



GCSE Textiles Guide



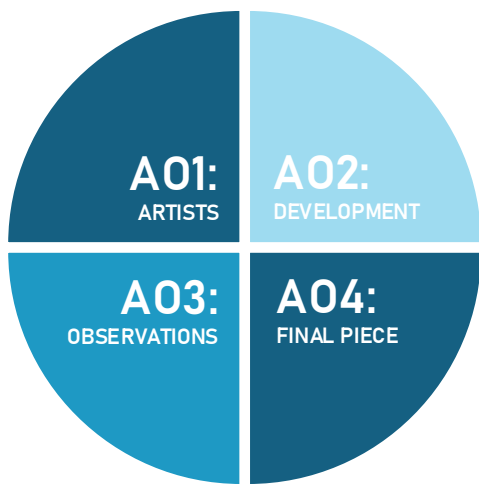
The Textile Design GCSE is run by the AQA exam board. The course is made up of **portfolio work (60%)** and a **final exam (40%)**.

Students will build their portfolio throughout Year 10 during a selection of different projects. They will then be able to choose their best work to include in their assessed portfolio. During the 1st term of Year 11 pupils will complete a self-directed, extended project which will be a mock run of their exam. The mock can be included in the portfolio work for grading.

The final exam will be sat at the end of Year 11 and will be 10 hours, over 2 days. The exam board release the themes for the exam in January. This allows pupils a few months to develop ideas, research and prepare for the exam. All work completed in this preparatory period will be included in the exam assessment.

Rules and expectations in GCSE Textiles

1. Spend at least **THREE** hours per week on Independent Learning.
2. **Read and remember** the four Assessment Objectives (or AOs) to help you make sure that you are on target.
3. In addition to tasks set, spend about 20 minutes every week reading about exhibitions, gallery and art events in national newspapers, magazines and online.
4. Meet **ALL** deadlines.
5. Bring your **sketchbook** and **basic equipment** to **EVERY LESSON** (Drawing pencils, pens, rubber, 30cm ruler, sharpener, Fine liner pen etc.)
6. **Explore and enjoy** different ways of making art to keep your work unique and exciting.
7. **Do not be afraid of making mistakes** – this is a vital part of developing as an artist.
8. Discuss improvement targets and ways of improving your work with your teacher.
9. Take opportunities to experiment with different media and techniques – drawing, painting, print making, 3D, mixed-media and photography.
10. Ask if your parents or carers can take you to see an **art gallery** or **exhibition** in your own time at least once per term.
11. Carefully present and store your own work. **You are fully responsible** for ensuring it is properly organised for assessment and review.
12. **Tidy up and clear away** properly after you have finished working in the art room. If we do not look after the art resources and facilities properly then we won't be able to produce high standard work.
13. Look after your workbooks taking a personal pride in how they are presented. **Do not rip out any pages.**
14. **Keep every piece of work that you do even if you are unhappy with it** and have started again. Pieces such as this can be used to demonstrate experimentation and ideas development earning you valuable assessment marks.
15. Make an appointment to discuss with your teacher ways of extending and improving your work.



Assessment Objectives:

These are what you need to evidence throughout your work.

All your work will be marked according to how well you have met the 4 Assessment Objectives.

A01: Artists / Contextual Research

(25%)

Develop ideas through investigations, demonstrating critical understanding of sources. Show how your ideas have been developed from the *artists/contextual sources* you have found, while *demonstrating analytical and cultural understanding*.

A02: Development of Materials, Techniques & Ideas

(25%)

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. *Refine and improve* your project through *experimentation* of both the *materials* you use and the *ideas* you are developing.

Present your work like a '*visual journey*' to show how you have *selected and discarded* different materials and ideas along the way to reach your final outcome.

A03: Observations / Studies

(25%)

Record ideas, observations and insights relevant to intentions as work progresses. This is through visual studies and through written critical studies.

A04: Final Piece

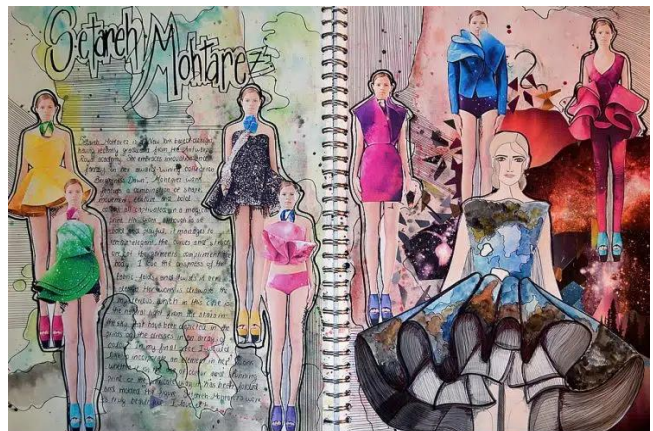
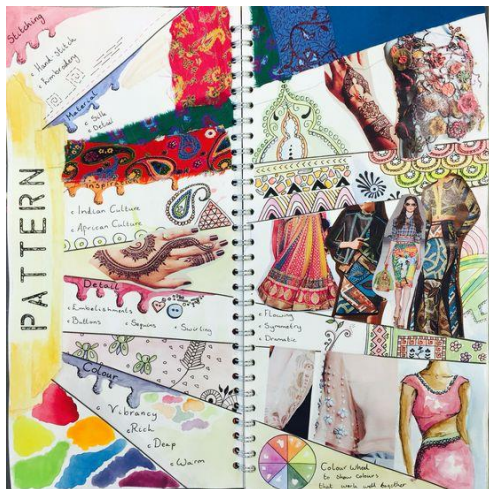
(25%)

Present a *personal, informed and meaningful final response*, ensuring it demonstrates analytical and critical understanding, realises your intentions and makes *connections between your artists*, your *studies*, your *experiments* and your *own ideas*



A01 - Develop ideas through investigations, demonstrating critical understanding of sources

The first assessment objective is all about how you develop your first thoughts and ideas. We usually do this with a theme page, visual mind maps and artist research. Sometimes we also research theme or cultural links to our work. You must annotate work to show 'critical understanding'.

