





Key Stage 5 Art & Design TEXTILES	Curriculum aims	Curriculum content	Curriculum Delivery
<p><b>Year 12</b></p> 	<p><b>Component 1:</b></p> <p>This component enable students to effectively develop an introductory foundation of core skills and encourage in-depth, specialist-related learning, knowledge, contextualisation skills and critical thinking. The time available for this component provides increased opportunities to focus on the acquisition of valuable skills (which include experimentation, risk-taking, drawing and the ability to analyse and synthesise information and ideas) as well as develop and refine techniques. Possible areas of study include:</p> <p>Fashion, Costume, Digitally or traditionally printed and/or dyed fabrics, garments and materials, Interior design, Constructed textiles (knitted, woven, embellished or combined with other materials), Textile installation or Accessories.</p>	<p><b>Eduqas A-Level Specification:</b></p> <p>Students develop their skills through a foundation period. These mini projects allow students to gain confidence, risk take and broaden their knowledge and understanding of designers and crafts people. Students will create sketchbooks of their work as well as final outcomes.</p> <p>At the end of the first term students will focus on a designer, skill or style of work to form the basis of their extended essay. They will write 1000 to 3000 words and once completed it will be presented visually. They will use their year 12 exam time to create and outcome related to their extended essay.</p> <p>After Easter students will start their <b>Personal Investigation</b>. This is a personal journey chosen by the student on a area /topic/skill or technique they have a personal interest in. This piece of work will continue into year 13 and will be the assessed element of the course worth 60%.</p>	<p>Students are taught for 8 hours over two weeks by two teachers. It is our aim to introduce new skills and techniques within the taught lessons which will spark students imagination.</p> <p>We encourage students to use personal time and free periods to develop newly learnt skills and techniques. Visiting galleries and workshops to gain more knowledge and understanding is also beneficial.</p>
<p><b>Year 13</b></p> 	<p><b>Component 2:</b></p> <p>This component represents the culmination of students study. Learners are required to develop independently a personal response to one of a varied range of stimuli within specified time constraints. Learners must therefore bring together the best of their understanding, knowledge and skills built up over their course of study and demonstrate their highest achievement through this externally set assignment.</p>	<p><b>Personal Investigation (60%)</b></p> <p>Students work on their personal investigation until February of year 13. The aim is to create a body of work which shows a journey through the investigation which covers all assessment objectives equally, all work is facilitated by the teachers.</p> <p><b>The Externally Set Assignment (40%)</b></p> <p>The exam paper is released on February 1<sup>st</sup> and students choose from 15 titles. They will create a sketch book of their preparatory work. They will then sit a 15 hour practical exam where they will create a final outcome under examination conditions.</p>	<p>During year 13 the teacher role is to help guide students through their chosen personal investigation.</p> <p><b>Link to specification</b>  <a href="https://www.eduqas.co.uk/qualifications/art-and-design-as-a-level/#tab_overview">https://www.eduqas.co.uk/qualifications/art-and-design-as-a-level/#tab_overview</a></p>