

Textiles – Course Description

Textiles is a two-year course where the emphasis is placed on the student getting to know all the main methods and techniques of textile work, both old and new. Great emphasis is placed on conceptual work in all the student's practical work and academic studies on the course aim to deepen the student's professional knowledge, increase his broad-mindedness and ability to put his work in context with society and the art world, and foster courage for further research and experiments with the medium. After completing the studies, the student can apply to complete a bachelor's degree at an art university, and it is then up to the respective university whether and to what extent the program is evaluated for university credits.

Admission to the program is a matriculation degree from an art program or similar education. Applicants submit sketchbooks and a portfolio of samples of their own work. Applicants are also called for an interview with the admissions committee.

The course is valued as 120 secondary school credits, where the student acquires skills at the fourth level according to the Icelandic Qualification Framework for Education (equivalent to EQF level 5). The program is divided into four semesters, and the work is based on a certain basic element in each one. The possibilities of the subject are examined from various angles and experiments are made with new approaches to materials and methods. A platform is created for fruitful discussion and academics and professionals from different backgrounds are brought in to shed different light on the subject and highlight its connections with history and society. In each semester, teaching in concept work and workshop work takes place simultaneously, but between these phases there is a great flow as the development of works and ideas go hand in hand. At the end of each semester, the student works independently on his own work. The course is largely practical, but approx. a quarter of all courses are theoretical studies. The academic courses include professional history, design history, art history and a seminar which is a platform for a variety of discussions about the subject, in addition to which students get an insight into philosophy, finance and critically discuss issues that are burning in society at any given time. With this, we try to look at the drawing in a larger context and in a broader light. Courses are either taught over the whole semester or in shorter sessions.

Learning assessment considers the learning goals set out in the course description. The course description stipulates the assignments and how the students' work in the course will be assessed. The framework for assessment is implemented in the school curriculum, but assessment at the school is based on telephone assessment with an emphasis on diverse assessment methods to meet the different needs of students. In practical studies, the assessment considers the students' competence in the relevant subject and their ability to express themselves and discuss the subject in writing, orally or in other ways. In addition to a grade, students receive an indicative review at the end of most courses. In consultation with study advisors, ways are found to solve tasks for students who have been diagnosed with specific learning disabilities.

To complete a course, a student must receive a grade of 5. The school curriculum provides more details on academic progress and practice.

Upon completion of studies, the student must have the ability to...

- work independently on defined projects
- work systematically on the development of ideas
- apply professional work practices

- communicate an artistic vision and ambition in their work
- communicate well with people and work closely with others
- communicate information about their own work in a clear manner
- maintain their knowledge and training by following innovations, events, and discussions in their field
- realize the responsibility of the artist/designer towards society and the environment
- know the working environment in their profession and diverse ways to present their work

Weaving

HUGM4XV03 (Conceptual Work) Weaving	3
LIST4NL02 (Art History) Modern Art	2
LITA4LX03 (Colour Theory) Textiles and colour	3
MÁLS4XV04 (Seminar) Weaving	4
TXTL4UV05 (Textiles) Wool Processing	5
TXTL4VF09 (Textiles) Weaving	9
VSTÆ4XV04 (Workshop) Weaving	4
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Knitting

SAGA4FX03 Textile History	3
HUGM4XP03 (Conceptual Work) Knitting	3
MÁLS4XP04 (Seminar) Knitting	4
TEIK4ST03 (Drawing) Sketch Drawing	3
TXTL4PR13 (Textiles) Knitting	13
VSTÆ4XP04 (Workshop) Knitting	4
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Technology and Environmental Awareness

HUGM4XT03 (Conceptual Work) Technology and Environmental Awareness	3
HÖNS4AH03 Design History	3
MÁLS4XT04 (Seminar) Technology and Environmental Awareness	4
MAPP4SF02 Portfolio	2
NÁMS4NF05 Study Tour	5
TXTL4EA09 (Textiles) Materials and Methods	9
VSTÆ4XT04 (Workshop) Technology and Environmental Awareness	4
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Textile Printing

