

## Subject: GCSE Textiles - Eduqas

### Aim and Objectives

The Eduqas GCSE in Textiles is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. This rewarding programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the specification is to nurture an enthusiasm for Textiles and, through a broad introductory foundation programme, develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts within Textiles.

### Prior Learning and Progression

This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of Textiles at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

## Year 10

### Why?

**Component 1, project 1- Aquatics:** The Portfolio provides opportunities for students to explore and cultivate important skills, knowledge and understanding through a variety of experiences. These may include using resources (such as the local environment, gallery visits, workshops or other sources) to carry out focused research which supports purposeful developments. During the course, students are encouraged to experiment, collaborate and make informed creative decisions. Careful consideration of the selection and presentation of their work is also encouraged. The primary purpose of this course is to develop a confident approach that will support students' creative journeys in the latter part of Component 1 and throughout Component 2 and beyond.

5 x lessons a fortnight	Term 1	Term 2	Term 3
Learning Question	<b>Component 1:</b> Portfolio 60% 'How can aquatics be translated into textiles, think about colour, texture and pattern?'	<b>Component 1:</b> Portfolio 60% 'How can we refine ideas and develop the theme of Aquatics to meet the assessment objectives? '	<b>Component 1:</b> Portfolio 60% "How do we create a meaningful and informed final outcome to the project?"



<p><b>Overview of Key knowledge</b></p>	<p><b>The first stage of component 1, project 1 is centred around developing ideas through investigating the theme of aquatics. This involves developing themed mind maps, mood boards, Artist/ Designer analysis and primary images linked to the theme of Aquatics. The first term of component 1 focuses on meeting the below assessment criteria.</b></p> <p><b><u>AO1</u></b></p> <ul style="list-style-type: none"> <li>• Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary textile design.</li> <li>• Explore a wide variety of work produced by textile designers and understand the differences in their methods, approaches, purposes and intentions, such as ethical, cultural, aesthetic and utilitarian considerations.</li> <li>• Provide evidence of analytical skills and critical and contextual understanding by appraising, comparing and contrasting the work of relevant textile designers and other historical and contextual sources, using this to inform their own work.</li> <li>• Increase awareness of the wide variety of textile design processes and outcomes and the differences between these, including relationships between functional, aesthetic,</li> </ul>	<p><b>The second stage of component 1, project 1 is focused on the continuation of experimentation within the theme of aquatics and the refinement and development of ideas, exploring a range of Textile skills and processes. This involves responding to a range of artists and designers through exploring ideas, experimenting with appropriate media, materials and techniques and refining work to meet the below assessment objectives.</b></p> <p><b><u>AO1</u></b></p> <ul style="list-style-type: none"> <li>• Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary textile design.</li> <li>• Explore a wide variety of work produced by textile designers and understand the differences in their methods, approaches, purposes and intentions, such as ethical, cultural, aesthetic and utilitarian considerations.</li> <li>• Provide evidence of analytical skills and critical and contextual understanding by appraising, comparing and contrasting the work of relevant textile designers and other historical and contextual sources, using this to inform their own work.</li> <li>• Increase awareness of the wide variety of textile design processes and outcomes and</li> </ul>	<p><b>The final stage of component 1, project 1 is centred around realising intentions and presenting a meaningful response to the brief. This involves demonstrating an understanding of visual language, developing and creating personal responses to a range of sources and producing a final piece in response to this meeting the below assessment objectives.</b></p> <p><b><u>AO3</u></b></p> <ul style="list-style-type: none"> <li>• Gather, select, organise and communicate information that is relevant to personal interests as a consequence of careful research and analysis of a stimulating and rich variety of resources.</li> <li>• Record ideas, first-hand observations, insights and judgments by any suitable means, such as sketches, illustrations, free-arm embroidered studies, test pieces and written notes that are relevant to personal intentions.</li> <li>• Critically reflect on work as it progresses in order to review what has been learned, acquire deeper understanding and clarify purposes and meanings.</li> </ul> <p><b><u>AO4</u></b></p> <ul style="list-style-type: none"> <li>• Present personal, imaginative final outcomes, together with selective evidence of thinking and production processes, that effectively realise the student’s stated</li> </ul>
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	<p>stylistic and technological considerations and how these are applied and adapted to meet particular needs.</p>	<p>the differences between these, including relationships between functional, aesthetic, stylistic and technological considerations and how these are applied and adapted to meet particular needs.</p> <p><b><u>AO2</u></b></p> <ul style="list-style-type: none"> <li>• Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate breadth of textile design approaches and processes. Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes.</li> <li>• Explore a stimulating and rich variety of resources to initiate and develop innovative ideas. Pay due regard to line, tone, colour, shape, texture and other visual elements and, where appropriate, use drawing to explore and communicate ideas.</li> <li>• Provide evidence of appropriate depth and breadth of study of textile design, including drawing. Employ sensitive control, for example in refining detail, such as the design and production of surface pattern or decorative features.</li> <li>• Show discrimination in reviewing ideas as work develops. Establish a clear working relationship between working methods and outcomes by documenting significant steps so that final outcomes do not emerge without evidence of the creative process.</li> </ul> <p><b><u>AO3</u></b></p>	<p>intentions or a design brief and demonstrate critical understanding of visual communication.</p> <ul style="list-style-type: none"> <li>• Make explicit connections, where appropriate, between the different elements of the submission, including contextual, practical and written responses, presenting work that is meaningful, well-informed and in a sequence that can be easily followed and results in quality outcomes.</li> <li>• Consider different presentational formats and select the most appropriate for the submission. Due regard should be given to the purpose of the work and how it might engage the interest of an audience.</li> </ul>
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<b>Building and revisiting</b>	<ul style="list-style-type: none"> <li>• Analyse and evaluate a range of artists and designers work to develop analytical skills and broaden their creative vocabulary.</li> <li>• Use a wide range of techniques and media to record their ideas in their sketchbooks as a basis for recording their ideas.</li> <li>• Develop a range of samples incorporating a wide variety of textile processes and techniques to increase their proficiency in the handling of different materials.</li> <li>• Reflect on work by highlighting strengths and weaknesses and identifying ways to refine and</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and evaluate a range of artists and designers work to develop analytical skills and broaden their creative vocabulary.</li> <li>• Use a wide range of techniques and media to record their ideas in their sketchbooks as a basis for recording their ideas.</li> <li>• Develop a range of samples incorporating a wide variety of textile processes and techniques to increase their proficiency in the handling of different materials.</li> <li>• Reflect on work by highlighting strengths and weaknesses and identifying ways to refine and</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse and evaluate a range of artists and designers work to develop analytical skills and broaden their creative vocabulary.</li> <li>• Use a wide range of techniques and media to record their ideas in their sketchbooks as a basis for recording their ideas.</li> <li>• Develop a range of samples incorporating a wide variety of textile processes and techniques to increase their proficiency in the handling of different materials.</li> <li>• Reflect on work by highlighting strengths and weaknesses and identifying ways to refine and</li> </ul>

