

# Tarporley Sixth Form College

## Fashion and Textiles A Level A601QS

### Programme of Study



Exam Board: Eduqas

50% Examination

The written examination of 3 hours includes a mix of structured and extended writing questions assessing learners' knowledge and understanding of:

- technical principles
- designing and making principles

All of which relate to Design and Technology in the 21<sup>st</sup> Century.

50% NEA Task

A sustained design and make project of up to 80 hours, based on your own brief with discussion with your teacher to give you the opportunity to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and outcomes, including detailed prototypes using a range of materials and developing an iterative approach to your designing and making.

Name	
TARGET GRADE	
ASPIRATIONAL GRADE	



## Your Assessment Objectives:

AO1 Knowledge	Identify, investigate and outline design possibilities to address needs and wants.
AO2 Application	Design and make prototypes that are fit for purpose.
AO3 Analyse and Evaluate	Analyse and evaluate – Design decisions and outcomes, including for prototypes made by themselves and others. Consider the wider issues in Design and Technology
AO4 Demonstrate	Demonstrate and apply knowledge and understanding of Technical principles Design and making principles

# Your Key Topics over the Course:

Topic	Key Content	Recommended Reading:
What is Fashion?	The purpose of Fashion, as an industry researching the market, client needs and determining the marketability of fashion products.	Fashion magazines Vogue, Selvedge and London, Paris and NY Fashion week.
Designing and Innovation	To consider the range of external influences and demands which effect Fashion designers.	<i>Fashion Designers sketchbook</i>
Materials and Components	All Textile fibres, their working characteristics and an awareness of Modern material technology and how to select the correct material for a specific requirement.	The Cutting Edge-Lesley Creswell Extreme Textiles-Matilda McQuoid Designing with Smart Materials Sarah Kettley
Processes - techniques	Developing a detailed knowledge and understanding of a wide range of processes such as prototyping, use of CAM, tools and techniques.	Fabric Manipulation-Ruth Singer Introducing pattern cutting-Ann Tuit
Industrial and Commercial Practice	The methods of Industrial practice and how to apply commercial practice in designing and making activities.	Pattern Magic Tomoko Nakamichi
Product Analysis and Systems	Assessing existing products and visualising new products whilst considering the context of the past, present and the future.	Clothing Technology- Europa Lehmittel
Human Responsibility	Developing an awareness of social, moral, ethical and legal responsibilities which may affect the nature of the product.	Eco Design the Sourcebook Alastair Fuad - Luke
Public interaction	Marketing and research considering the social, economic, cultural and ethical issues influencing a textile product.	
Applying Core Knowledge, Understanding and Skills.	The Non Exam Assessment (NEA) developing a brief and an iterative approach to Design and Technology in the 21 <sup>st</sup> Century.	

## Key words to learn:

Keywords	Definition
Fashion Design	Fashion design is the art of application of design and aesthetics or natural beauty to clothing and accessories.
Human Responsibility	People considering social, moral, ethical and legal awareness in their products
iconic	An <b>iconic design</b> is usually a design that is 'ground breaking' and one that sets new standards in its field. It is a design that other designers and manufacturers follow, as it becomes a bench mark for other similar products. Furthermore, an iconic design is one that stands up to the test of time, remaining a good design, despite the passing of years, decades and even centuries
iterative	Iterative design is a design methodology based on a cyclic process of prototyping, testing, analysing, and refining a product or process. Based on the results of testing the most recent iteration of a design, changes and refinements are made.
Morphological Analysis	Identifying the key features of a product and then considering different ways of achieving the features. E.g. A jacket might have a wool fabric outer with a silk lining and brass buttons, two pockets Many different combinations can be considered to come up with hundreds of different solutions.
Sustainability	an avoidance of the depletion of natural resources in order to maintain an ecological balance.

## Year 12: Term 1

Introduction to the course and outline to Project 1 given.

