

Textile Design at Samuel Whitbread Academy

Intent

Textile products play a vital role in meeting man's basic needs. It is something that not only unites the contemporary world but civilization throughout time. Through the evolution of clothing and then fashion; history, politics, geography and society are recorded and contextual studies become a rich source of inspiration for our students at Samuel Whitbread.

Through research and response students are encouraged to develop practical skills and critical understanding, skills, creativity, imagination and independence based on a range of stimuli. Students take these skills forward into developing, refining and communicating their own ideas, their own intentions and their own personal outcomes demonstrating independence of mind and self-motivation.

Through the experience of working with a broad range of media. Students develop an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate.

Implementation

The A Level Textile Design course at Samuel Whitbread Academy is split into three distinct sections:

- A guided project
- Component 1, a personal investigation
- Component 2, an externally set assignment

Implementation	Key Stage 5: Year 12	<p>In the first 2 terms of the course we introduce students to a wide range of practical and analytical skills and techniques through a guided project. It is through cultural & contextual studies, research and practical experimentation that students' develop an understanding of the disciplines within Textile Design and the Assessment Objectives of the course. As the project progresses students are able to start focusing on a specific area of interest to produce an individual and personal outcome. This project can become supporting work for component 1.</p> <p>In the final term of year 12 students start component 1, their non-exam assignment (NEA), a personal investigation into an area of interest. Students use the structure of the guided project to support their work although staff, through 1:1 tutorials, introduce additional subject specific skills and formative feedback to develop and expand the project to maximise all assessment objectives and marks.</p>
	Key Stage 5: Year 13	<p>In the first term of year 13 students continue with their personal investigation and begin the written content of the component, an essay of between 1000 & 3000 words supporting the practical work.</p> <p>At the beginning of February students start component 2, their externally set assignment (ESA) In Component 2, students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.</p>

Our Intent and Implementation aim to ensure that all Textile Design students improve their intellectual, imaginative, creative and intuitive capabilities through investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement.

That students develop an independence of mind through refining and communicating their own ideas, their own intentions and their own personal outcomes while gaining an awareness of different roles, functions, audiences and consumers and gain knowledge and understanding of how the design world works within the creative industries.

Each student becomes confident and self-reliant not only in their chosen specialism but are able to analyse and make critical judgement in the wider environment and are motivated to succeed.

One of the key ways we measure our success within the art department is our student's ability to voice opinions. Whether or not students take the subject at a higher level; either at university, through apprenticeships, setting up their own practice or choosing another path, we aim to equip students with transferable life skills.