Development:

Character.

Confidence, Resilience and Knowledge.

Cultural development.

Social development.

Prepare for future successes.

How is my knowledge developed further at Key Stage Five?

The skills learnt at GCSE enable students to enter the A Level course with the construction and decorative skills to complete coursework and respond to design briefs.

Students will have acquired the basic knowledge of fabrics, properties and fibres to understand the how and why of fabrics, enabling them to apply this to personal projects.

Students will extend their Textile knowledge at A Level to explore fashion and design history, the works of influential designers, industrial practice, textile legalities and the wider design world.