

Hilbre High School Art Textile Knowledge Organiser/Autumn Term

Y10 Project 1 Coursework - Food

This term you will begin work on a project with the theme of 'Food'. This term we will focus on research and gathering information relevant to your project. You will look at the work of a range of artists and designers. You will also begin looking at potential sources of information such as different types of food, where food comes from or any unique direction you chose to take the project, which may become the focus of you project. You will combine your research of artists and designers along with this subject research to help you eventually develop a range of design work (Spring Term) that ultimately will lead to a textile response as a final outcome (Summer/Autumn term of Y11).

Specific Artist Research 1 - complete a double page presentation on the artist Priscilla Jones, including textile sample responses to the artist work.

Artist Research 2 & 3 - complete a double page presentation on each artist of your choosing (from provided list), including textile sample responses to the artist's work

Skills workshops - experiment with a wide range of textile techniques found in the reference artist's work such as but not limited to: mono printing, batik, applique, embroidery, free motion embroidery, fabric manipulation, knitting/crochet and needle felting.

Annotation - record information about each artist you have researched, including what their influences are, materials they use, comment on the style, colour, and presentation of their work along with an explanation of why you have chosen to look at their work and your opinion of it.

Presentation - Establish a presentation style to use across your sketchbook in this project, think carefully about, title, font, use of colour, borders, mounts.

Project Word bank

Media - The substance that an artist used to make art e.g. paint, fabric, pencils, thread etc

Artist influence - the impact an artists' work has had on your own work/how it can be seen in your work

Mono Print - Where ink is transferred onto paper/material or other surface by drawing over a prepared paper

Impact Piece - a piece of work that stands out against the rest of your page, this could be because of detail/colour/materials used/scale

Scale - The size of a piece of work

Technique - The method used to complete the art work, can be generic such as painting or more focused such as applique

Line drawing - a simplistic drawing using only basic outline and limited details. Usually black and white.

Tone - The lightness or darkness of something

Texture - the surface quality of something, the way something feels or looks like it feels.

Skills bank (highlight when completed)

Gather a range of good quality images for each of your chosen artists.	Establish a theme presentation style for your sheets.	Explore a range of relevant artists/designers and select 3 that interest you. Explain why.	Annotate your work to explain the processes you have used and why. Evaluate and reflect on your work.
Experiment with a range of materials influenced by your selection of artists and the techniques they use.	Demonstrate links to artists and designers through annotation and explain connections to your own work.	Complete a textile sample response for each of your chosen artists	Be able to recognise and describe prior learning and how you have developed these techniques/use of materials

HW

Ongoing tasks will be set throughout the term in response to individual students journeys.

Hilbre High School Art Textile Knowledge Organiser/Spring Term

Y10 Project 1 Coursework - Food

This term you will continue to explore your theme of Food. Having completed your research last term you will use this term to experiment further with techniques, materials and artists influences. Using this experimentation you will ultimately complete a final outcome based on all you have learned and using your prior knowledge of composition, scale, proportion, colour theory, and making links to artists and designers.

Primary research - take a series of your own photos showing connections to your theme

Secondary research - gather imagery that reflects your theme and is useful and relevant in exploring Food.

Drawings - create a series of drawings and half drawings using your primary research as the focus for your work - *remember drawing does not have to be in pencil!*

Experiments - explore a range of materials and techniques creating samples and developing experiments from artist research samples

Development- using your experiments to inform; develop ideas (3 approx.) leading to your own food outcome

Annotation - explain your work and links to your artists/effectiveness of experiments/how you are building skills relevant to your project/project goals

Final outcome - present your final Food response(s) using appropriate materials/techniques and influences.

Project Word bank

Mixed Media - combining more than one material into the same piece of work e.g. embroidery stitch on top of a quilted piece of fabric or free motion stitch on top of a tie dyed fabric etc.

Composition - the position of the imagery/elements on a surface

Annotate - written notes that explain your work, thoughts, ideas, links to other artists, links to other sources/techniques, prior learning

Process - The method used to create artwork that usually follows a range of steps rather than just one skill

Final outcome - A response concluding all preparatory work together into one piece or series of work.

