

# AQA Art Textiles

## Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of textile design, such as those listed below:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.
- in further detail to ensure students' work is clearly focused and relevant to textile design.

- colour
- line
- form
- tone
- texture
- shape
- pattern
- composition
- decoration
- repetition
- scale
- structure
- surface.

## Skills

Within the context of textile design, students must demonstrate the ability to:

use textile design techniques and processes, appropriate to students' personal intentions, for example:

weaving

felting

stitching

appliqué

construction methods

printing.

use media and materials, as appropriate to students' personal intentions, for example:

inks

yarns

threads

fibres

fabrics

textile materials

digital imagery.

# BIG PICTURE

## Knowledge/Design Inspiration

### Designers

- Alexander McQueen
- Vivienne Westwood
- Christain Dior

### Textile Artists

- Marzin Jazmik
- Mister Finch
- Cas Holmes
- Jessica Grady
- Moy Mackay

### History of Fashion

- 1960s
- 1980s
- 1920s

What?

COURSEWORK	EXTERNALLY SET TASK
September 2023 - January 2024 60% OF FINAL GRADE.	January 2024 - May 2024 40% OF FINAL GRADE.
PROJECT 1 - Growth and Decay	ONE PROJECT - SET BY THE EXAM BOARD - CHOOSE FROM ONE OF SEVEN STARTING POINTS. FULL PROJECT - ENDING IN A TWO DAY EXAM WHERE YOU MAKE YOUR FINAL PIECE.
PROJECT TWO - PERSONAL INVESTIGATION - FREE INDEPENDENT FROM A CHOICE OF STARTING POINTS.	

How?

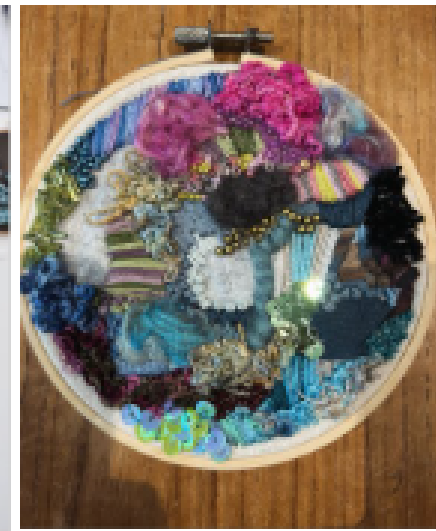
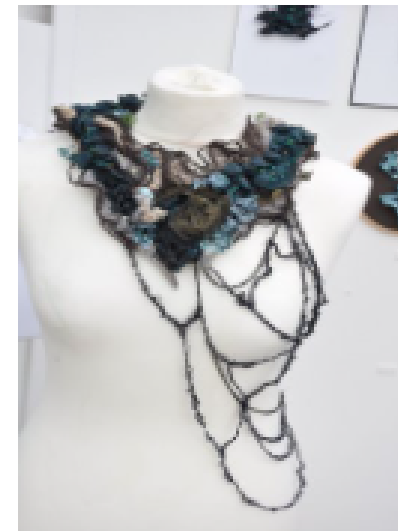
## Techniques Covered

- Applique (Freehand embroidery and reverse applique)-Mushroom
- Suffolk Puffs
- Mark Making
- Basic machine skills
- Drawing
- Photography
- Embroidery with mixed media
- Felting

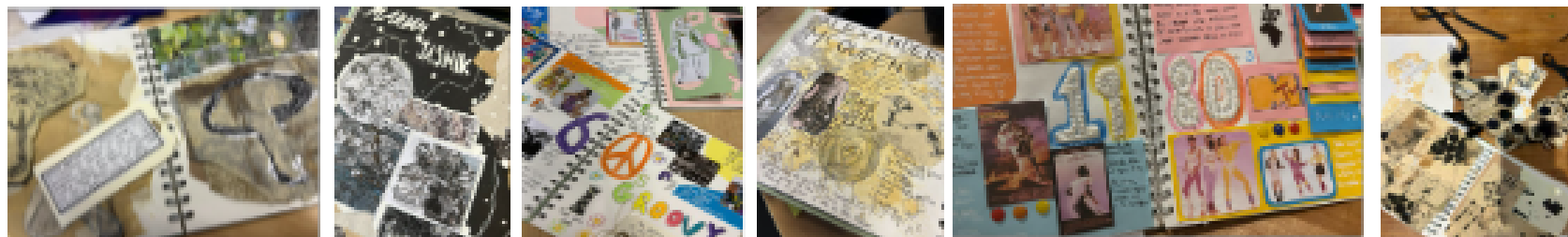
## Year 10 Growth and Decay

Why?

We are working our way to making two final pieces...An embroidery pieces which brings together the photography you completed, work on Marzin Jazmik, Jessica Grady. And a fashion Neck piece that pulls together your fashion design skills and knowledge of the 1980s and 1920s decades.



This small sketchbook will be part of your 60% course but also act as a handbook when you start your major project after February Half Term



# GCSE Photography

## AQA GCSE PHOTOGRAPHY

Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

WHAT YOU WILL BE DOING...

THREE PROJECTS INVESTIGATING THE FORMAL ELEMENTS OF PHOTOGRAPHY.  
YOU WILL BE ASKED TO RESEARCH SOME OF THE FOLLOWING...

- portraiture
- location photography
- studio photography
- experimental imagery
- installation
- documentary photography
- photo-journalism
- moving image: film, video and animation
- fashion photography.

