

Course
Transition



Bridging the Gap
from School to College



Warlingham
Sixth Form College

Year 11 > Year 12 Transition
Summer Term
A Level Art & Design: Textiles

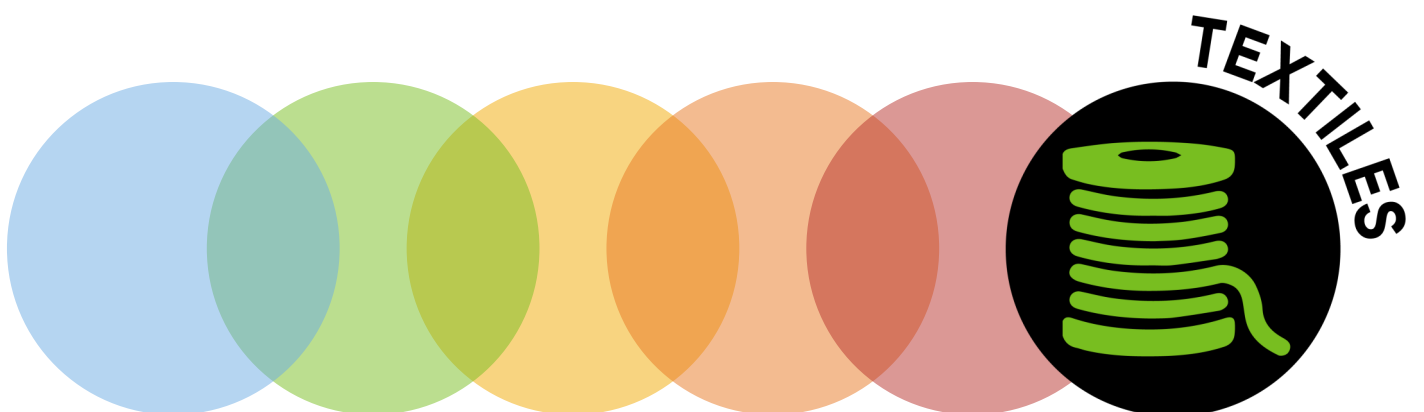












TABLE OF CONTENTS

		Page No
	Course Overview	1-2
	Our Expectations	3-4
	Using Cornell Notes	5
	Review / Revise	6
	Watch	7
	Listen to	8
	Read	9
	Research	10
	Complete	11
	Appendices / Resources	12



COURSE OVERVIEW

Title of Course: OCR A Level Textile Design (H604)

Why should I study A Level Art Textiles?

The course, just like GCSE, is designed to encourage you to develop your skills, creativity, imagination and independence based on personal experience, taught skills and critical understanding. You will show this through your responses to a range of stimuli. It provides you with an opportunity for you to take a personal interest in why Art Textiles matters. It allows you to understand the working practices of individuals, organisations and creative and cultural industries. It provides freedom for you to experiment and take risks with your work whilst developing your own style.

Component 01: Personal investigation worth 60%, 120 marks

This component comprises two discrete but linked elements.

Element 1: Practical portfolio

This is a practical portfolio with supporting contextual research in which you are expected to develop a personal response based on your own theme leading to a finished realisation(s) or outcome(s). This portfolio will be presented in an Art Textiles Folder and can be supported with work on canvas, maquettes, animation, scale models. There is no restriction on the scale of work produced.

You must show that you have:

- independently developed your ideas through sustained and focused investigations in response to your chosen starting point,
- produced material informed by contextual and other sources that informs the development of your practical work,
- explored ideas, techniques or processes appropriate to your chosen theme,
- recorded observations from sources relevant to intentions,
- critically reviewed and refined your work as it progresses, and
- used your planning and preparation to produce coherent realisation(s)/outcome(s).

You must provide evidence of all the assessment objectives through the careful selection and presentation of your work.

Element 2: Related study

The aim of the related study is to enable you to develop your ability to communicate your knowledge and understanding of art historical movements, genres, practitioners and artworks.