Techniques - The method(s) used to complete the art work, can be generic such as painting or more focus such as blending/layering/dying etc.

Skills bank (highlight when completed)

Take a series of photos of relevant subject matter to incorporate into your project. (primary research)	Complete a series of drawings using your own photos as the focus.	Explore and experiment with a range of textile techniques appropriate to your work (min 3 techniques).	Annotate your work to explain the processes you have used and why. Evaluate and reflect on your work.
Experiment with a range of appropriate materials such as, batik, applique, free motion embroidery, applique, fabric manipulation, knitting/crochet and needle felting,	Demonstrate links to other artists and designers through experiments and annotation and explain connections to your own work.	Develop a series of designs using appropriate imagery as the focus, reflect on and refine this work to bring your project to a final outcome(s)	Be able to recognise and describe prior learning and how you have developed these techniques/use of materials

HW

Ongoing tasks will be set throughout the term in response to individual students journeys.

Hilbre High School Art Textile Knowledge Organiser/Summer

Y10 Project 1 Coursework - Food

This term you will be using your experimentation of food and textile styles and techniques to help you develop a series of designs leading to a final outcome or series of outcomes. Based on all you have learned through your research and experimentation phases and using your prior knowledge of composition, scale, proportion, colour theory, and making links to artists and designers; your outcome should show clear links to the journey your project has taken.

Development- using your experiments to inform; develop ideas (3 approx.) leading to your own food based outcome

Annotation - explain your work and links to your artists/effectiveness of experiments/how you are building skills relevant to your project/project goals

Final outcome - present your final outcome(s) using appropriate materials/techniques and influences.

Standardisation of coursework - make any amendments or improvements to previous coursework sheets to ensure quality

Project Word bank

Mixed Media - combining more than one material into the same piece of work e.g. embroidery stitch on top of a quilted piece of fabric or free motion stitch on top of a tie dyed fabric etc.

Scale/proportion - the size and space required to ensure a piece is presented accurately

Composition - the position of the imagery/elements on a surface

Annotate - written notes that explain your work, thoughts, ideas, links to other artists, links to other sources/techniques, prior learning

Process - The method used to create artwork that usually follows a range of steps rather than just one skill

Techniques - The method used to complete the art work, can be generic such as painting or more focus such as blending/layering/dying etc

Refine- change and adjust your work making small improvements to improve quality

Skills bank (highlight when completed)

Refine design ideas using both traditional methods and photographic composition layouts to design concluding piece(s) of work	Use different techniques to create a range of experiments that inform your design ideas. Explore, scale, colour, composition and visual effects.	Create a photo 'diary' to visually explain the tools and processes you have used to develop your final outcome.	Annotate your work to explain the processes you have used and why. Evaluate and reflect on your work.
Create final outcome(s) based on design work which highlights the most successful elements of your coursework	Development- use your experiments to develop ideas (3 approx.) with textile samples based on each design	Demonstrate links to other artists and designers through experiments and annotation and explain connections to your own work.	Standardise all coursework sheets ensuring they are presented to an equally good standard and are fully realised.

HW

Ongoing tasks will be set throughout the term in response to individual students journeys.

Hilbre High School Art Textile Knowledge Organiser/Spring Term

Y11 - Exam Unit

This term you will complete your externally set task. You will be given a selection of starting points for this project by the exam board AQA. You will choose one starting point to base your project around. You will follow the usual structure to complete a full project as shown below. You will complete several weeks of preparation followed by a 10 hour practical exam.

Artist/designer research - you should look at the work of a range of relevant artists/designers (min 2)

Primary research - take a series of your own photos showing connections to your theme

Secondary research - gather imagery that reflects your theme and is useful and relevant in exploring your theme.

Drawings - create a series of drawings and half drawings using your primary research as the focus for your work

Experiments - explore a range of materials and techniques relevant to your theme/artists

Development- using your experiments to inform; develop ideas (3 approx.) leading to your final outcome

Annotation - explain your work and links to your artists/effectiveness of experiments/how you are building skills relevant to your project/project goals

Final outcome - present your final piece using appropriate materials/techniques and influences.

