



Accredited

# OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN ART AND DESIGN

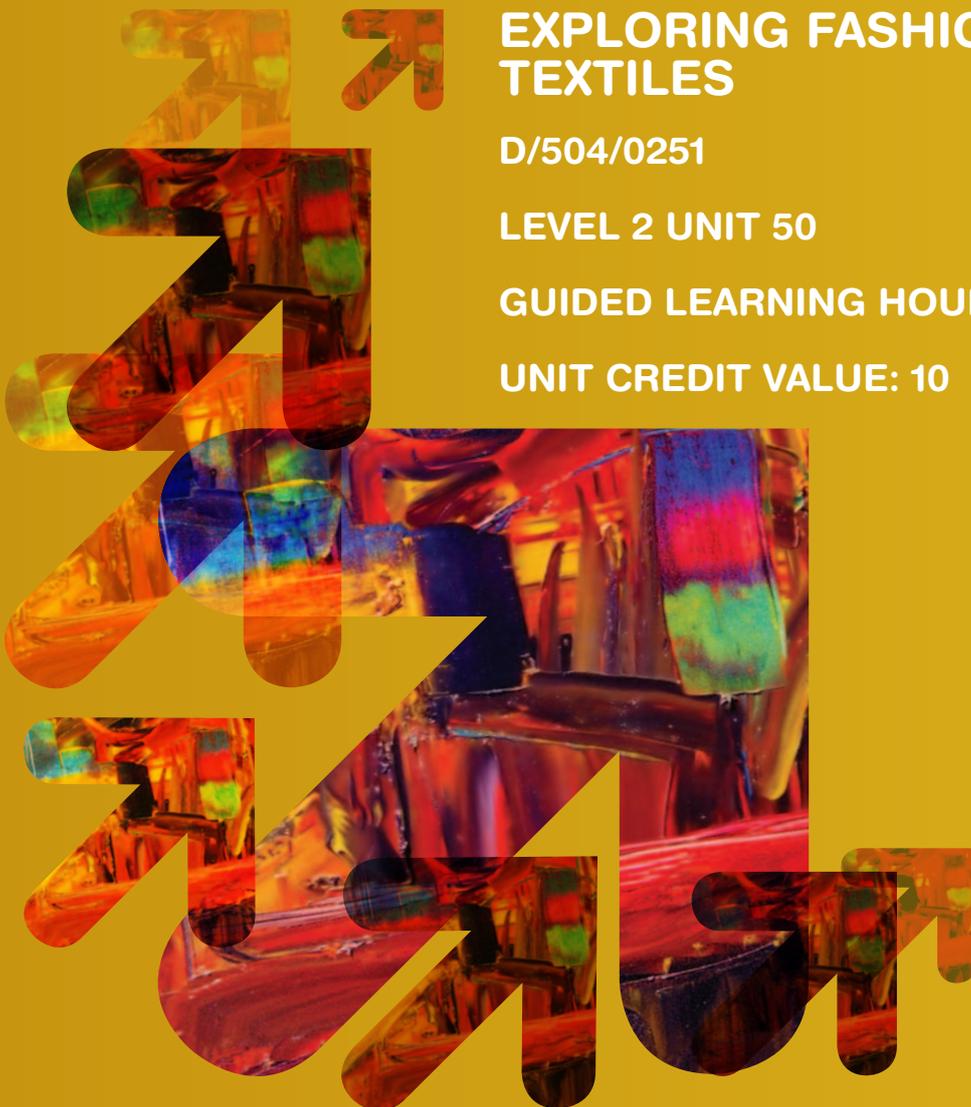
**EXPLORING FASHION AND  
TEXTILES**

D/504/0251

LEVEL 2 UNIT 50

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# EXPLORING FASHION AND TEXTILES

D/504/0251

LEVEL 2

## AIM OF THE UNIT

By completing this unit, learners will understand the work of textile artists and fashion designers and the safe use of materials, processes and techniques. They will be able to develop an idea for a fashion or textile outcome, in response to a project or brief. They will then produce the final fashion or textile outcome.

## ASSESSMENT AND GRADING CRITERIA

| Learning Outcome (LO)                                                                                            | Pass                                                                                                                                                    | Merit                                                                                                                                                                                                                                                                                                                                     | Distinction                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will:                                                                                                | The learner can:                                                                                                                                        | To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:                                                                                                                                                                                                                                 | To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:                                                                                                                                                                                |
| 1 Understand the fashion and textiles work of artists and/or designers                                           | P1 Learners use annotated studies to investigate the work of textile artists and/or fashion designers                                                   |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                          |
| 2 Be able to safely use the materials, processes, techniques and equipment needed to create fashion and textiles | P2 Learners explore fashion and/or textiles by producing a range of samples to demonstrate their understanding of materials, processes and techniques   | M1 Learners show a good level of skill when experimenting with a wide range of materials, techniques and processes. They create some interesting and imaginative fashion and/or textiles samples                                                                                                                                          |                                                                                                                                                                                                                                                                                                          |
|                                                                                                                  | P3 Learners demonstrate safe use of materials and equipment                                                                                             |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                          |
| 3 Be able to develop ideas for a final fashion or textile outcome, in response to a project or brief             | P4 In response to a project or brief learners generate a range of ideas for fashion or textile work, and select one appropriate idea to develop further | M2 Learners use their exploration into fashion and/or textiles to influence the development of personal, imaginative and thoughtful ideas in response to the project brief. They consider the ideas they have generated and choose the one that offers the best way forward. Learners explain their reasons for selecting the chosen idea |                                                                                                                                                                                                                                                                                                          |
| 4 Be able to produce final fashion or textile work in response to a project or brief                             | P5 Learners produce competent final fashion or textile work, in response to a project or brief                                                          | M3 Learners demonstrate proficient skills in producing successful final fashion or textile work. The work produced is generally of a good quality                                                                                                                                                                                         | D1 Learners produce original final fashion or textile work. The work is skilfully produced, generally of a high quality and displays a thorough understanding of the materials and processes used. It has a high level of visual appeal and successfully satisfies the requirements of the project brief |

