

Textile Design @ WBS Year 13 Roadmap

Subject Aim:

This course will ensure that students develop an exciting and extensive range of creative and technical skills. Students will build on their year 12 understanding of historic and contemporary visual art practice, through supporting contextual studies. Unique to studying Art at A Level, students will build up a very personal and continually evolving body of practical work, guided and supported by their teachers. Individual exploration and development of their personal skills and creative directions is a special aspect of this subject. Students will build on previous evaluation and analytical skills to emulate artists' work. Students build on skills learnt in year 12 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. Preparation for and sit a 15-hour practical exam which is externally set by the exam board.

AUTUMN TERM		ASSESSMENT IN YEAR 13
Component 1: Personal Investigation 60% <u>Developing the Personal Investigation project and Personal Study Essay</u> Students will work to conclude their personal investigation theme. A series of sustained pieces of work will develop with all necessary preparation, experimentation and demonstration of student's skills. Students must demonstrate at least two compulsory elements of Textile Design including Textiles for Fashion, Textiles for Fine Art, Interior and soft furnishings such as surface pattern design, three dimensional textile design and drawing. The personal study essay will be completed in full draft form and be marked at two separate intervals before the Christmas break. A trip to explore galleries and university courses is offered in this term.		Edexcel Exam Board Assessment will be based on the student's ability to understand the assessment objectives and apply themselves to the course aims. Students will have written and verbal feedback from their teachers. Teachers will keep a record diary of conversations in the classroom. Assessment sheets will be placed at the back of sketchbooks recording their grades, Base Target and Aspirational target. There will be a mock exam during the Summer term allowing students to have a genuine exam experience before year 13 and to dedicate this time to a sustained piece culminating coursework ideas. Students will begin the Personal Study essay. 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
SPRING TERM		HOMEWORK IN YEAR 13
Component 1: Personal Investigation 60% Component 2: EXAM: Externally Set Assignment 40% <u>Final coursework deadline: the Personal Project and Personal study essay: 31st January.</u> <u>1st February: Final exam preparatory period begins.</u> Students will work towards and complete a full practice mock exam which will be the conclusion to their coursework. Students are shown how to develop their work in order to meet the criteria for a mock exam submission. This is all engineered to prepare students for the Year 13 Externally Set Assignment – the final Exam. This is one theme Edexcel set with a variety of suggested starting points. The preparatory work is worth 75% of the marks and without this, students are likely to fail. Students are assessed on their ability to work independently, with the preparatory work being set as homework.		Homework assignments are part of the overall requirement for student's coursework and much of it will be individual. Students are expected to demonstrate initiative, independence and ownership over their work. 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. 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 also be used to assess development towards the base target. Written and verbal feedback contributes to effective, transparent communication between student, parent and teacher
Component 2: EXAM: Externally Set Assignment 40% <u>Development and completion of the ESA</u> Students continue to develop a personal response to the exam theme through experimental and developed Fine Art practices and ideas. A series of sustained pieces are refined towards a final response. Students reflect on their progress against the Assessment Objectives through Teacher feedback, self/peer-assessment and group crits. Students sit their final piece of work over a period of 15 hours of practical work. Students will prepare and hang a public exhibition in the main hall celebrating their work for students and parents which also doubles up for the external Edexcel moderation visit.		ENRICHMENT THEMES IN YEAR 13
Where Next? Many students continue on to study a Foundation Course in Art and Design before progressing on to a specialist degree course within the Arts. West Bridgford School has strong and positive connections with local Art Foundation Courses and many of our students continue their studies at these locations. Students who choose not to pursue the Arts after A-level often maintain that studying an Arts subject has helped them with their creative problem-solving and analytical skills, allowing them to think and explore more diversely as a result. Many of our Art students have progressed on to study careers in Fashion Communication and Design, Fabric and Textile Design, Costume for stage and screen, Surface Pattern Design, Interior Design, Marketing and PR, Publishing, Graphic Design, Broadcasting, Set Design for Film and Television, Media Production as well as working as freelance artists.		