Project 1- a context is set for discussion and the opportunity given to consider their own brief for development for a fashion accessory.

- Iterative design approach to an accessory product for a designer of your choice.
  - Investigation and research on the designer / client – looking at Lulu Guinness and existing products.
  - Fibres and suitable fabrics. Revisiting Construction –looking at knitting, Weaving and Bonded materials
- Practical techniques and processes felt making, needle felting, fastenings, zip insertion, buckles, straps, linings, pockets and reinforcements. Evaluation and testing of their product with the client.
- Influences taken from London and Paris fashion weeks.

Assessment 1: Timed exam on topics covered in Project 1

Assessment 2: Timed exam questions from Eduqas exemplar questions.

Project 2 – Coco Chanel and the little black dress.

Focus on pattern drafting and adapting patterns to create an iconic LBD – creating a detailed manufacturing specification and looking at mass manufacture in the fashion industry. To consider simply the historic influences and then make the design adapting a block.

**Classwork will be supported by set essay homework's, revision questions and tasks and** presentations of research.

Assessment 1: Timed exam questions on topics covered in Project 2

Assessment 2: Timed exam questions from Eduqas exemplar questions.

## Year 12: Term 2

- Junky styling
- Creating garments which are ethically made considering recycled / reused items.
- Effects of globalisation on the Earth
- Sustainability ,alternative methods of production and green designers
- Lifecycles of products
- Core spun yarns,

Assessment 1: Timed exam questions –Designing and innovation

Assessment 2: Timed exam questions- Human Responsibility

Assessment 3: Mock Exams

## Year 12: Term 3

Introduction of the NEA task applying core knowledge, understanding and skills.

Ongoing – timed weekly exam practice / essay writing.

## Year 13: Term 1

NEA Task –Continuation of the NEA task and Theory work

Assessment 1: Timed exam questions on materials and components.

Assessment 2: Timed exam questions –Commercial Methods

## Year 13: Term 2

- Theory work industrial methods
- Submission of the NEA task

Assessment 1: Timed exam questions revision on industrial methods

Assessment 2: Timed exam Public interaction

Assessment 3: Mock Exams

## Year 13: Term 3

- Revision
- Timed exam practice

External exams

Ongoing – timed weekly exam practice

# Top Study Tips:

Follow: [missthompson](#) on Pinterest



All sorts of useful posts, inspiration, ideas, information and links to useful websites. Invaluable help with your Fashion and Textiles 'A' Level with current articles, exam tips and research gems.

Have a Lever Arch Folders for all Theory work

Use file divides to organise each topic. File your notes carefully each week – remember to date classwork so you remember the sequence of each lesson. This will make revision easier.

You will need to keep a small sketchbook with you at all times to collect ideas and note anything you see about Fashion and Textiles. Looking at magazines and newspapers the internet. Visits to shops or galleries can be noted in your book as a record of what you have seen.

A Display Book to store worked samples, fabrics and experiments.

A Flip File will be needed to store your NEA task.

Use your Worksheets to aid your revision.

For each unit you will get worksheets to support you with key topics. Use these to make cue cards – put the term on one side and the definition on the other - useful now and a great revision aid for later.

Type up class notes and add to them.

This is a great way to consolidate your knowledge, commit things to memory and make your knowledge deeper.

Keep revisiting work and topics

Don't simply file away and forget. Routinely to go over last term / year's work.

Read around and use your sketchbook to be excited about Fashion and Textiles, as it is always in the news and constantly changing. You need to be aware of designers and their impact and developments in industry. Use Pinterest and Instagram as the Textiles industry wants you to know about them. Use the library or borrow books from the department.

# Scheme of Work

## Term 1 – Autumn Term

Nine lessons a fortnight.

Weeks 1&2

Introduction to course - London Fashion Week Research on Fashion Designers for homework

**and the 'Wools for School' Competition. Looking at the design process and the iterative approach.**

Students to organise a sketchbook and Design Folder. Storage/fashion bags

Weeks 3&4

Wool focus as a fibre practical of experimenting with Felt making and needle felting.