HUGM4XP03 (Conceptual Work) Textile Printing	3
LIST4SL02 (Art History) Contemporary Art	2
MÁLS4XP04 (Seminar) Textile Printing	4
TEIK4MY05 (Drawing) Pattern Making	5
TXTL4PL12 (Textiles) Textile Printing and Colouring	12
VSTÆ4XP04 (Workshop) Textile Printing and Colouring	4
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Module descriptions:

Art History

The aim of the course is to deepen the student's understanding of the relationship between history and the present and to enhance his ability to use his knowledge of art history in practical learning and future art creation. The focus is on the period from the mid-19th century to the present day. The main currents and trends in visual art are discussed, and multi-faceted materials, techniques and methods are examined. Emphasis is placed on highlighting the influence of this period on art, design, and crafts of today. The student becomes familiar with various key works of visual art and makes connections with the main trends and trends of the period and deepens his ability to discuss the visual arts in a critical and theoretical manner.

Knowledge

Students have acquired general knowledge and understanding of:

- the main key works of Western art and design history from the Industrial Revolution to the present day
- the connection between history and the present
- a wide range of vocabulary and concepts about art and design

Skill

Students have acquired skill to:

- analyse works based on visual elements in a critical and constructive way
- analyse the influence of history on contemporary works and ideas
- discuss the visual arts in a critical and academic way

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- discuss with knowledge and perspective the main key works of art and design history from the Industrial Revolution to the present day
- write a clear, theoretical, and analytical text about the context of history and the present and take part in a critical discussion about culture, arts, and history
- apply their knowledge of art history in practical studies and in future art creation in their field

Design History

The goal is for the student to deepen his understanding of the context of history and the present, and of the importance of using the knowledge of the history of design in design work. The general history of design from industrialization to the present is covered extensively, but the focus is on 20th century design. The student gets to know the main trends and styles and studies the development considering the circumstances and the spirit of the times. The student also gets to know the main pioneers in arts and crafts and design in the 20th century. The course provides the student with the opportunity to gain a good overview of history, become more literate about the man-made environment and find it easier to put it in the context of professional history and general historical development.

Knowledge

Students have acquired general knowledge and understanding of:

- the general history of design and crafts from industrialization to the present day
- the context of Icelandic and international design history

Skill

Students have acquired skill to:

- diverse ways to present knowledge and communicate it to others
- work in collaboration with others on projects and presentations guided by the group's common goals
- use sources in a professional manner and write agile texts in written projects

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- connect their knowledge and understanding of the history of design with the discourse and zeitgeist of the time
- draw their own conclusions and justify them independently
- strengthen the uniqueness of their own works by placing them in a professional and historical context

Conceptual Work

The student gets to know methods of recording ideas, keeping track of them, and developing them further. The student is encouraged to work regularly in a sketchbook with the aim of developing and strengthening his visual language. The student is also encouraged to draw what is in front of him daily to develop his perception of proportions, space and movement and increase his skills in bringing atmosphere to life in drawing. There is a strong emphasis on playfulness, experimentation, and personal expression. In discussions within the course, the student gains training in talking about his ideas and works and arguing for his case.

Knowledge

Students have acquired general knowledge and understanding of:

- characteristics of different tools and utensils in conceptual work
- the main concepts of conceptual work
- the importance of documentation and sketching in the development and collection of ideas
- the importance of an idea in textile work

Skill

Students have acquired skill to:

- apply diverse methods for conceptual work, such as collecting ideas, documenting, and sketching with pictures and text
- to develop their ideas and process them creatively
- work with their ideas in an organized process
- present ideas in graphic form

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- realize how conceptual work is useful in creative work
- give an account of conceptual work and the process of creating a work
- use different research methods in conceptual work
- use creative research methods to improve their personal skills in textile work

Colour Theory

The aim is for the student to become familiar with methods for conveying ideas about the combination of colours and textures in textiles. The student puts together a colour

map and works with the interaction of images and text. The student chooses a world of ideas and makes a detailed study of visuals in a certain colour scale that belongs to him. The student does various experiments with proportions and the interaction of colours and interprets different textures with drawing and different materials. At the end of the course, the student presents a holistic colour map together with an idea for a design or strategy related to the colour map.

