



GCSE – UNIT ONE – SUSTAINED PROJECT. ART TEXTILES

NAME:



Unit one – Year 10/11 Sustained project.

Students will do all of the following:

- **Select from a range of starting points and themes.**
- **Independently research sources, references and approaches.**
- **Evidence and address all 4 assessment objectives.**
- **Clearly evidence drawing and written annotation in the work presented.**
- **Realise intentions in a creative and personal way.**

What to include in your project:

Mind map and mood board	What is the theme? How will you explore this? What will you do first? What primary research are you going to do? What possible techniques and fabrics could you use? Include key words and vocabulary.
Artist research	Remember to use the help sheet on how to annotate in detail! Make sure the background is in the style of the artist. Make sure your chosen images of the artists work is big enough for you to see to work from.
Samples based on your artist research.	Initial mixed media trials based on your artist research. You could use any of the techniques listed below and more! What textiles techniques will you practice and experiment with? Annotate all samples and use the help sheet!! Say how you can develop the samples further.
Primary research	This could include drawing/ painting from actual places/ people/objects. You could use pencil, pen and ink, collage, watercolour, embroidery, free machine embroidery, oil pastel on coloured paper, printing (eg. Mono printing) etc. You can take photographs, cut them up, rearrange them or collage them. You could record thoughts, feelings, emotions linked to the theme. You could scan your primary photos in to power point and digitally manipulate them to make new images, effects, repeats and colourways etc. ANNOTATE IN DETAIL. What worked well/ didn't work. What inspired you and how does it link with your artist you have researched?
Second artist research	Bring in a second artist research to use as inspiration. Include interpretations of their work. You can link this with your primary research too.
Refining trials	Using <u>primary sources</u> and artist research as inspiration produce more samples/ideas using a variety of different textiles techniques RELEVANT TO YOUR THEME/ARTIST. Make sure you evaluate all of your samples!! You could include peer assessment too. What worked well/didn't work. What inspired you? How did you create the technique? Where will it lead to next? Possible techniques: Batik, tie dye, brusho inks, fabric collage, machine embroidery, stencilling, applique, reverse applique, felting, couching, slashing, lino print, screen print, block print, hot textiles (heat gun, fusing plastic, shibori, burn away applique with soldering iron), any fabric manipulation techniques, using the heat press to transfer images or print with found objects., use dissolveable fabric to sew motifs, patchwork, quilting, CAD, and many more!
Planning – initial ideas, development and final idea.	1. INITIAL IDEAS: Have a page of ideas for your final piece. Make sure that you have big range of different ideas. All ideas should be different and ambitious! Be really creative. Make sure you annotate how it links with your artist research and primary research. 2. DEVELOPMENT: Take your favourite design and develop it further. What different techniques could you use for each section? Clearly annotate. 3. DEVELOPMENT SAMPLES: Samples of different sections of your final piece. 4. PLANNING: Have a clear plan for making, timing, resources and equipment that you will need. Be prepared to adapt your design as you go along, annotating and photographing any changes.
Evaluation and photos of final outcome.	See separate sheet to help you with your evaluation.

Assessment Objective 1

Assessment Objective 1: ARTIST RESEARCH and PRIMARY RESEARCH

AO1 is about developing ideas from a starting point to a final piece. This is done through mind-mapping, sketches and studies related to the work of other artists, designers and craftspeople. You need to analyse and understand these contextual sources, and develop your ideas in a personal way.

Before you decide on a starting point, consider:

- Will your choice keep your interest?
- Will you be able to make best use of your abilities and strengths?
- Will your theme help you to develop your skills and understanding?
- Are suitable **source materials** such as objects, artefacts, images and books available?

You could start your development work by:

- making observational studies
- looking at the work of other artists or designers in galleries, exhibitions, books or on the internet
- experimenting with **materials**, processes or techniques. Find out more about materials, processes and techniques in [AO2](#)

Primary sources:

A primary source is one that you study directly from **first-hand experience**. Primary sources can be natural objects, artefacts, places, people or events.