Considering the designs of Lulu Guinness and experimentation with her techniques/target market and her narrative.

Weeks 5&6

Context and writing Specification drawing ideas and identifying Target Market. Cyanotype printing.

Weeks 7&8

Modelling with paper and creating patterns or vessels using wool to create and test a prototype-Seams and neatening and use of the over locker. Analysing and Evaluating the Techniques to be used / construction and how it would be modelled in Industry using ICT. Considering accuracy and consistency if several were to be produced on a production line. Theory revise Production types.

Weeks 9&10

Evaluation and getting feedback from users. Improvements that could be made.

Project 2 - The Little Black Dress

LBD project- the influence of Chanel as a designer on Fashion. The modern day LBD using the Pattern magic books to construct a dress template. As the Little Black Dress is an iconic **design which was 'ground breaking' and one that sets new standards in its field. It is a design that other designers and manufacturers follow**, as it becomes a bench mark for other similar products. Furthermore, an iconic design is one that stands up to the test of time, remaining a good design, despite the passing of years, decades and even centuries. The Little Black dress remains one of the most popular dresses available on the market. Focus will be on pattern drafting whilst developing an iterative approach to decorative techniques. Using fabric manipulation to create Suffolk Puffs, Darts, and Pin tucks, Pleats, Layering and Thai Patchwork. How to apply lace, net and concealed zips.

Weeks 11&12

Introduction to LBD project- Research the influence of Chanel as a designer on Fashion. Look at the website to see an example of a modern day LBD using the Pattern magic books to construct a dress template in small scale. Brief and Specification.

Weeks 13 &14

Iterative approach to decorative techniques. Using fabric manipulation to create Suffolk Puffs, Darts, Pin tucks, Pleats, Layering and Thai Patchwork. How to apply lace, net and concealed zips.

Weeks 16 & 17

Making toiles in calico and designing their own pattern to the LBD.

The students will be set homework to analyse their LBD toiles over the hoilday and specification analysis sheet. Asking their TMG and testing their toile- analysing and modifying their designs.

## Term 2 - Spring Term

### Weeks 1 & 2

Creating the LBD – photographic diary and comparison to Mass Manufacturing Techniques. Quality Control and Quality Assurance identified and applied. Peer Evaluation and Testing.

Comparing with existing products available on the High Street.

Wool for schools deadline confirmed and look at designs.

### Week 3&4

Materials and components –Theory on Polyester / Cotton / Go over two main fibre sources and regenerated fibres and Tencel – an environmentally friendly fibre.

### Week 5&6

Research into ‘Junky Styling’ as a company and an industrial practice – compare with a High street store and identify the Textile Processes used. Investigate other ethical designers- consider Fair Trade / H&M recycling / M&S Plan A / **Howie's** / Keen

Create Brief and Specification for a recycled design – Designing through sketching.

Analyse Eco Friendly Products provided by School –Research own examples.

Half Term – Source resources to create recycled garments.

Week 7&8 & 9-10 Creating, analysing and developing the recycled product.

Week 11-12 – Evaluating the cost /work hours and calculating a selling price.

Term 3 will focus on mock exams and starting the NEA task. The Task is to be set by the student and it should give them the most opportunity to gain high results in the assessment. The scheme currently is quite fluid.

Areas of focus though out the course will be:

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Public interaction	Marketing and research considering the social, economic, cultural and ethical issues influencing a textile product.
Applying Core Knowledge, Understanding and Skills. NEA task. 50% of Assessment	The Non Exam Assessment (NEA) developing a brief and an iterative approach to Design and Technology in the 21 <sup>st</sup> Century. This task should take 80 hours in timetabled lessons. Therefore most of Year 13 will be formed by the NEA task and Theory and tests on the above criteria.