- It builds your understanding of the relationship between society and art
- Art Textiles historical terms, concepts and issues
- Methods of researching, investigating and analysing
- How works are interpreted and evaluated
- It is a requirement of the related study that a bibliography is used.



COURSE OVERVIEW

Component 02: Externally Set Task worth 40%, 80 marks

An early release paper will be issued on 1 February of Year 13. You will be given 7 themes, each with a range of written and visual starting points, briefs and stimuli. A response should be based on one of these options.

You must show that you have:

- independently developed your ideas through sustained and focused investigations in response to your chosen starting point,
- produced material informed by contextual and other sources that informs the development of your practical work,
- explored ideas, techniques or processes appropriate to your chosen theme,
- recorded observations from sources relevant to intentions,
- critically reviewed and refined your work as it progresses, and
- used your planning and preparation to produce coherent realisation(s)/outcome(s).

All preparatory work must be completed by 9am on the first day of your Externally Set Task.

Assessment Objectives

- AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Knowledge and Understanding

Learners are required to develop practical and theoretical knowledge and understanding of:

- relevant materials, processes, technologies and resources,
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts,
- how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts,
- continuity and change in different genres, styles and traditions, and
- a working vocabulary and specialist terminology.



OUR EXPECTATIONS

College Expectations for Academic Success

The College will work closely with all students and parents to create a purposeful, creative and stimulating environment in which students are encouraged to fully develop - both academically and personally.

We will expect you to take responsibility for your own behaviour and learning. The current College Committee along with the student body have discussed and agreed that students should commit to:

- Ensuring academic success through regular attendance and punctuality at all required registrations, lessons, supervised study lessons and Inspire Periods. Attendance which drops below 95% reduces Key Stage 5 performance by at least one grade, so it is taken very seriously.
- Completing all set tasks on time to the best of your ability, making full use of study periods and homework to enable you to meet all deadlines.
- Using study time effectively by bringing all required equipment and resources with you and making full and regular use of the College study rooms and LRC, respecting the need for silent studying conditions.
- Working closely with all your teachers to develop an effective working relationship based on mutual respect and discussing your work with them on a regular basis and meeting targets set.
- Developing your skills as an independent, self-evaluative learner and work closely with your tutor in monitoring and discussing your academic progress. As an independent learner, if you miss a lesson, it is your own responsibility to find the teacher and catch up with the work missed.
- Organising your work efficiently and effectively into folders for each subject, making full use of individual subject expectations and using Cornell Notes daily to ensure work in your folders is relevant and meaningful.
- Keeping mobile phones out-of-sight in all classrooms and during assemblies so that lessons are not disturbed and/or important information is missed.
- Attending all parents' evenings and arrange appointments with your teachers to discuss your progress and work.

Course-specific Expectations for Academic Success

The Art and Textiles Department will support you fully to complete all of your academic work both in lesson and when working independently. To help us support you to reach your potential and achieve the highest grade possible we ask that you meet the following Art Department expectations throughout the duration of your studies:

- Develop independence and a curiosity in the topics we cover.
- Work exceptionally hard, committing to a challenging programme of study.



OUR EXPECTATIONS

- Be organised.
- Bring your Art Textiles folder/sketch book to every lesson.
- Keep and regularly update your E-Portfolio.
- Keep to deadlines, be on time to lessons.
- Do not be afraid to ask for help. Either at the end of the lesson or email the member of staff concerned.
- Be prepared to visit galleries, museums and places of interest, such as parks, cities and the coast. Spend quality time independently working in the art studio and at home.
- Identify and acknowledge all sources consulted during your research which should be in the form of a bibliography of books, journals and websites.

Skills and Techniques

- Record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research and gather, select and organise visual and other appropriate information
- Explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements
- Use knowledge and understanding of the work of others to develop and extend thinking and inform your own work
- Generate and explore potential lines of enquiry using appropriate media and techniques
- Apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others' evaluations
- Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.

Knowledge and Understanding

You are required to develop practical and theoretical knowledge and understanding of:

- relevant materials, processes, technologies and resources,
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts,
- how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts,
- continuity and change in different genres, styles and traditions, and
- a working vocabulary and specialist terminology.