Secondary sources:

A secondary source is **material produced by others**. Secondary sources can be reproductions of images and artefacts, photographs, film, video or web-based material.

Work by other artists and designers should relate to your project in terms of **subject matter**, ideas, **style**, use of **materials** and **processes** or **techniques**.

Credit your sources

Source materials should be credited with where you found them (the title of a book, or a website address) and the name of the artist, designer or craftspeople. You should include personal notes about the work.



HAVE YOU:

- analysed and understood starting points?
- analysed and understood source materials?
- made connections between images?
- made connections between ideas?

Also, have you researched and presented your ideas on the context of a work of art, craft or design, such as:

- when and where it was produced?
- how it reflects its cultural background?
- how it shows different ways of seeing the world in visual terms?
- the work's purpose and meaning?
- its symbolic, religious, spiritual or practical function or significance?
- its personal, social, historical or vocational significance?

Developing your ideas

You can begin to develop your ideas once you have collected your source materials. You might have some general concepts about what you want to do, but your ideas will change and develop as you investigate your source material. You'll need to do more research and find new source materials as your work develops.



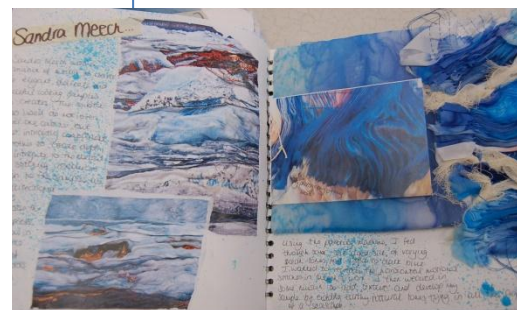
Keep it focussed

As you develop your ideas, aim to keep your research focussed. A range of studies showing different approaches and possibilities is great, but make sure that they all add to the 'journey' leading to the final outcome.

Practical work from contextual sources:

Your understanding of the work of other artists may be developed and demonstrated through practical work such as:

- sketches analysing composition, structure, layout or other **formal elements**
- studies showing use of colour, techniques or materials
- samples of processes such as weaving, printing, machine embroidery, embroidery by hand, applique, dyeing, resist dyeing (batik), hot textiles etc etc... **IN THE STYLE OF** your chosen artist.
- say how and why the artwork has been produced.



Aim to develop your own work rather than copying your source. This makes your work more personal and can be a valuable way of discovering new possibilities and developing your ideas

Presenting your research

It's important to think about how you will present your research and build it into your own project.

You could:

- paste a printout of an image alongside your own study of a similar subject
- start with a small section of an image and extend it in the style of an artist
- work with the same media to produce studies that show you understand the artist's process, such as layering of colours or media, collage, machine embroidery etc

Assessment Objective 2 – Experimenting and samples.

Assessment Objective 2 is about refining your ideas through selecting and experimenting with appropriate resources, media, materials, techniques and processes. There are various ways of using these to develop ideas and create a personal response

Experiments, practical samples and studies in different media demonstrate that you have developed and communicated your ideas through practical investigation. This will equip you with a working vocabulary of resources, practical knowledge and technical skills and enable you to make an informed choice when selecting materials and approaches for your theme.

Selecting appropriate resources and media:

Your choice of resources should be linked to your understanding of the media and materials used by artists and designers. Practical experience and experimentation will help you understand the possibilities of various media and develop your technical skills. This will help you to:

- discover what techniques different media lend themselves to
- explore what effects you can achieve
- explore the way in which an image, design motif or form can be changed or adapted

When selecting and using appropriate resources and media have you:

- considered how other artists and designers have used media and processes?
- experimented and practised with your chosen materials and techniques?
- worked with familiar as well as new media and techniques?
- used contextual references in your development work?

When using your discoveries in media, materials, techniques and processes have you:

- selected and presented your studies carefully?
- made use of your discoveries?
- made clear links between your work and that of other artists, designers and craftspeople?