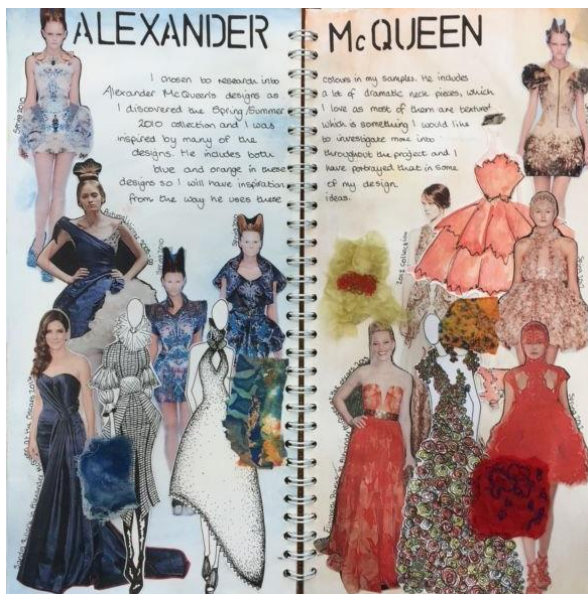


Have you?

- ✓ Created a mind-map or theme page?
- ✓ Demonstrated what the starting point, theme or brief means to you personally?
- ✓ Reflected your understanding of the social and cultural context?
- ✓ Researched several artists relevant to the project?
- ✓ Is there a clear link between your sources and your own work?
- ✓ Shown a clear understanding of their work by;
 - ✓ Copying their style several different times in different materials
 - ✓ Written about their work and expressing your opinion and evaluation of it.

Creating a successful research page

Looking at different artists helps to inspire and develops knowledge of different styles and techniques. Do this throughout the course because gives you the opportunity to gain marks. When presenting research, you will get marks for most of the assessment objectives (A01, A02 and A03).



Consider the layout of you page:

Where will everything go? Have you used up all of the space? How will you make it look interesting? Is it easy for the viewer to understand?

Your research pages should include:

- ✓ A title
- ✓ Information and facts about the artists and their work
- ✓ Your own insights, opinions and feelings about the work
- ✓ How has the work been made?
- ✓ How does the work make you feel?
- ✓ What is the style of the work?
- ✓ Can you compare the work to another artist?
- ✓ How as the artist used composition, shape, colour, texture?
- ✓ Use as many keywords as possible

You should include response experiments in different materials (these can be small sections of the image)

You should include a larger response (using the most successful material from the experiments)

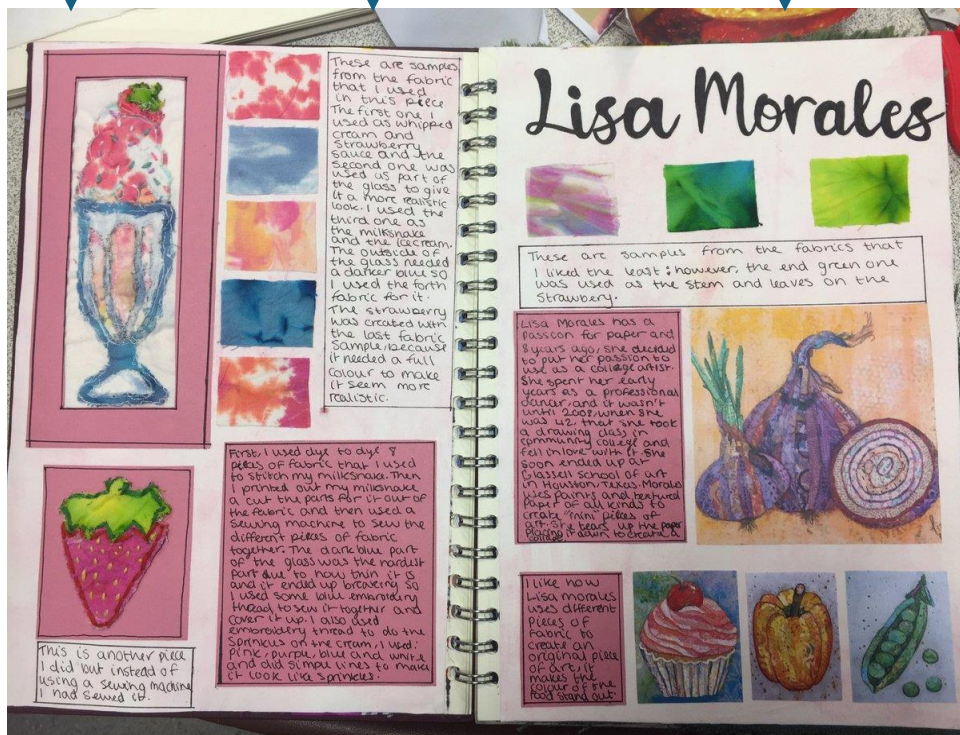
To gain higher marks you should create your own design in the style of the artist you have studied.

Creating a successful research page

A large response or a couple of smaller responses

Your own opinion and insight on the artist's work

Title



Information and facts on the artist.

Art materials used - complements the style of the artist. This shows visual analysis.

WHAT THE EXAM BOARD WILL LOOK FOR:

- The title name of the artist, a range of the artist's images and at least three different techniques/materials.
- An interesting or dynamic presentation and the highest level of skill in mark-making that you can produce.
- Annotations about the artist's work and your own opinion. How you will use the artist's work to inspire your own work.

How to analyse an artist's work

Analysing an artist's work means studying the elements that make up an artwork. You can show your understanding by answering questions about the work. The following can help you to structure a piece of writing and understand a piece of artwork. Always remember to use your own words so that you are expressing what you think.

1. INTRODUCTION

Describe the artist.

Consider the following:

- ✓ Who created the work?
- ✓ When and where was the work made?
- ✓ What themes does the artist explore; what's the general style of their work?
- ✓ What art movement are they affiliated with?

2. CONTEXT

Explain what influenced the artist to create this artwork.

Consider the following:

- ✓ When was it created? Describe the period – when/where was the work made?
- ✓ What was happening in the world at that time that might have influenced the artwork?
- ✓ How does the period/context influence the work?
- ✓ What else was happening when the work was made (art, life, politics) that may have influence the artist and their work?

3. CONTENT

Describe the artwork as though you were explaining it to someone who cannot see it.