USING CORNELL NOTES

The Cornell Notes system is a note-taking system devised by Walter Pauk, an education professor at Cornell University. It is a proven method that establishes a more effective learning process.

It is designed to help the user think and reflect upon the notes they have made as well as making them more useful for revision purposes.

Please [click here](#) to watch a video that explains how to take Cornell Notes properly.

	DATE	MODULE/CLASS	TOPIC
<h2>CUES</h2> <p>(reduce & recall)</p> <p>AIM</p> <p>reduce notes to essential ideas to practice recall</p> <p>WRITE SOON AFTER CLASS</p> <p><u>Step 1.</u> Review NOTES column + pull out:</p> <ul style="list-style-type: none">- key words- key concepts- authors- dates- facts <p><u>Step 2.</u> Formulate questions based on your NOTES e.g. what are Pascal's 4 principles of complexity theory?</p> <p><u>Step 3.</u> Write these cues and questions in this column alongside the corresponding NOTES</p>	<h2>NOTES (record)</h2> <p>AIM</p> <p>record as many key points as possible</p> <p>TAKE DURING CLASS</p> <p>What do I write here?</p> <ul style="list-style-type: none">- key words and ideas- important dates/people/places- diagrams/charts- formulas- examples/case studies- critique - strengths/limitations <p>Top tips</p> <ul style="list-style-type: none">- use bullet points instead of full sentences- use symbols and abbreviations- leave a line between ideas- don't mindlessly copy from the slides or textbook - write in your own words where possible- use a method that works for you. Take notes in a format that you understand so you can make sense of them later.		
<h2>SUMMARY (reflect & review)</h2> <p>AIM</p> <p>review the main ideas + reflect on their importance</p> <p>WRITTEN AFTER CLASS</p> <p>Briefly summarise the main points from your notes. This section is useful when searching for info later.</p> <p>Think about:</p> <ul style="list-style-type: none">- why is this info important?- what conclusions can I draw?			



REVIEW / REVISE

A Level Art Textile uses the same assessment criteria as GCSE; these are the objectives you work with throughout the course. You now have some time before Year 12 starts to design and plan for your New A Level project.

Using the assessment objectives below, start designing and researching your A Level Project.

AO1 - Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.



- Decide on your theme and maturely develop your ideas.
- Virtually visit galleries, museums and places of interest.
- Research artists, whose work is relevant to your genre or their technique is a style you wish to experiment with. Make visual and written connections with the artists' work.
- Make sophisticated responses to contextual and other sources.

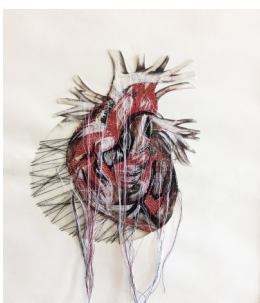


AO2 - Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

- Decide what media you want to work in, practice, experiment and explore these materials.
- Develop a mature selection of relevant resources, media, materials, techniques and processes.
- Develop your style, and techniques.
- Practise and master the tools that you are using.

AO3 - Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

- Continue to practise and refine your skills.
- Maturely develop your ideas.
- Practise and refine your observations.
- Ensure that your record and observations are insightful and reflect the intentions of your project.
- Develop your ability to reflect and analyse your work and progress.