Project Word bank

Independent work - work led by you the student

Structure - the way the work is organised in order

Mixed Media - combining more than one material into the same piece of work e.g. working into a watercolour painting with a fine liner Scale/proportion - the size and space required to ensure an image is presented accurately

Annotate - written notes that explain your work, thoughts, ideas, links to other artists, links to other sources/techniques, prior learning

Process - The method used to create artwork that usually follows a range of steps rather than just one skill Final outcome - An image or 3D piece pulling all preparatory work together into one piece or series of work.

Techniques - The method used to complete the art work, can be generic such as painting or more focus such as blending paint Materials - the equipment/substance you use to create art with e.g. paint

Skills bank (highlight when completed)

Take a series of photos of relevant subject matter to incorporate into your project. (primary research)	Complete a series of drawings using your own photos as the focus.	Explore and experiment with a range of techniques appropriate to your work and the artists you have used.	Annotate your work to explain the processes you have used and why. Evaluate and reflect on your work.
Experiment with a range of appropriate materials such as, batik, applique, free motion embroidery, applique, fabric manipulation, knitting/crochet and needle felting,	Demonstrate links to other artists and designers through experiments and annotation and explain connections to your own work.	Develop a series of designs using appropriate imagery as the focus, reflect on and refine this work to bring your project to a final outcome.	Be able to recognise and describe prior learning and how you have developed these techniques/use of materials

HW

Ongoing tasks will be set throughout the term in response to individual students journeys.

A01

EXPLORE
ANNOTATE
BEGIN TO LINK A
THEME IMAGES
TO YOUR CHOSEN ARTISTS WORK
WRITTEN ANALYSIS
LINK ARTISTS WORK TO
IDEAS AND ARTWORK
RESEARCH

Assessment objectives

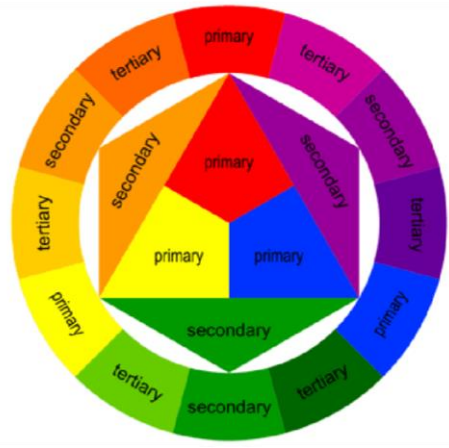
The four Assessment objects are worth the same amount of marks each, so it is important that you have evidence for all of them within each project or exam unit you complete. These descriptions explain what we are looking for to give marks for each one.

A02

EXPERIMENT
WITH A
RANGE
OF MEDIA
WATERCOLOUR
CLAY
MIXED MEDIA
PHOTOGRAPHS
OIL PASTEL
DRAWING
TEXTILES
PEN AND INK



Tonal shade



Colour Wheel

A03

IDEAS
OBSERVATIONAL
DRAWINGS
ALL ARTWORK
LINKING TOGETHER
PLANS, DESIGNS
IN A RANGE OF EXPLANATIONS
DIFFERENT MEDIA
ANNOTATION

Useful Websites:

- www.thisiscolossal.com
- www.tate.org.uk
- www.studentartguide.com
- www.vam.ac.uk/collections
- www.library.dmu.ac.uk/Fashion-Textiles/useful

A04

FINAL
MEANINGFUL PIECE OF WORK
INFORMED SHOW UNDERSTANDING
RESPONSE LINKS
LINK BETWEEN VISUALS AND ARTISTS
PRESENTATION RELEVANT

ART TEXTILES GCSE KNOWLEDGE ORGANISER

Images (photocopied) of the artist/designers work	Title (typically no bigger than 10% of sheet and using an appropriately matched font)	Fonts/text used by designer/artist
Artist/designer info-this should not be plagiarised and can include your thoughts/feelings/issues with their work	Large, good quality photo copied image of artist/designers work	Fill gap with relevant colour/text or image
Half image of a work by a designer/artist	Completed half of left panel done by yourself	Piece showing colours &/or techniques used by a designer/artist
Any visual information on patterns or motifs used by designer/artist		