Explain why the artist has created the image

Consider the following:

- ✓ What type of artwork is it?
- ✓ What is the artwork about/what is the subject matter?
- ✓ What is the most important thing in the artwork?
- ✓ What the Title of the artwork express the Theme behind the work?

4. FORMAL ELEMENTS

Describe what the formal elements are in the artwork.

Explain why the artist has used them.

Explain how do these elements show meaning or create an impact. Give examples.

Line, Tone, Colour, Form, Shape, Texture, Pattern, Space

5. PROCESS

Explain how the artwork was produced.

Consider the following

- ✓ What medium/material has been used?
- ✓ What techniques have been used?
- ✓ What size is the artwork?
- ✓ What impact does the size and techniques used have on the viewer?

6. MOOD

Describe the mood of the artwork

Consider the following:

- ✓ Does the work capture a mood, feeling or emotion?
- ✓ How would you describe the mood of the image?
- ✓ How have they achieved the mood?

7. CONNECTIONS

Compare this artist's work to others that may be of a similar theme or made in a similar way.

Review and **relate** these works to your own project.

- ✓ How does it link to your project?
- ✓ What ideas does it give you?
- ✓ What have you learnt from analysing this artist?
- ✓ Do you like/dislike their work and why?

A02 – Refine work by exploring ideas, selecting and experimenting with appropriate media, materials and techniques and processes

Assessment objective 2 is all about practical work and experiments you have created and annotated in your book. You should use a range of techniques (2D, 3D, drawing, painting, digital art, photography, printing). These should be reflected on, and you should make tweaks to refine and improve the studies as your work progresses.



Have you?

- ✓ Developed plenty of your own ideas?
- ✓ Experimented with different art styles?
 - ✓ Have you experimented with watercolours, inks or other paints?
 - ✓ Do you have and printmaking in your book?
 - ✓ Have you done any collage work?
- ✓ Combined different styles?
- ✓ Changed, refined and modified your ideas as you progress?

You can base any studies on primary sources (your own photos/artefacts/objects) or secondary sources (copied from the internet/books).

How to combine ideas

Use photoshop to merge/combine your ideas together

Mix together your own photos mixed with artist's style using 3 types of media



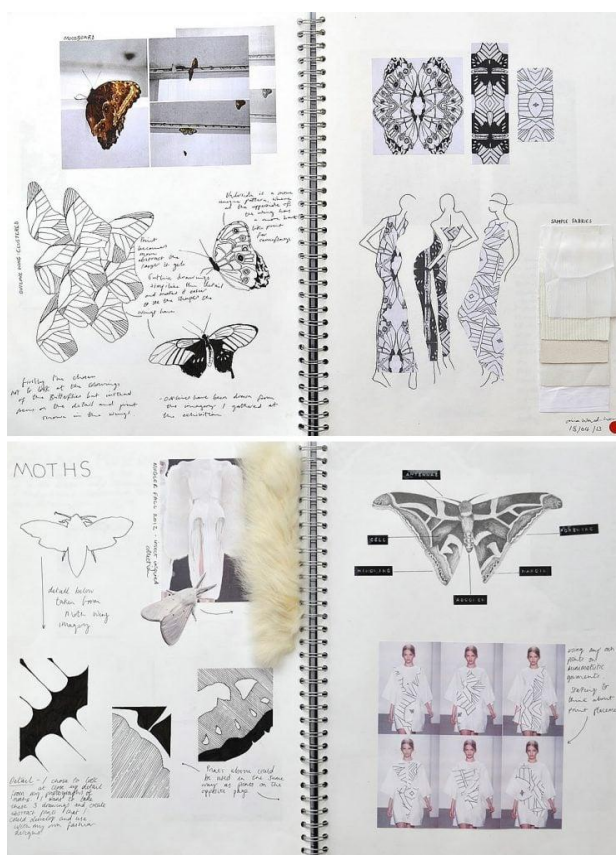
Carefully decide on a background that links with your ideas

Tutorials:

- [Fabric Manipulation Techniques](#)
- [Ruffles, Ruches and Gathers](#)
- [Fabric Manipulation with Circles](#)

A03 – Record ideas, observations and insights relevant to intentions as work progresses.

This assessment objective is really important but often is forgotten about. This is the part of your project where you should be doing more detailed (sustained) experiments and showing your intentions. Your intentions are what you plan to do for your final piece. Experiments at this time should link directly to what you want the 'end piece' to be. Annotation is vital!



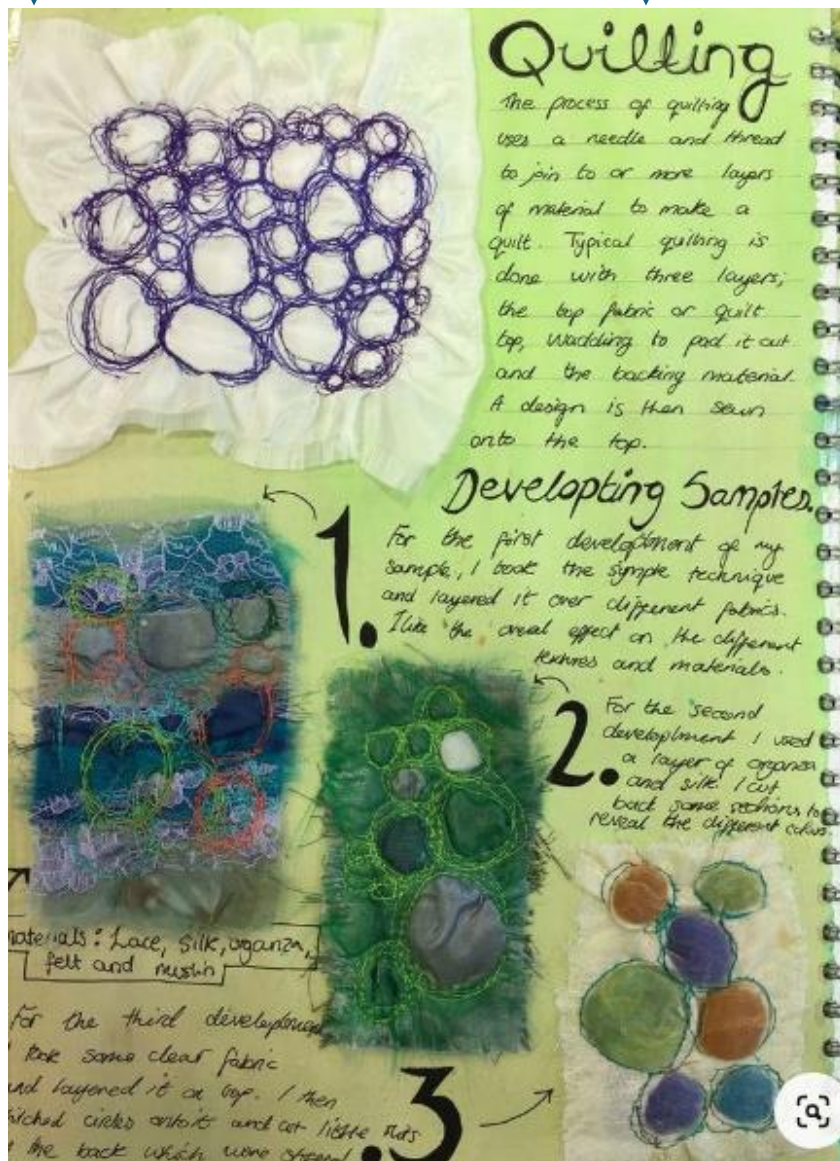
Have you?