AO4 - Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

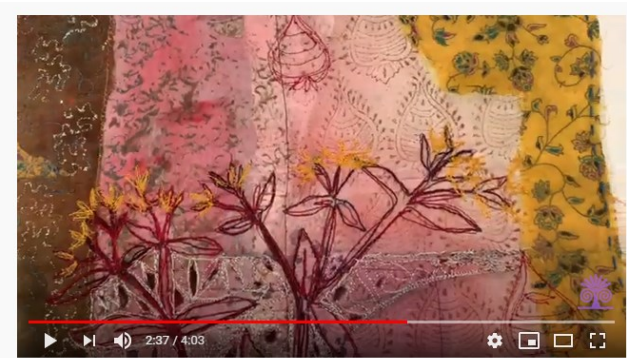
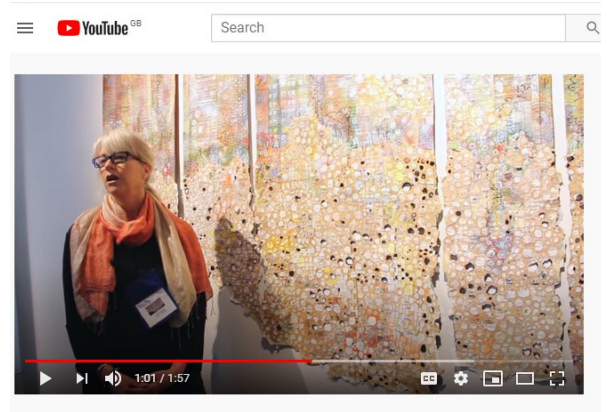
- Make a personal and meaningful response to the project as a whole.
- Ensure that preparatory studies are meaningful to your intentions.
- Ensure that you have experimented and developed your project, to create imaginative final outcome/outcomes.



WATCH

Watch the three videos below, use the Cornell note system to reflect on their work.

<https://youtu.be/OzHvkK-QLUM-> Deirdre Adams



https://youtu.be/_NHKOKuj0WY Cas Holmes

<https://youtu.be/jfIFx6TT8nE> Anne Kelly



Youtube: A Level Art textiles projects

There are hundreds of A Level students who have uploaded their portfolio and exam work to YouTube.

Search for 'A Level Textile students', watch some of these videos, and in a short essay describe the journey of their project in your own words.



LISTEN TO

Listen to this podcast who are YBA's?

Look up these artists' work and save their images on to a PowerPoint presentation.

Research one of the Artist pieces.

What is the piece about?

What does the artist say about their own work?

What do the art critics say about the work?

What do you think of the work and Why?

<https://www.tate.org.uk/art/art-terms/y/young-british-artists-ybas/grace-dent-on-YBAs-and-Shoreditch>

Bellow are some other podcasts you might want to listen to.

<https://www.tate.org.uk/art/podcasts>

<https://www.royalacademy.org.uk/article/9-art-podcasts-to-help-you-pass-the-time-in-lockdown>

<https://soundcloud.com/southbankcentre/artist-interview-george-shaw-and-patrick-langley>



READ

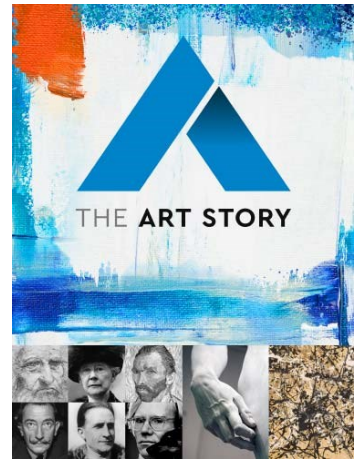
Textile Artist

This is a great website to read about a variety of textile artists: <https://www.textileartist.org/>

The Art Story

Choose an art movement that you like the look of from **The Art Story** website. Research this and write about who they were, what they were interested in and how they created art.

<https://www.theartstory.org/section-movements-timeline.htm>



This is Colossal

Read some articles from this website to find out about new artists you may not have heard of: <https://www.thisiscolossal.com/category/art/>

Art21

Read some articles from this website to find out about artists and the way they work: <https://art21.org/read/>

The Tate

Explore this website: <https://www.tate.org.uk/>

Other websites

Explore these websites:

<https://www.theguardian.com/artanddesign>

<https://www.moma.org/>



RESEARCH

Two inspiring Textiles Artists

A young artist with some inspirational work: <http://www.jamesfoxtextileartist.co.uk/exhibits/>

A young female with amazing animal work: <http://www.sophiestandingart.com/>

Some Virtual Tours

These links will help you with Task 5 on the next page.