	improve to better meet the assessment objectives.	improve to better meet the assessment objectives.	improve to better meet the assessment objectives.
<b>Assessment</b>	Real time feedback Internally moderated & externally assessed by a visiting examiner.	Real time feedback Internally moderated & externally assessed by a visiting examiner.	Real time feedback Internally moderated & externally assessed by a visiting examiner.

## Year 11

**Why? Component 1, project 2:** The first term of year 11 is centred around completing a second project within the theme of Aquatics. This is carried out by selecting a chosen theme and investigating it, using the assessment objectives to structure their findings. This may include using resources (such as the local environment, gallery visits, workshops or other sources) to carry out focused research which supports purposeful developments. During the course, students are encouraged to experiment, collaborate and make informed creative decisions. Careful consideration of the selection and presentation of their work is also encouraged.

**Why? Component 2:** Externally Set Assignment materials set by WJEC and will consist of assignments based on themes, visual stimuli and written briefs, which are presented to students at the start of the preparatory study period.

- One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response.
- Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 10 hours sustained focus study.

5 x lessons a fortnight	Term 1	Term 2	Term 3
	<b>Component 1:</b> Portfolio 60%	<b>Component 2:</b> Externally Set Assignment 40%	<b>Component 2:</b> Externally Set Assignment 40%

