

# Textile Design@ WBS Year 10 Roadmap

## Subject Aim:

To ensure that all students can produce creative work, exploring their ideas by being inspired by a range of artists, selected independently by students. Students build on skills learnt in KS3 and widen their skill set further. To understand the Assessment Objectives and how to develop a Personal Portfolio. To create a large selection of work for the coursework portfolio (NEA), worth 60% of the final grade. To experience preparation for a practical exam for the first time. Students are set new attainment targets in relation to the GCSE grading system, so that they know how they can improve.

Component 1: Introductory Project and Personal Investigation 60%		ASSESSMENT IN YEAR 10
AUTUMN TERM	<p><u>Twisted Faces Project</u> Students embark on a confidence-building Introductory unit that explores more ambitious work, allowing students to work in more abstract ways and explore a wide range of experimental Textile techniques with stitch and cloth. Students are introduced to the concept of exploring a project in greater depth, building on their understanding of this from Year 9. This project is entered as the 'Additional piece' part of their coursework component 1 submission which is a compulsory part of the course.</p> <p><u>Personal Project - Creative / Traditional Drawing Skills</u> Students start the Personal Project which is an in-depth development of a theme chosen by the student from a selection of teacher lead starting points. This Personal Project continues into Year 11 and forms 60% of the GCSE grade. At the start of this coursework portfolio, students build on the formal elements explored in KS3, exploring traditional forms of drawing alongside creative Textiles techniques that develop their problem-solving skills. Students learn how to respond thoughtfully to Textiles and Fine artists, which are a key aspect of the course.</p>	<p>AQA is the exam board. Assessment will be based on the student's ability to understand the four assessment objectives and apply to the course aims. Verbal as well as written feedback on an assessment sheet at the back of sketchbooks will record their grades, Base Target and Aspirational target. A coloured spot system will also be used to indicate whether their work is in line with their base target. ● = above target ● = on target ● = below target, ● = cause for concern</p>
SPRING TERM	<p><u>Component 1: Personal Investigation 60%</u> <u>Developing the Personal Investigation Project</u> Students gain a deeper understanding of how to respond thoughtfully and personally using artists' work to guide their own. Students are assessed on their ability to work independently, with the preparatory work being set as homework.</p>	<p><u>HOMWORK IN YEAR 10</u> 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. Students will be set homework that is relevant to lesson and project content. Research and design work will support classwork. Homework contributes hugely to the coursework portfolio and therefore it must be emphasised that students who do not produce independent work rarely succeed on the course. Homework will be used to assess development towards the base target. The coloured spot system alongside written and verbal feedback contribute to effective, transparent communication.</p>
SUMMER	<p><u>Component 1: Personal Investigation 60%</u> <u>Development of the Personal Project</u> Students continue to develop their Personal Project, reflecting on the development of their main sustained pieces of work. Students reflect on their progress against the Assessment Objectives and gain a greater understanding of the assessment process and how marks are awarded, through self-assessment, peer-assessment and group crits. Students learn the value of seeing artworks first-hand through a visit to Contemporary Art Gallery for this purpose.</p>	<p><u>ENRICHMENT THEMES IN YEAR 10</u> SMSC and British Values: Please see The Art Department's SMSC Document. Students study artists from all aspects of the Art industry to influence their work. Students learn to develop their work in similar ways to the practice of Textiles Artists at Further Education and within the Arts industries. Students are often encouraged to explore moral values through the topics selected as their Personal Projects in order to comment on social, cultural and political events. 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>
<p><b>Where Next?</b> In Year 11, students continue to develop their skills with the formal elements learnt in Year 10. They will build on the observational, refining, analytical and design skills, to continue cultivating their Personal Project and their personal theme towards a meaningful conclusion. Students complete Year 11 Mock Exam ending their Personal Investigation (60%), and then their Year 11 Final Exam early in the Summer Term (40%).</p>		