- ✓ Collected images to show your inspiration and stimuli?
- ✓ Made use of detailed drawings, sketches, jottings, photographs?
- ✓ Presented your observations in a well-planned, organised and clear way?
- ✓ Taken photos?
- ✓ Drawn from life (real objects in front of you?)
- ✓ Made a mind-map or theme page which is about your own ideas?
- ✓ Is your own creative work about your theme?
- ✓ Have you done any practice pieces/final idea plans to show what you will make?

How to produce a sample page

Has a range of good quality samples

Has used a coloured 'ground'. This simply means you have put something down on the paper first. Torn coloured, textured paper or a wash of colour.



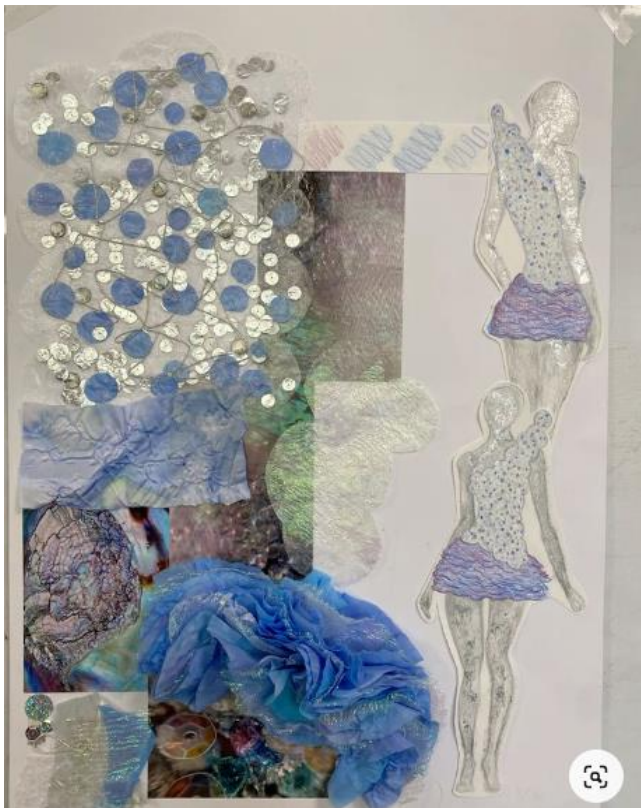
Has good annotations to explain ideas

Has a variety of media used e.g. paper, ribbon, fabrics

How to produce a sustained piece

Use a high-quality source image, preferably your own photo

Spend at least 2 hours on the piece. You need to experience how much work you can produce in that length of time



Aim for high quality

Have samples of what materials you will use

MISCONCEPTION

- All ideas must be influence by an artist's style
- NO - the examiner wants to see how well you can draw. It is assessed in A03 as recording ideas.

A04 – Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Now it's all about the final pieces. Everything your sketchbook work has been leading up to. All of your research, testing, experimenting and planning has all led up to these pieces.

These pieces must link to sketchbook work and conclude EACH project.



Have you?

- ✓ Finished them to the best of your ability or can you work back into it to make it neater, bolder or more colourful?
- ✓ Does the piece match up to the work you have done in your sketchbook?
- ✓ Have you developed your ideas fluently from the studies in your sketchbook?
- ✓ Used the strongest skills from your project?
- ✓ Have you written about your work in your book?

The final piece can be in any relevant style/material. It could be a patchwork, a garment or piece of clothing, a textural artwork piece, a wall hanging, a piece of wearable art etc.

How to develop a final piece

Pull together your best elements from your previous study pages.

Combination of different elements – textiles techniques, printing, fabric manipulation