When experimenting with materials, techniques and processes have you:

- tried out a range of different media?
- tried out different combinations of media?
- experimented with different scales and forms - large/small or close-ups, 2D or 3D?
- experimented with combining different images, layers, filters and repeats in power point?
- tried out different combinations of colours when surface printing?
- experimented combining different textiles techniques into samples?
- Explored colour, texture and pattern?
- Combined different materials?
- Tried layering different techniques with different backgrounds
- Used different stitches, sewing and embroidery techniques?
- Tried manipulating the fabric in different ways?
- Tried changing the technique from a precise cutting method to a looser or torn one?
- Tried scanning images into a computer to manipulate an image to give you new ideas?



HAVE YOU:

- made links to relevant artists and designers?
- kept a record, log or examples of your different approaches and experiments?

You don't have to use all the different ideas and methods that you have explored, but your final work should be developed from or link with your studies in different media. It is important to show that you have experimented with processes and techniques, so you should present your samples and studies carefully in your sketchbook.

Assessment Objective 3: Recording ideas and observations

Assessment Objective 3 is about recording your ideas, observations and insights, which can be in visual, written and other forms. You should work from a range of experiences and stimulus materials, as each of these could lead you to different ways of developing your ideas. You should reflect upon your work, and consider what you have achieved at each stage and what you will do next.

Recording ideas

When you begin to explore a theme or subject in your work you need to record your first impressions. This can be done by:

- making drawings, sketches, jottings, photographs or experiments with different media
- collecting images from sources such as galleries, the internet or books, and then using these to develop your own ideas

As you develop your ideas you need to record your insights in additional sketches or studies.

Ways of recording to develop ideas:

When recording to develop your ideas you could produce:

- sketches and studies from primary and secondary sources that analyse **formal elements** (line, tone, colour, texture, pattern, layout, construction, techniques).
- studies of artists' or designers' work, showing an appreciation of their working methods
- rubbings, drawings or photographs that record texture, contrasting surfaces, patterns and tones.
- experimental studies in different media exploring what effects you can create
- collections of images as a mood board
- organised sequences of images and studies to show how your ideas have progressed



Don't just describe what you have done. Try to analyse or evaluate what you have done at each stage, demonstrating your critical understanding.

Recording insights and intentions

You need to demonstrate that you understand how artists and designers work, and relate this to the ideas that you record. This may be done using images, different media, sketches, diagrams and studies.

You should demonstrate connections between your own recordings and the work of other artists and designers by carefully organising these observations in your sketchbook. You could do this by:

- placing images or artists' and designers' work side-by-side with your own work
- using **annotations** to explain connections between images and ideas
- present responses to what you have seen or experienced
- make use of a **photo-journal** in which you document the process of making a piece

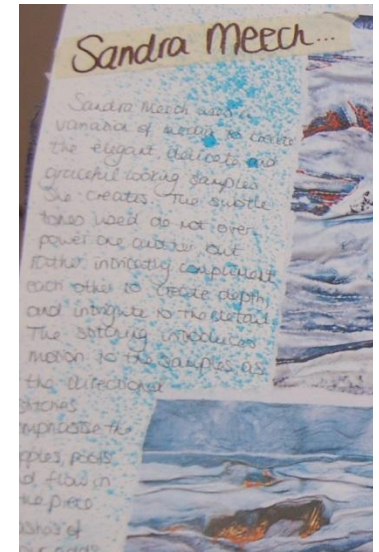
Reflecting on your work and progress:

1. You should demonstrate that you have reflected on how you **developed your ideas**, based on your selection of **media, sources** and **contextual material**.
2. You need to show you have understood the **formal elements** in your own work and that of others (line, mark making, tone, colour, pattern, texture, atmosphere, layout or composition, construction, working methods or techniques).
3. You should also consider how you could **develop your ideas further** on the set brief or theme

Critical Skills

To reflect on your work you need to develop your critical skills and understanding. Demonstrate these in your work by including:

- studying other artists and designers and exploring aspects of their work such as colour, layout, texture, construction, form, working methods or techniques
- analytical sketches, diagrams or annotated illustrations
- development studies that record variations on a design, image or construction
- work that shows that you have refined and developed, adapted or changed your approach as your ideas have progressed



When reflecting on your work and progress have you:

- looked back on your work and considered what and how you have recorded?
- considered how you have selected and developed your ideas and images?
- used studies, analytical sketches and development studies?
- thought about how you have used various media and processes?
- refined and developed your skills and approach as your ideas have progressed?
- demonstrated critical skills?
- thought about how you could develop your ideas further?