### Formal Elements in Photography

**FOCUS:** what areas appear clearest or sharpest in the photograph? What do not?

**LIGHT:** what areas of the photograph are most highlighted? Are there any shadows? Does the photograph allow you to guess the time of day? Is the light natural or artificial? Harsh or soft? Reflected or direct

**LINE:** are there objects in the photograph that act as lines? Are they straight, curvy, thin, thick? Do the lines create direction in the photograph? Do they outline? Do the lines show movement or energy?

**REPETITION:** are there any objects, shapes or lines which repeat and create a pattern?

**SHAPE:** do you see geometric or organic shapes? What are they? How do they relate to one another?

**SPACE:** is there depth to the photograph or does it seem shallow? What creates this appearance? Are there important negative spaces in addition to positive spaces? Is there depth created by spatial illusions?

**TEXTURE:** if you could touch the surface of the photograph how would it feel? How do the objects in the picture look like they would feel?

**VALUE:** is there a range of tones from dark to light? Where is the darkest value? Where is the lightest?

# What will I be doing?

## AQA Photography

### Component 1: Portfolio

#### What's assessed...

*A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the students course of study.*

#### No time limit

96 marks

60% of GCSE

### Component 2: Externally set assignment.

#### What's assessed....

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Preparatory period followed by 10 hours of supervised time

96 marks

40% of GCSE

## WHAT'S GCSE PHOTOGRAPHY ABOUT ?

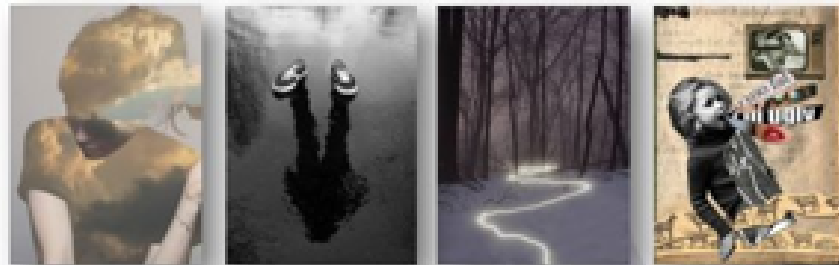


The Photography GCSE course is designed like a 'foundation art course', and is based on a series of mini projects with an emphasis on practical photography and image manipulation skills. In this foundation style course, students will gain an introduction into a wide range of the techniques and processes involved in digital photography and editing. Topics are designed to encourage students to cover a broad range of styles, to allow them to be diagnostic in their approach to finding their own style.

Mini projects you may cover could include:



For examples of photography in these genres, visit the Pinterest site:  
<http://www.pinterest.com/GCSEPhotography>



#### How will I learn?

Great emphasis is put on the process of making and the developmental journey through the students' work. Regular opportunities are provided for groups to discuss their work and share ideas. The Photography course suits students who enjoy being practical and creative and expressing their own ideas and feelings, but who are not necessarily good at drawing or painting.

Would this course suit me? If you're wondering if this course is for you, ask yourself:

- Am I Creative?
- Am I an independent learner?
- Do I like using computers and Photoshop?
- Am I able to sustain an investigation over multiple lessons?
- Am I able to be critical about my own work?
- Am I able to experiment and take risks?

# YR10 PHOTOGRAPHY – FOOD

## SEPT 24 – NOV 24.

### Food

Laura Letinsky uses tables where a party has just taken place. Edward Weston explores the texture of foods in his close-up photographs. Sarah Graham paints photorealistic paintings of brightly coloured sweet compositions.

Research appropriate sources and produce your own work in which FOOD plays an important part.

1. Getting to know the question in a mind map

2. Analyse the work of Edward Weston



4. Photoshoots exploring Leading Lines, Texture, Composition, Aperture and Colour.



5. Leading to a final pieces linking to the work of Wes Anderson and Slinkachu.

Edward Weston's Cabbage Leaf (1931)



### The Formal Elements of Photography.

**FOCUS** – what appears clearest or sharpest in the photograph? What do not appear clear or sharp?

**LIGHT** – what areas of the photograph are most highlighted? Are there any shadows? Does the photograph allow you to guess the time of day? Is the light natural or artificial? Hard or soft?

**LINE** – are there objects in the photograph that act as lines? Are they straight, curvy, thin, thick? Do lines create direction in the photograph? Do they outline? Do the lines show movement or energy?

**REPETITION** – are there any objects, shapes or lines which repeat and create a pattern?

**SHAPE** – do you see geometric or organic shapes? What are they? How do they relate to one another?

**SPACE** – is there depth to the photograph or does it seem shallow? What creates this appearance? Are there important negative spaces in addition to positive spaces? Is there depth created by spatial illusion?

**COMPOSITION** – where the important features of the photograph placed? Do they use any rules of composition? Rule of thirds, leading lines etc.

**TEXTURE** – if you could touch the surface of the photograph how would it feel? How do the objects in the picture look like they would feel?

**VALUE** – is there a range of tones from dark to light? Where is the darkest value? Where is the lightest?

**COLOR** – what are the main colours in the photograph? How do they relate to colour theory?



3. Understanding the formal elements through practical and analytical work.

# YR10 FINE ART – SEASIDE.



1. Observational drawing using a range of different materials.

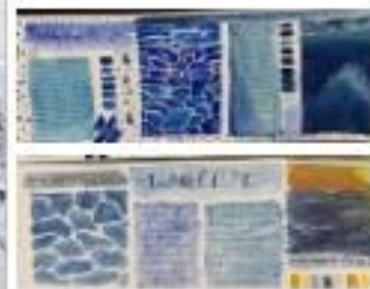
4. Monoprinting. Using the seascape as inspiration for our printing.



2. Watercolour painting. Developing understanding of colour mixing and application



6. Reduction lino printing.



5. Dry point printing. Using the seascape as inspiration for our printing.



3. Artist analysis of water