Personal ideas
Artist's influence
Combination of different elements

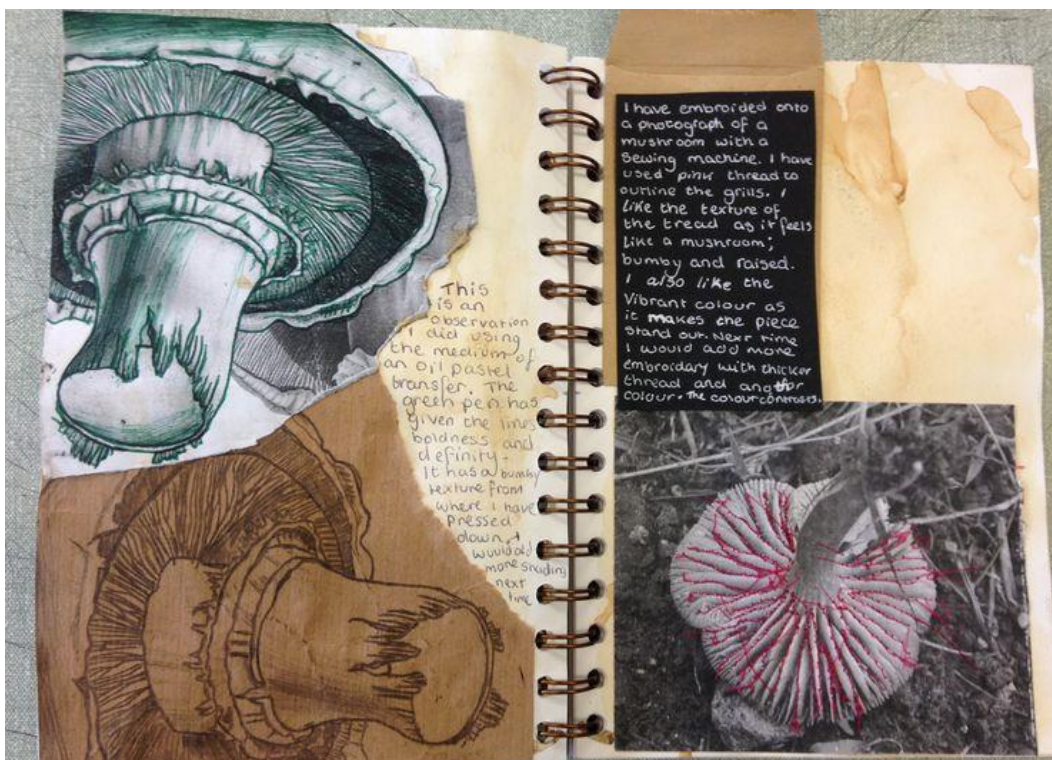


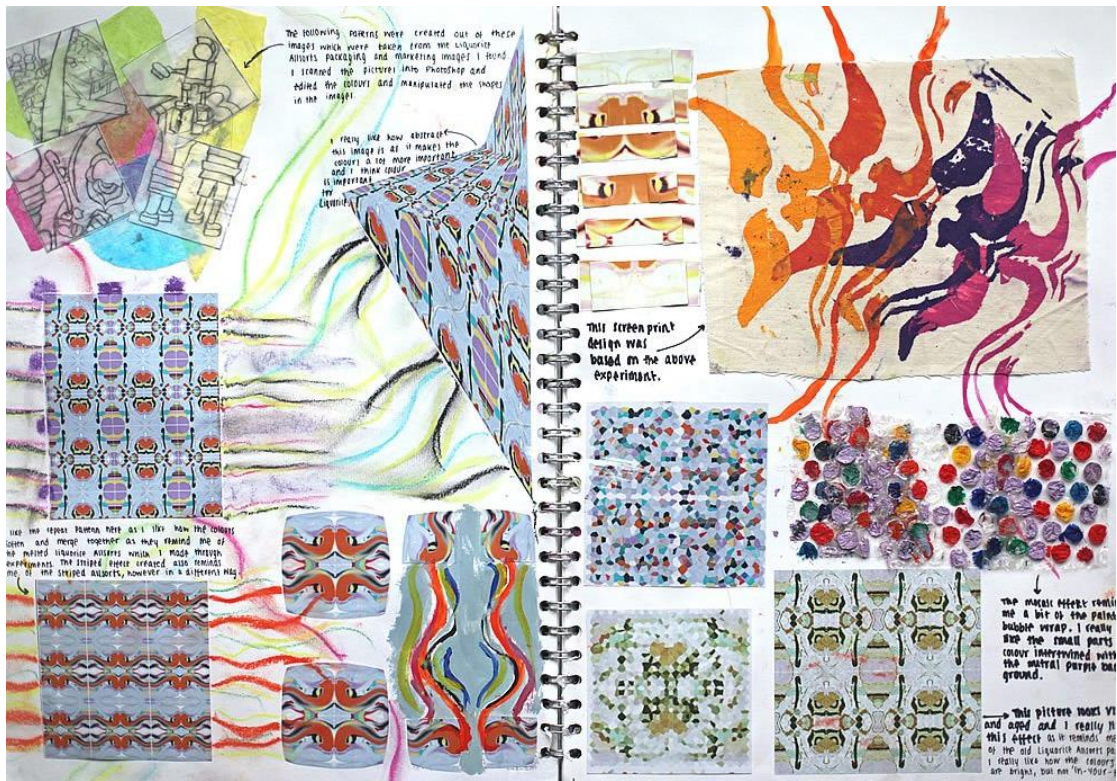
Use photoshop to merge/combine your ideas together – show how the final piece will look.

Personal idea – own photos used

Making an amazing sketchbook

Sketchbooks can be as unique and individual as the artists who create them. It is a personal journey showing research and understanding of other artists. It is a place to explore ideas, materials and techniques and to learn from mistakes to refine and develop those ideas and to support a separate main piece.





