

GCSE ART TEXTILES YEAR GROUP OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	Introduction to Art Textiles	The World around us	Country Project		Water	
	<p>Learning and using the basic skills of Art Textiles, including textile techniques and processes.</p> <p>How to workshops, batik, wax resist, embellishment, beading, embroidery, reversed applique, printing.</p> <p>How to create sketchbook pages – formula – step by step</p> <p>AO 1 – Developing Ideas, investigate and research other artists work, analyse, annotate</p> <p>AO 2 – Refinement, experiment With different ideas and media</p> <p>AO 3 – Record ideas, observations</p> <p>AO 4 -Present final ideas, respond to artists explored</p>	<p>Looking and seeing are different things. Students need to be encouraged to 'see' as well as look.</p> <p>Our world is made up of many different elements whether man made or natural that can give us a sense of wonderment and students will be encouraged to explore these in their own environment.</p>	<p>Observation</p> <p>Photography is used to document the world around us, but we all see the world in different ways. In today's digital world, can you believe everything you see and has this always been a problem.</p> <p>Explore how artist throughout time has used manipulation techniques to question how people see the work.</p> <p>Students will look at digital editing to produce work reflecting on perception and humour</p>	<p>Artist Research</p> <p>Explore a range of work by artists across different times in history to contextualise the physical and digital skills being taught through this topic.</p> <p>Exploring artists allow us to see how other have formed opinions among similar topics and how they approach exploring ideas.</p>	<p>Introduction</p> <p>Researching the theme of water</p> <p>Students introduced to the theme and are encouraged to explore their own ideas around the theme</p> <p>Students will be encouraged to work independently through the explorative process and make work independently in reaction to the theme.</p>	<p>Artist Research</p> <p>Explore a range of work by artists across different times in history to contextualise the skills being taught through this topic.</p> <p>Exploring artists allow us to see how other have formed opinions among similar topics and how they approach exploring ideas.</p>
	Formal Elements	Individual Response	Physical manipulation	Individual Response	Workshops	Individual Response
	<p>The formal elements are Line, Tone, Colour, Texture, Pattern, Tone, Shape and Form</p> <p>All of these can be enhanced or displayed alongside composition methods to force viewers to see another world. Artists and textile designers use a number of different techniques to convey light, colour and pattern in their work.</p>	<p>How you respond to the world is the essence of Art. Creating a piece of art must be in response to something you have seen, wondered about, or understood.</p> <p>Students will work to produce their own textile response to 'the world around them'</p>	<p>Students will look at a range of textile techniques around their chosen country theme.</p>	<p>Students will respond to the theme presented to them, through combining their experiences and understanding during the topic.</p>	<p>Workshops are important to form the backbone of thinking and introduce the students to different skills.</p> <p>Core skills covered will be, fabric manipulation, embellishment, beading, embroidery.</p>	<p>Students will respond to the theme presented to them, through combining their experiences and understanding during the topic.</p>

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Year 11	Mock Exam paper issued	Individual Response	Exam paper Issued	Exam	Coursework Completion	
	<p>Learning how to read and start responding independently to an exam paper.</p> <p>Students will look at how to:</p> <ul style="list-style-type: none"> • Create a mind map • Use google to research a theme • Use the exam paper for Artist research • Develop design ideas <p>Students will research the theme of the Garden</p> <ul style="list-style-type: none"> • Textile techniques • Processes • Developing design Ideas 	<p>Students will respond to the theme presented to them, through combining their experiences and understanding during the topic.</p>	<p>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.</p> <p><u>How it's assessed</u></p> <p>Preparatory period followed by 10 hours of supervised time</p> <p>96 marks</p> <p>40% of GCSE</p>	<p>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.</p> <p><u>How it's assessed</u></p> <p>Preparatory period followed by 10 hours of supervised time</p> <p>96 marks</p> <p>40% of GCSE</p>	<p>Hand in all preparation work. Commence 10 hours of supervised examination time.</p> <p>Hand in Component 2: Course work portfolio</p>	