Assessment Objective 4: Making a personal, informed, and meaningful response (final piece).

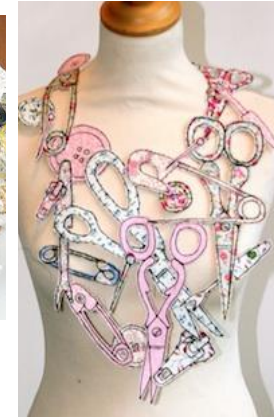
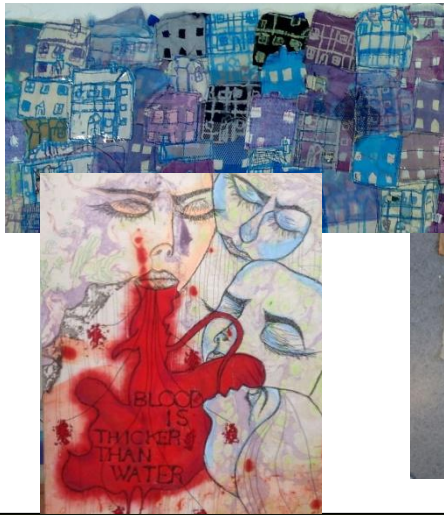
Assessment Objective 4 is about presenting a personal, informed and meaningful response, from your initial research through to the final piece. You need to demonstrate analytical and critical understanding as you respond to your theme.

Making a personal response

You must demonstrate a personal response throughout your project, from the decisions you make when choosing a theme or brief, to the ways in which you realise your intentions in the final piece. Your **source materials** and how you respond to them, and how you record your ideas are key to showing a personal response.

When making a personal response have you:

- considered different themes or approaches to your brief?
- carefully selected and studied your source materials yourself?
- made a personal choice about materials, media and working processes?
- experimented with media, materials and techniques?
- recorded and developed your ideas in a personal way?
- presented your work carefully?
- realised your intentions?



Using critical understanding to make an informed response:

You must show that you have understood the theme, and that you have an understanding of the way artists, designers or craftspeople work. You need to demonstrate this understanding in your research and development studies, **as well as in your final piece.**

Development of an informed response can be shown in the ways that you:

- investigate your **source material**
- use your chosen materials, media and working processes
- experiment with media, materials and techniques
- select, record and develop your ideas
- develop your skills of observation and analysis
- present your work and make connections with contextual examples
- realise your intentions



Realising your intentions and making a meaningful response:

"Realising your intentions" doesn't just refer to your final piece at the end of a project. It should be something that you do throughout your development work. For example, you may decide to examine the work of another artist in order to develop your skills before embarking on a final piece. You could produce studies that demonstrate an appreciation of how the artist has used colour or worked with particular materials. **In these studies you will have realised your intentions to explore and understand colour or technique**

You should be realising your intentions in your development work as well as your final piece

How to make a meaningful response

In order to make a meaningful response it is important to demonstrate that you have selected suitable source material and media. You need to make connections between your work and suitable contextual sources. You should record your ideas as you develop them into a completed final piece.

When realising your intentions and making a meaningful response have you:

- selected and recorded from appropriate source material?
- selected and controlled media, techniques and working methods?
- recorded and refined your ideas?
- developed and completed a final piece or pieces?
- made connections between your work and your contextual sources?
- organised and presented your work?