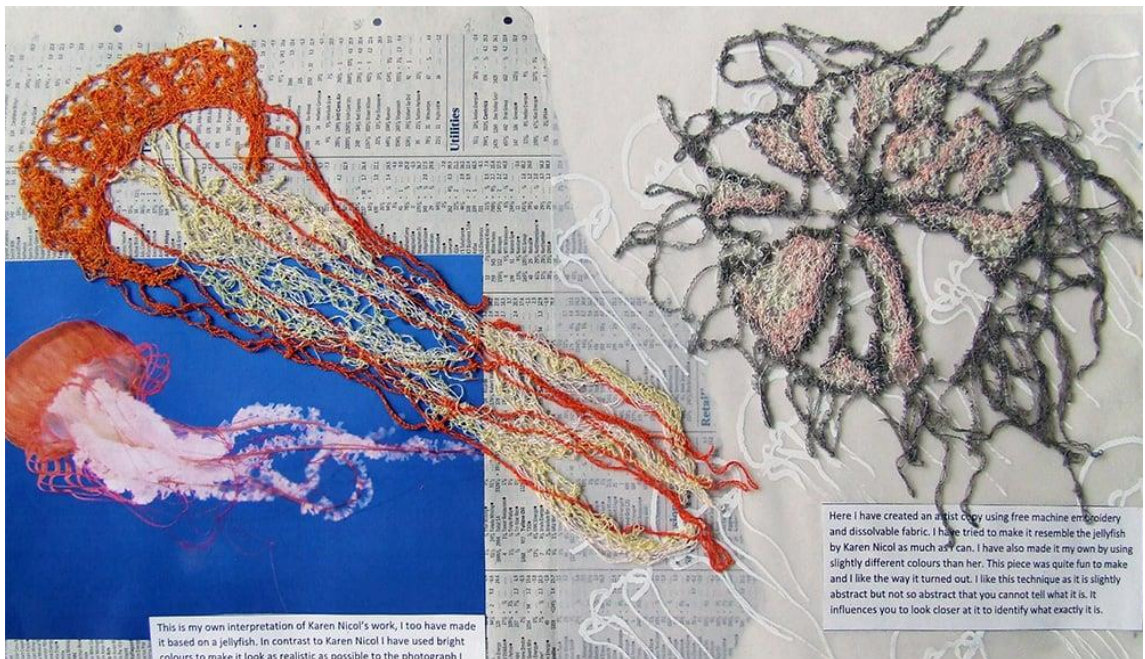
Practise your skills and techniques



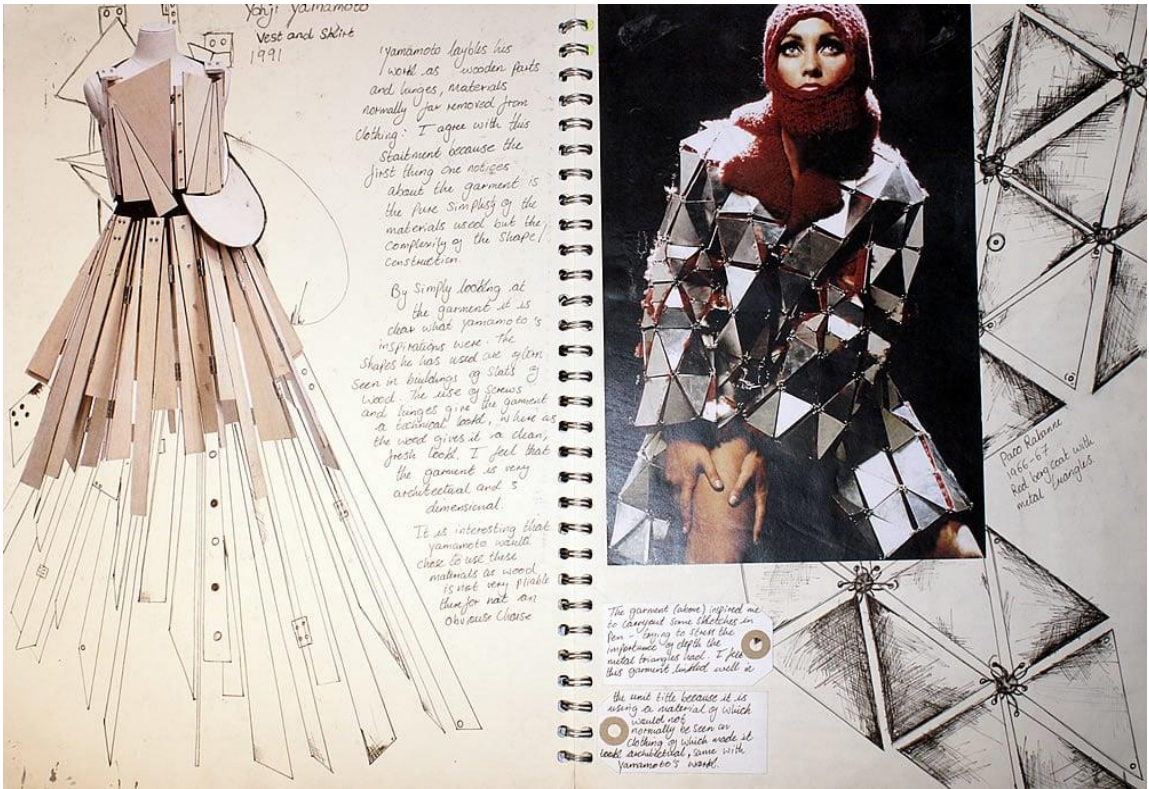
Develop your own style. Make good use of space and layout.
Pages should look visually dynamic



Learn from others by collecting images and information on artists and develop your skills by copying their style and themes.



Think about the way you arrange your pages.
Ensure you include quality drawings and studies.



Developing a final piece



10 TOP TIPS!

CUTTING

ALWAYS cut everything out neatly using scissors, a ruler and a scalpel or guillotine, with no white edges.

PHOTOS

Take as many of your own photos so you can, these need to be good quality and if possible, printed on photo paper.

LAYOUT

Use a title, subtitle and body text. You could use Pinterest or Google for more GCSE art sketchbook inspiration and ideas.

FONTS

Use 1001font.com or dafont.com for font inspiration for your titles. You do not have to handwrite your titles.

EXPERIMENT

Experiment with different materials and skills in one project. Try applique, embroidery, printing, embellishment, construction techniques in one piece. Get out of your comfort zone, really focus on trying new things.

STYLE

Your chosen style should be used throughout your presentation of your work. It will develop as your confidence builds.

RESEARCH

Research artists that link to your topic and that you are interested in and inspired by!

SPEND MORE TIME CREATING, THAN DECORATING YOUR ART SKETCHBOOK

Samples and experiments are what really give you good marks. Focus on the minimal layout of your sketchbook, and focus your energy what will actually be graded, your work!

SHOW YOUR PROCESS!

Show all of your samples and sketches whether you like them or not. Do mind maps and just focus on the exploration of concepts. Examiners really value if you show them the step by step on how you get from point A to point Z.

DO NOT BE AFRAID TO TRY

When you try new things, just enjoy the process. Some of the best work come from mistakes.

Textile Techniques

Throughout the next two years, there will be time when we complete samples as a class and there will be times when you are asked to independently investigate different textile techniques. Use this Glossary to help discover new techniques and get ideas for samples you could try.

Applique: Sewing smaller pieces of fabric onto a larger piece to create a picture or pattern



Batik: Dyeing a piece of fabric after first applying a wax resist pattern or picture



Beading: creating an image or adding detail using beads



CAD: Computer Aided Design – using a computer programme such as photoshop to create a repeat pattern



Couching: Thread or strips of material is laid on top of fabric and caught at intervals with small stitches to hold it down.



Cutting / slashing: Layers of fabric are stitched together and then the layers are cut through to show different fabrics (Similar to **Mola**)



Embroidery (CAD/CAM): Created using a programmed embroidery machine



Embroidery (hand): Creating a picture or pattern using needle and thread in a combination of different stitches



Textile Techniques

Embroidery (machine): Using a free motion embroidery foot on a sewing machine to create an image



Felting: Rubbing wool fibres together to create a piece of felt with a picture or pattern in.