<p><b>Learning Question</b></p> <p><b>Overview of Key knowledge</b></p>	<p><b>‘How can you respond to your chosen title in a personal and creative way? ‘</b></p> <p>This project is designed to emulate a similar experience to component 2 in order to help prepare pupils for the final part of the course. This will involve covering the following within their chosen theme of Aquatics:</p> <ul style="list-style-type: none"> <li>• <b>Developing themed mind maps, mood boards, Artist/ Designer analysis and primary images.</b></li> <li>• <b>Responding to a range of artists and designers through exploring ideas, experimenting with appropriate media, materials and techniques and refining work.</b></li> <li>• <b>Demonstrating an understanding of visual language, developing and creating personal responses to a range of sources and producing a final piece in response to this.</b></li> </ul> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary textile design.</li> <li>• Explore a wide variety of work produced by textile designers and understand the differences in their methods, approaches, purposes and intentions, such as ethical,</li> </ul>	<p><b>‘How do I respond to my chosen starting point?’</b></p> <p><b>Part 1: Preparatory study period</b></p> <p>Students will respond to their chosen starting points using the assessment criteria to structure their findings. This will include the following:</p> <ul style="list-style-type: none"> <li>• <b>Developing themed mind maps, mood boards, Artist/ Designer analysis and primary images.</b></li> <li>• <b>Responding to a range of artists and designers through exploring ideas, experimenting with appropriate media, materials and techniques and refining work.</b></li> </ul> <ul style="list-style-type: none"> <li>• Externally Set Assignment materials set by WJEC will consist of assignments based on themes, visual stimuli and written briefs, which are presented to students at the start of the preparatory study period. <ul style="list-style-type: none"> <li>• One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response</li> <li>• Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student’s ideas in the 10 hours sustained focus study.</li> </ul> </li> </ul>	<p><b>‘How do I respond to my chosen starting point and make a final 10-hour piece?’</b></p> <p><b>Part 2: 10-hour period of sustained focus work</b></p> <p>Students will respond to their chosen starting points using the assessment criteria to structure their findings. This will include the following:</p> <ul style="list-style-type: none"> <li>• <b>Developing themed mind maps, mood boards, Artist/ Designer analysis and primary images.</b></li> <li>• <b>Responding to a range of artists and designers through exploring ideas, experimenting with appropriate media, materials and techniques and refining work.</b></li> <li>• <b>Demonstrating an understanding of visual language, developing and creating personal responses to a range of sources and producing a final piece in response to this.</b></li> </ul> <ul style="list-style-type: none"> <li>• The resolution of the student’s ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work. <ul style="list-style-type: none"> <li>• Both the preparatory work and sustained focus work will be assessed together using the assessment objectives.</li> </ul> </li> </ul> <p>Unlimited Preparation time followed by a</p>
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	<p>cultural, aesthetic and utilitarian considerations.</p> <ul style="list-style-type: none"> <li>• Provide evidence of analytical skills and critical and contextual understanding by appraising, comparing and contrasting the work of relevant textile designers and other historical and contextual sources, using this to inform their own work.</li> <li>• Increase awareness of the wide variety of textile design processes and outcomes and the differences between these, including relationships between functional, aesthetic, stylistic and technological considerations and how these are applied and adapted to meet particular needs.</li> </ul> <p><b><u>AO2</u></b></p> <ul style="list-style-type: none"> <li>• Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate breadth of textile design approaches and processes. Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes.</li> <li>• Explore a stimulating and rich variety of resources to initiate and develop innovative ideas. Pay due regard to line, tone, colour, shape, texture and other visual elements and, where appropriate, use drawing to explore and communicate ideas.</li> <li>• Provide evidence of appropriate depth and breadth of study of textile design, including drawing. Employ sensitive control, for example in refining detail, such as the</li> </ul>	<ul style="list-style-type: none"> <li>• The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the student. The preparatory study period finishes upon commencement of the sustained focus work. Unlimited Preparation time followed by a Practical examination: 10 hours.</li> </ul> <p><b><u>AO1</u></b></p> <ul style="list-style-type: none"> <li>• Develop ideas that are informed by investigative, contextual and cultural studies of historical and contemporary textile design.</li> <li>• Explore a wide variety of work produced by textile designers and understand the differences in their methods, approaches, purposes and intentions, such as ethical, cultural, aesthetic and utilitarian considerations.</li> <li>• Provide evidence of analytical skills and critical and contextual understanding by appraising, comparing and contrasting the work of relevant textile designers and other historical and contextual sources, using this to inform their own work.</li> <li>• Increase awareness of the wide variety of textile design processes and outcomes and the differences between these, including relationships between functional, aesthetic, stylistic and technological considerations and how these are applied and adapted to meet particular needs.</li> </ul>	<p>Practical examination: 10 hours</p> <p><b><u>AO2</u></b></p> <ul style="list-style-type: none"> <li>• Refine and reflect upon work as it progresses by exploring ideas, selecting and experimenting with appropriate breadth of textile design approaches and processes. Exercise skilful and safe application of these to maximise creative potential and produce quality outcomes.</li> <li>• Explore a stimulating and rich variety of resources to initiate and develop innovative ideas. Pay due regard to line, tone, colour, shape, texture and other visual elements and, where appropriate, use drawing to explore and communicate ideas.</li> <li>• Provide evidence of appropriate depth and breadth of study of textile design, including drawing. Employ sensitive control, for example in refining detail, such as the design and production of surface pattern or decorative features.</li> <li>• Show discrimination in reviewing ideas as work develops. Establish a clear working relationship between working methods and outcomes by documenting significant steps so that final outcomes do not emerge without evidence of the creative process.</li> </ul> <p><b><u>AO3</u></b></p> <ul style="list-style-type: none"> <li>• Gather, select, organise and communicate information that is relevant to personal interests as a consequence of careful</li> </ul>
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<b>Assessment</b>	Real time feedback Internally moderated & externally assessed by a visiting examiner.	Real time feedback Internally moderated & externally assessed by a visiting examiner.	Real time feedback Internally moderated & externally assessed by a visiting examiner.
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