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

### **Understand the fashion and textiles work of artists and/or designers**

For example:

- fashion designer/textile designer
- contemporary fine art textiles artists
- accessory designer (eg bags, hats, shoes etc)
- costume designer

Consider, for example:

- materials, techniques and processes used
- context of their work
- themes/concepts used.

### **Be able to safely use the materials, processes, techniques and equipment needed to create fashion and textiles**

For example:

- deconstruction/reconstruction
- knitting/weaving/felting
- distressing/manipulating
- recycling/plastic fusion
- mark making/stitching
- dyeing/resist
- printmaking/transfer techniques

For example, when using:

- batik, sewing machines, glue guns, irons, etc.

### **Be able to develop ideas for a final fashion or textile outcome, in response to a project or brief**

Project or brief could be set by a client or tutor acting as client.

Consider:

- suitability for purpose identified in project or brief
- other existing artists'/designers' work
- innovative combinations of materials/processes
- appropriate materials/techniques
- aesthetic qualities.

### **Be able to produce final fashion or textile work in response to a project or brief**

Realise your intentions by considering, for example:

- selecting and using materials, techniques and processes
- resolving technical difficulties
- modifying and refining ideas as work progresses
- visually communicating ideas, thoughts and feelings
- applying safe working practices.

## DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

This unit provides a great opportunity for a learner to explore the breadth of textile and/or fashion options from across art, craft and design. It is the wealth of diverse opportunities that exist between, on the one extreme, fine art textiles, and on the other, fashion design, that can be best investigated through the work of artists and designers.

**P1/P2/P3/M1** are likely to be done together as the learner investigates the work of textile artists and fashion designers and how to safely use materials, processes and techniques. Learners should explore and experiment with a range of traditional and non-traditional materials and processes, looking for innovative combinations and imaginative applications. This could identify a specialist area for possible further investigation through a brief or project.

A suitably stimulating brief or project that reflects the interests of the learner will need to be set by the teacher and could therefore be as little as a starting point to generate ideas, or a brief/commission set to give the learner a context in which to produce their fashion or textile outcome.

Evidence of ideas development **P4/M2** will be in the form of annotated sketches, trial pieces/samples etc.

The production of a final outcome **P5/M3/D1** could take many forms and depending on the nature of the project or brief, may be produced to scale, as a mock up etc.

Final outcomes will take many forms but must be accompanied by supporting evidence of all investigation, exploration and development work presented appropriately using annotated sketchbooks, presentation/design sheets, mood boards etc.

## RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for Tutor use. The resources in this section were current at the time of production.

### Books

|                                        |                                                                                                             |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Borrelli, Laird. (2004)                | <i>Fashion Illustration Next</i><br>Thames & Hudson<br>ISBN 0 500 28499 7                                   |
| Braddock Clarke, Sarah E et al. (2007) | <i>Techno Textiles</i><br>Thames & Hudson<br>ISBN 978 0 500 28684 5                                         |
| Colchester, Chloe. (1993)              | <i>The New Textiles</i><br>Thames & Hudson<br>ISBN 0 500 27737 0                                            |
| Constantine, Mildred et al. (1998)     | <i>Whole Cloth</i><br>The Monacelli Press<br>ISBN 1 885254 75 X                                             |
| Delaunay, Sonia. (1999)                | <i>Art into Fashion</i><br>George Braziller<br>ISBN 0 8076 1166 2                                           |
| Edmonds, Janet. (2005)                 | <i>Three – dimensional Embroidery</i><br>Batsford<br>ISBN 0 7134 8965 0                                     |
| Kettle, Alice. (1995)                  | <i>Eye of the Needle – The Textile Art of Alice Kettle</i><br>Telos<br>ISBN 0 952626799                     |
| Martin, Richard. (1988)                | <i>Fashion and Surrealism</i><br>Thames & Hudson<br>ISBN 0 500 01444 2                                      |
| Colchester, Chloe.                     | <i>Textiles Today: A Global Survey of Trends and Traditions</i><br>Thames and Hudson<br>ISBN-10: 0500513813 |
| Davis, Hywel.                          | <i>British Fashion Designers</i><br>Laurence King Publishers<br>ISBN-10: 1856696332                         |

## LINKS TO NOS

Creative and Cultural Skills – Design (2009)

**DES3** Use critical thinking techniques in your design work

**DES7** Contribute to the production of prototypes, models, mock-ups, artwork, samples or test pieces

**DES10** Create visual designs

ENTO – Health and Safety Standalone Units

**HSS1** Make sure your own actions reduce risks to health and safety



## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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