Knitting: Creating a fabric by looping yarn in a variety of different stitches



Macramé: Knotting Strings in a sequence to create a decorative pattern



Mola: Layers of fabric are stitched together – small sections are cut and sewn folded over to create an image (reverse applique) – similar but *neater* finish than Cutting



Patchwork: Pieces of fabric are seamed together either by hand or using a machine to create a fabric panel



Pleating: To fold or tuck fabric into pleats to give a 3D effect

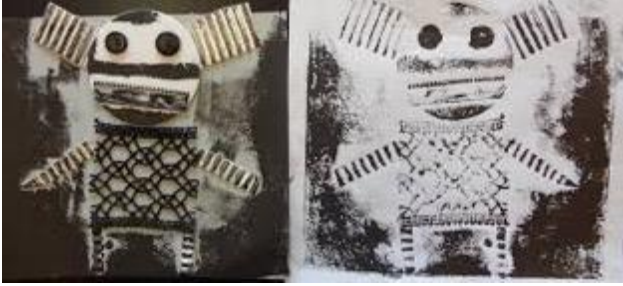


Printing (Block): Wooden blocks (polystyrene can be used to lesson cost) are carved with a design, ink applied and then pressed onto the fabric.



Textile Techniques

Printing (Collagraph): Creating a texture by gluing things like string and lace to a block – then using this block to print



Printing (Mono): Produces a one of unique print – ink is usually applied to a plastic surface, a design drawn into it and then fabric pressed on top



Printing (Stencil): A stencil is created with card and ink applied through it to create the shape on fabric. You will need a separate stencil for each colour used.



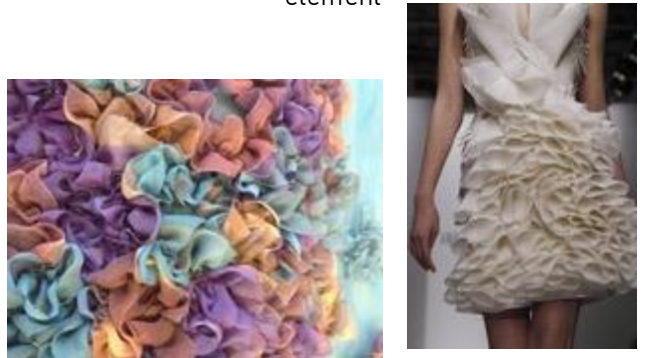
Printing (Sublimation): Sublimation ink is applied to paper and then transferred to fabric using a heat press



Quilting: Wadding is layered between two pieces of fabric, stitching is used to hold them together to create a pattern / padded effect.



Ruffles: Fabric is gathered into a frill as a decorative element



Smocking: Fabric is tacked and tucked according to a chart to create a texture effect

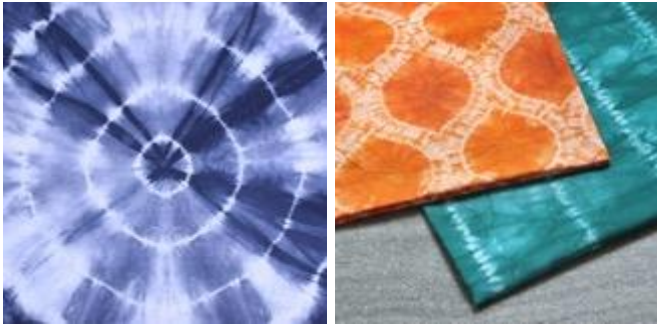


Suffolk Puffs (Yoyo's): circular pieces of fabric are gathered into a circular decoration



Textile Techniques

Tie Dye: Fabric is folded, twisted and secured to create a resist. It is then placed into a dye bath.



Weaving: Threads are warped onto a frame. Weft threads are then passed through to create a textured fabric



3D Shibori: Polyester fabric is folded, twisted and then steamed to heat set it.



Use the remaining space in the glossary to keep track of your own experiments. Take photos of samples you do, make a note of which techniques you have used together to create what effect etc.

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Equipment List for Textiles

Essential:

- A3 Sketchbook with at least 170gsm or higher quality paper
- A3/A2 sturdy plastic portfolio carry case for storage and carrying of coursework
- A set of high quality sketching and shading pencils (2B-8B)
- A set of at least 12 high quality colouring pencils (these could be watercolour pencils)
- Fine liner pens with a range of tip sizes
- 30cm ruler
- Sharpener
- Rubber
- Glue stick
- Scissors

Optional:

- Sewing Machine
- Sewing Kit
- Embroidery threads
- Pins
- Fabric Shears
- Hand-sewing Needles
- Measuring tape



All equipment to be encased in a named tough plastic storage box / pencil case.

Website of art suppliers

<https://www.pegasusart.co.uk/>

<https://www.cassart.co.uk/>

<https://artdiscount.co.uk/>

<https://www.hobbycraft.co.uk/>

Phrases and key works for annotating

SENTENCE STARTERS

- ✓ This drawing/painting/sculpture by...
- ✓ There illustrations are by the artist...
- ✓ (Artist Name) is a And they work with....
- ✓ This artist is a part of (insert) movement which...
- ✓ My source image came from...(Pinterest/google)
- ✓ I have chosen to reflect on this image because...
- ✓ My first impression of this artwork when I saw it was...
- ✓ I am drawn towards this artist work because...
- ✓ My interpretation of what this artwork is about is...
- ✓ The artwork makes me feel...
- ✓ These artworks have an atmosphere of...
- ✓ I think the materials that the artist has used are...
- ✓ The surface of the artwork is...
- ✓ In this artwork I can see...
- ✓ The colours the artist has used creates...
- ✓ The part of this artwork that I find most impactful is...
- ✓ What I dislike about the artwork is..
- ✓ If I could ask the artist one question it would be...
- ✓ From my own research about this artist, I have discovered that...
- ✓ This piece reminds me of...
- ✓ I could use the artists ideas in my own work by...
- ✓ Now I have looked at their work I am going to...

