

# Textile Design @ WBS Year 11 Roadmap

## Subject Aim:

To ensure that all students can produce creative practical work inspired by a range of artists, selected independently. Students extend their evaluation and analytical skills, in order to emulate artists' work to a more advanced and personal level demonstrate understanding of context. Build on and master skills learnt in Year 10. To gain a greater understanding of the Assessment Objectives to complete the coursework portfolio (NEA), worth 60% of the final grade. Preparing for a mock and final Exam worth 40%.

	Component 1: Personal Investigation 60%	ASSESSMENT IN YEAR 11
AUTUMN TERM	<p><u>Preparation for the Mock Exam and Final coursework submission</u></p> <p>Develop personal portfolio of work, responding with greater maturity to their artists and planning towards an ambitious final coursework piece. Work develops more independence during the preparatory work and producing a final piece in exam conditions that will be their realisation for their coursework portfolio. Students will hand in their complete Personal Investigation portfolio worth 60% of the final grade.</p>	<p>Assessment will be based on the student's ability to understand the four assessment objectives and apply to the course aims.</p> <p>Verbal as well as written feedback on an assessment sheet at the back of sketchbooks will record their grades, Base Target and Aspirational target.</p> <p>A coloured spot system will also be used to indicate whether their work is in line with their base target.</p> <p>● = above target ● = on target ● = below target, ● = cause for concern</p>
SPRING TERM	<p><u>Component 2: Externally Set Assignment 40%</u></p> <p><u>Preparing for the Final Exam</u></p> <p>Students receive the AQA exam paper in January and select a starting point from a set list of seven. They build on skills gained from the coursework in developing a starting point and selecting artists to inspire them.</p> <p>The preparatory work is worth 75% of the final 40% (i.e. 30% of the overall GCSE grade). Students are assessed on their ability to work independently as well as in school, in order to build the correct volume of work required for the exam period.</p>	<p><u>HOMWORK IN YEAR 11</u></p> <p>Homework plays a very important role in helping students to develop as young artists and designers. Working independently, away from the classroom environment allows students to develop their skills and ideas in a personal way and build an individual approach to their work. It must be emphasised that students who do not produce independent work rarely succeed on the course. The coloured spot system, grading in Brightspace gradebooks, alongside written and verbal feedback contribute to effective, transparent communication.</p>
SUMMER	<p><u>Component 2: Externally Set Assignment</u></p> <p><u>Continuation of the Exam preparatory period and completing the exam</u></p> <p>Students continue to develop their exam preparatory work. Students reflect on their progress against the Assessment Objectives and secure their understanding of the assessment process and how marks are awarded, through self-assessment, peer-assessment and group crits.</p> <p>Students master their understanding of working within a time constraint in order to execute their final exam within the time limit of 10 hours.</p>	<p><u>ENRICHMENT THEMES IN YEAR 11</u></p> <p>SMSC and British Values: Please see The Art Department's SMSC Document. Students study a range of artists to influence their work. Students encouraged to explore moral values through the topics selected as their Personal Projects in order to comment on social, cultural and political events.</p> <p>Cultural Capital: Students study a wide range of artists and artefacts from a variety of backgrounds and cultures so that they can be encouraged to emphasise and relate to others, demonstrating that they can also achieve their aspirational dreams irrespective of their own background.</p>

## Where Next?

A-Level options in Textile Design, Fine Art, Photography and Graphic Design are available for students achieving a grade 6 or above. They will continue to develop their skills with the formal elements. They will build on the techniques, compositional, refining, analytical and design skills explored within the GCSE, to cultivate and develop a new Personal Project that will be explored in greater depth at A-level. Students build on their understanding of using artists to develop and refine a personal portfolio, learning how to introduce more sophisticated concepts in their work and developing in a cerebral as well as aesthetic manner.