Download: <https://www.galleriesnow.net/artpassport-app/>

National Gallery: <https://www.nationalgallery.org.uk/visiting/virtual-tours>

Musee d'Orsay Paris: <https://artsandculture.google.com/streetview/mus%C3%A9-d%E2%80%99orsay-paris/KQEnDge3UJkVmw>

J Paul Getty Museum: <https://artsandculture.google.com/streetview/the-j-paul-getty-museum/cwFdGYSXlaOg6w?hl=en&sv lng=-118.473493&sv lat=34.0771277&sv h=-18&sv p=0&sv pid=SQiOe6lNRxGuLEN-mwxVdA&sv z=0.9999999999999997>

Guggenheim Bilbao: <https://artsandculture.google.com/streetview/museum-guggenheim-bilbao/6gGSw-L3-Xukfg?sv lng=-2.933942053015357&sv lat=43.26901228305439&sv h=180&sv p=0&sv pid=Tk9ve7EHhLyl3-rprdGXYQ&sv z=0.9999999999999997>

Forge Mill: <https://www.forgemill.org.uk/web/exhibitions/>

Royal Gallery: <https://www.royalacademy.org.uk/>



COMPLETE

Task 1

- Choose a theme from the title 'Surfaces'. Start researching your A Level Project
- Research A Level Art Textiles and Fashion work on Pinterest
- Produce one or two A3 mood boards
- <https://www.apparelentrepreneurship.com/how-to-create-a-fashion-mood-board/>
- <https://fashioninsiders.co/toolkit/how-to/what-is-fashion-moodboard-and-how-to-create-one/>

Task 2

- When producing your mood board, find images based on your theme
- Find fashion illustrations / fashion inspired by your theme
- Colour palette
- Add textures and material
- Font and Keywords
- Think about layout – photograph it and try again, until you are happy!

Task 3

- Watch the video – this girl produces a real well explored 'Visual Spider Diagram' on the theme Circles
- Think about how you could present your 'Visual Spider Diagram'
- <https://www.youtube.com/watch?v=okLVRFKgd9w>
- Now look at other examples on the 'Student Art Guide' website.
- <https://www.studentartguide.com/articles/how-to-make-a-mindmap-creative-ideas>

Task 4

- Take 100 photos of your theme



APPENDICES / RESOURCES

Equipment you are advised to have

Although we have excellent equipment at school, its important you have equipment to work with at home. Suggested materials are: a range of tonal paint pencils HB-6B, good quality coloured pencils (Prisma Colour are popular), a set of paints that you enjoy working with (this could be oil paint, acrylic, Gouache or water colour) and a good range of paint brushes.

Art Reading List

This Is Modern Art by Matthew Collings.

A World History of Art by Honour and Fleming.

Ways of Seeing by John Berger.

Art Now 4 edited by Hans Werner Holzwarth

Illustration Now 5 by Julius Wiedemann.

The Power of Art by Simon Schama BBC.

The Private Life of a Masterpiece. BBC.

It is important that you regularly visit art galleries.

Larger galleries and Museum spaces, all with permanent exhibitions:

The Tate Modern- Modern and Contemporary art

The Tate Britain- British Art

The Victoria and Albert Museum

The Design Museum

The National Portrait Gallery

Contemporary Art Galleries with changing exhibitions:

The White Cube

The Saatchi Gallery

The Whitechapel Art Gallery

The Crafts Council Gallery

Cork Street Galleries

Useful Websites

Student Art Guide www.studentartguide.com

The British Museum www.thebritishmuseum.ac.uk

Hayward Gallery www.hayward-gallery.org.uk

Victoria and Albert Museum www.vam.ac.uk

Whitechapel Gallery www.whitechapel.org

Modern Painters UK www.moderpainters.co.uk

Pinterest www.pinterest.com

National Gallery www.nationalgallery.org.uk

National Portrait Gallery www.npg.org.uk

Tate Britain/ Modern www.tate.org.uk

ICA www.ica.org.uk

<https://www.ocr.org.uk/qualifications/as-and-a-level/art-and-design-h200-h600-from-2015/>