Impact piece, this should be largest on your sheet and link to what you are studying it should use materials like colour pencils, watercolour or acrylic NOT sharpies/felt tips

Artist Research Example Layout

Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle

Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other

Simplify and fill. Enlarge or crop the image to fill the space

Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C

Composition Examples

Techniques and skills



Applique



Needle Felting



Knitting



Embroidery/Hand stitching



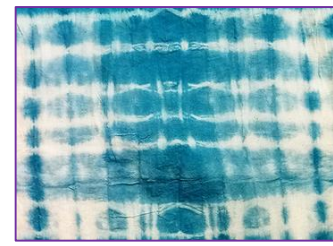
Crochet



Batik



Free machine embroidery



Tie Dye

Plus many more fabric manipulation techniques such as melting, trapping, waxing, rusting, pleating, smocking... the list is endless!

	AO1	AO2	AO3	AO4
Marks	Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
24 Convincingly	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language.
23 Clearly				
22 Adequately				
21 Just				
20 Convincingly	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas. A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.
19 Clearly				
18 Adequately				
17 Just				
16 Convincingly	A consistent ability to effectively develop ideas through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions. A consistent ability to demonstrate understanding of visual language.
15 Clearly				
14 Adequately				
13 Just				
12 Convincingly	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.
11 Clearly				
10 Adequately				
9 Just				
8 Convincingly	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
7 Clearly				
6 Adequately				
5 Just				
4 Convincingly	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.
3 Clearly				
2 Adequately				
1 Just				
0	Work not worthy of any marks.			



Tonal Landscape, Colour Landscape, Enlargement, Mixed Media, Relief Work



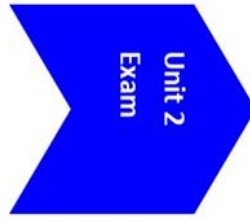
1 & 2 Point Perspective, Local Architecture/Research, Tone and Colour, Mixed Media



Typography, Design Ideas, Colour with Pattern, Low Relief Construction



Expectations/Past Work, Project Layout, Generic Research Sheet 1, Specific Research Sheet 2, Primary Source Sheet 3



1 Image Experimentation Sheet 5, Final Idea Sheet 6, Final Piece



Pre-Course Sketchbook with 5 Titles: Fine Art, Art Textiles, Graphic Communication, 3D & Photography



Complete Prep and 15 hr Externally Set Task/Exam



Colour Wheel, Warm/Cool Colour, Colour Families, Colour Mixing, Pastel Colour



Research, Colour Palettes (Earthy Tones) Texture, Repeated Pattern, 3 Colour Reduction Print, Digital Response



Graphics vs. Art, Brief, Design Process, Thumbnail/Layout Designs, Final Response



Resource Observation Sheet 4, 1 Image Experimentation Sheet 5, Final Idea Sheet 6, Final Piece



Externally Set Task/Exam Prep, Generic Research Sheet 1, Specific Research Sheet 2, Primary Source Sheet 3, Resource Observation Sheet 4, 1 Image Experimentation Sheet 5,



Completion of Pre-Course Sketchbook, Short Essay and 5 hr Exam, Start Personal Investigation



Externally Set Task/Exam, Preparation Period (Artist Research, Primary Source, Experimentation, Ideas)



Line, Texture, Tone Form, Composition



Pattern, 3D, Group Work, Flat Colour, Construction



Facial Proportion, Artist Research, Scale/Grid System, Brio Techniques, Muted Tones



Generic Research Sheet 1, Specific Research Sheet 2, Primary Source Sheet 3, Resource Observation Sheet 4



Final Idea Sheet 6, Final Piece/Exam 10 Hours



Personal Investigation A3 Sketchbook + 1000-3000 word Essay, Artist Research, Primary Source & Experimentation (starting)



Complete Personal Investigation Experimentation, Development of Ideas, Final Idea and Final Piece. Hand in Essay.



TRANSITION