MOOD

Happy
Uplifting
Positive
Moody
Gloomy
Miserable
Intermate
Soothing
Calm
Peaceful
Intense
Restful
Gentle
Sinister
Mysterious
Oppressive
Menacing
Ominous
Threatening
Dark
Creepy
Stressful

COLOUR/ TEXTURE

Bright
Dull
Vivid
Strong
Dramatic
Vibrant
Brilliant
Intense
Monochromatic
Primary
Muted
Subtle
Dull
Watery
Delicate
Smooth
Grainy
Gritty
Coarse
Rough
Rich

FORM/ COMPOSITION

Geometric
Organic
Rounded
Curved
Symmetrical
Asymmetrical
Balanced
Classical
Focal Point
Foreground
Middle ground
Background
Irregular
Heavy
Solid
Overlapping
Central
Flat
Positive
Negative
Dominant
Contrast

TONE

Deep
Graduated
Intense
Heavy
Strong
Pale
Light
Faded
Pallid

LINE

Thick/Thin
Flowing
Bold
Undulating
Broken
Scratchy
Uneven
Narrowing
Horizontal
Vertical
Interrupted
Elongated

SHAPE/ FORM/ SPACE

Close
Open
Distorted
Flat
Organic
Geometric
Complex
Simple
Abstract
2D
Flat
Linear
Soft-edged
Hard-edged
3D
Convex
Bulging
Rotund
Hollow
Sharp
Blunt
Spherical

Vocabulary

To fully understand and successfully achieve on your GCSE Art course you will need to be familiar with these specialist words and be able to explain their meaning:

2D Formal Elements: Key words that can be applied and used to describe art and design such as drawing, painting, print-making, collage, photography and graphics (Line/Tone/Texture/Shape/Pattern).

3D Formal Elements: Key words that can be applied and used to describe art and design such as sculpture, furniture, architecture and millinery (Structure/Form/Volume/Balance/Surface)

Colour: Chromatic values in terms of scientific, mechanical and expressive qualities (primary/secondary/tertiary/complementary/simultaneous/contrast/hot & cold/earth)

Composition: Ways of arranging, organising and laying out elements in a piece of art and design to suggest different visual ideas and meanings.

Analyse: Examine methodically and in detail, typically in order to interpret. Annotate: Note added to drawing, image or text for explanation or comment.

Apply: Put skills/knowledge/understanding into action in a particular context.

Appropriate: Selection and use of materials, equipment and processes in ways that reflect a creative aim, brief or theme.

Coherent: Logically or aesthetically consistent and holding together as a harmonious or credible whole.

Confident: Demonstrate secure application of skills or processes.

Creative: Using techniques, equipment and processes to express ideas or feelings in new and engaging ways.

Compare: Identify the main factors relating to two or more items/situations, and explain the similarities and differences, and in some cases say which is best and why.

Competent: Having the necessary skill or knowledge to do something suitably or sufficiently, in amount or extent.

Comprehensive: Full, covering a range of factors, related to goals, briefs or objectives

Consistent: Able to reliably repeat an action that progresses towards achieving an aim.

Define: State or describe exactly the nature, scope or meaning of something.

Demonstrate: Carry out practically.

Describe: Give a clear description that includes all the relevant features – think of it as 'painting a picture with words.'

Develop: Bring out potential.

Discuss: Consider different aspects of a topic and how they interrelate and the extent to which they are important.

Effective: Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.

Vocabulary

Enhance: To raise in degree, to intensify.

Evaluate: Bring together all information and review it to form a conclusion, drawing on evidence including strengths, weaknesses, alternative actions, relevant data or information.

Explain: Provide details and give reasons and/or evidence to support an argument.

Explore: Try out the qualities of materials, techniques or processes through practical investigation, with some record of results.

Identify: Indicate the main features or purpose of something.

Imaginative: Develop ideas and concepts in new, engaging and inventive ways.

Independent: To complete some work on your own, by yourself, separate from other people.

Investigate: Test the qualities of materials, techniques or processes through practical exploration, keeping outline records of results.

Justify: Give reasons or evidence to support an opinion.

Outline: Provide a summary or overview or a brief description.

Refine: Improve initial work considering all feedback and aims.

Review: Assess formally with the intention of instituting change if necessary.

Select: Choose the best or most suitable option.

Support: Contributing to the success or maintaining the value of something.

Synthesise: Put together or combine into a complex whole.

Consistent: Deliver to a high standard throughout.

Contextual: Connections made to the work of other artists from different and similar times, places and cultures.

Fluent: Communicate and present high-quality material in a clear and meaningful way.

Skilful: Control and manipulate materials, techniques and processes with a high level of understanding, ability and control.

Textiles Specific

Gathering - achieved by sewing two parallel lines to the top of a piece of fabric that can be pulled gently to *ruffle* up the fabric and create fullness

Pleats - folds of fabric that are sewn into place and used to shape skirts

Shirring - created by sewing thin elastic, known as shirring elastic, into a garment in rows, creating elasticated panels

Darts - used to shape a garment on the bust, waist or back by sewing parallel lines on the inside

Seams - formed at the point where two pieces of fabric are joined, they can be plain or overlapped to be hidden

Hems - used to neaten edges and to finish raw edges, they are generally straight but can be used to create a decorative edge

Felting - uses bonded fabrics, such as felt, which can be moulded over a *former* by heating and wetting it, the fibres can be pulled into shape and permanently set, used to make seamless hats

Helpful Websites

AQA GCSE Textiles Specification -

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Useful Websites:

Google Arts & Culture – <https://artsandculture.google.com/>

Tate - <https://www.tate.org.uk/>

The National Gallery - <https://www.nationalgallery.org.uk/>

The Victoria & Albert Museum - <https://www.vam.ac.uk/>

The Wallace Collection - <https://www.wallacecollection.org/>

The British Museum - <https://www.britishmuseum.org/>

Art with Miss Wilson - <https://artwithmisswilson.weebly.com/artist-research-websites.html>

Student Art Guide - <https://www.studentartguide.com/>

BBC Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/zjymp9q>

The Art Story - <https://www.theartstory.org/>

This Is Colossal - <https://www.thisiscoossal.com/>

Pinterest - <https://www.pinterest.co.uk/>

Artnet - <https://www.artnet.com/>

YouTube Tutorials - <https://www.youtube.com/>