Name:

GCSE Textiles traffic light personal learning checklist

Assessment objective 1 – Artist research

DEVELOP ideas through investigations, demonstrating critical understanding of sources

Assessment objective 1	Tick which is most appropriate	Make notes about what you may still need to do to move towards confident.
Analyse and evaluate your own and others' work with the aim of developing ideas. How does the artist communicate their own ideas/feelings/beliefs?	Confident	
	Nearly there	
	Limited/basic	
Your knowledge of the artist's work should help you develop your <u>own</u> thinking and this influence should be apparent in your own work	Confident	
	Nearly there	
	Limited/basic	
Developed responses to the artist's work: experimental studies in 2D and 3D with a close relationship to your primary research and theme. Working in different scales/ proportion/colour/ media/techniques?	Confident	
	Nearly there	
	Limited/basic	
Developed responses to primary research and the theme in 2D and 3D. Look to primary images (can be linked to artists).	Confident	
	Nearly there	
	Limited/basic	
Have you selected and presented work so the 'journey' is clear, showing the development from the starting point to the final piece? Is the work focussed?	Confident	
	Nearly there	
	Limited/basic	

Assessment objective 2 – Experimenting and samples

REFINE work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

Assessment objective 2	Tick which is most appropriate	Make notes about what you may still need to do to move towards confident.
Is your choice of resources linked to your understanding of the media and materials used by the artists and designers studied?	Confident	
	Nearly there	
	Limited/basic	
Have you used a range of different media and techniques? Tried different combinations of media? Layered/changed/adapted different techniques? Experimented with scale/large/small/close up/ 2D/3D. Showed different combinations of colour? Used familiar and new techniques?	Confident	
	Nearly there	
	Limited/basic	
Use research sources to inform the development and refinement of ideas. Review, analyse and select ideas that you want to refine further. Annotated in detail and kept notes on different approaches and experiments? Have you selected and presented studies carefully and made use of your discoveries?	Confident	
	Nearly there	
	Limited/basic	
Refined responses to primary/theme and artists. Refined samples in final outcome material. Multi layered responses using all your artists. Planned the final outcome carefully with possible materials and techniques .	Confident	
	Nearly there	
	Limited/basic	

Assessment objective 3 – Photos, drawings, ANNOTATING
RECORD ideas, observations and insights relevant to intentions as work progresses.

Assessment objective 3	Tick which is most appropriate	Make notes about what you may still need to do to move towards confident.
Project proposal and brainstorm: Generate ideas from a variety of starting points.	Confident	
	Nearly there	
	Limited/basic	
Primary research: Carry out appropriate research and demonstrate skilfull use of the formal elements such as line, tone, colour, shape, pattern, texture, form and structure. Produce mark making from primary research.	Confident	
	Nearly there	
	Limited/basic	
Primary research: Record observations with sketches, photos and written observations. Rework and format primary images using CAD	Confident	
	Nearly there	
	Limited/basic	
Annotate in detail! Organise your work carefully to show your understanding and progression. Explain all decisions and record the 'journey' you have been on.	Confident	
	Nearly there	
	Limited/basic	

Targets for improving skills:

1.
2.
3.

Assessment objective 4 – Final piece
PRESENT a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Assessment objective 4	Tick which is most appropriate	Make notes about what you may still need to do to move towards confident.
Show evidence of an on going critical and analytical review/ understanding of your progress. A final evaluation of all assessment objectives.	Confident	
	Nearly there	
	Limited/basic	
Presenting a personally developed outcome that realises all of your intentions demonstrating original, imaginative, inventive and exciting qualities, with highly appropriate connections between elements.	Confident	
	Nearly there	
	Limited/basic	
There should be a visual 'journey' from your starting point through to your final piece that demonstrates your understanding of your particular area (s) of art textiles. Your work should be presented in a personal and meaningful way.	Confident	
	Nearly there	
	Limited/basic	

GCSE Art textiles feedback sheet

ASSESSMENT OBJECTIVE	TEACHERS COMMENTS/TARGETS
<p><u>Assessment objective 1:</u></p> <p>Develop ideas through investigations, demonstrating critical understanding of sources.</p>	
<p><u>Assessment objective 2:</u></p> <p>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	
<p><u>Assessment objective 3:</u></p> <p>Record ideas, observations and insights relevant to intentions as work progresses.</p>	
<p><u>Assessment objective 4:</u></p> <p>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	