Knowledge

Students have acquired general knowledge and understanding of:

- the role of a colour chart in relation to textile design
- different methods of visual research work and the interaction between images and text
- analysis and interpretation of colours and textures and how to use the technology in making textiles

Skill

Students have acquired skill to:

- express their ideas with the help of visuals and text
- assemble colour charts in a professional manner
- explain colour charts with examples of different colour combinations

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- design a colour chart and present it in a professional and artistic manner
- express an idea in a work or design with the results of a visual investigation
- interpret textures and colour combinations with a variety of materials and methods

Portfolio

The aim is for the student to acquire methods to manage their own academic and professional career and to have an overview of their own work. The student is guided in taking photos of his work and working with them in an appropriate way. The student gets to know programs that enable him to amend his images, and the main concepts used in relation to the relevant program. The student receives instructions on how to scan images and handle files, as well as how to save the work, considering the task at hand and the medium for which it is intended. The student receives help in designing a portfolio, setting up a CV and writing an artist statement about his own academic career and work. Copyright and the ethics are discussed. Emphasis is placed on personal working methods and that the student independently evaluates his own work and chooses key works to present in a portfolio.

Knowledge

Students have acquired general knowledge and understanding of:

- the importance of keeping records of projects and works
- different methods of photographing works depending on their nature
- diverse methods of designing a portfolio
- the importance of choosing a good selection of works in a portfolio
- rights and obligations of creators

Skill

Students have acquired skill to:

- keep track of and record their work
- photograph their work

- design a portfolio
- set up a CV and write an artist statement

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- select key works from your own works to put in a folder
- design a portfolio that suits your own work
- acquire new projects based on their career
- deal with the work of other authors in an honest and legal manner
- know their strengths and pay attention to their own professional development

Seminar

The seminar is a platform for wide-ranging academic discussion and professional criticism, where the student is introduced to the complex world of art and culture. The aim is to open a discussion about the main trends and actors in the world of drawing and to shed light on the ideas, concepts and theories that are used and thus deepen the student's understanding of the nature of art. The student goes on field trips and examines diverse cultural events. The student examines the art of drawing and examines the ideas, attitudes, and works of different artists and scholars. At the same time, various issues concerning daily life are discussed, e.g., finance and taxes as well as philosophy, psychology, and mental health. The most talked about issues of society at any given time are discussed and they are examined in the light of the general discussion on the one hand and the personal experiences of the students on the other hand.

Knowledge

Students have acquired general knowledge and understanding of:

- the importance of professional criticism and discussion about arts, culture, crafts, and design
- ideas and works of different artists who work with textiles
- main ideas, concepts and theories about trends and trends in art and design
- basic concepts related to finance, business, and taxes
- basic concepts in psychology and philosophy to examine one's own identity and examine society and the world

Skill

Students have acquired skill to:

- discuss professionally and critically about textiles, both their own work and that of others
- read and discuss a variety of academic materials about textiles to deepen their understanding of the nature of the profession
- participate in discussions about their own work and the work of others
- express their ideas in conversation
- examine society and the environment and collect triggers and ideas to work with later
- analyse trends and trends and take a stand on current issues

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- take a professional and critical position in discussions about their own work and that of others
- cite theoretical theories in a discussion about textiles

- apply the main terms used in academic theories dealing with trends, trends and works of art
- get a clear picture of their role as an artist and a person and the many possibilities that it entails

Study tour

The goal is for the student to gain a good overview of his own career possibilities and further study opportunities after completing the course. The student takes part in a trip to one or two countries in Europe and visits schools, museums, exhibitions, galleries, and companies related to the industry. The student gets an insight into communication processes within the field and the opportunity to communicate about the field in a foreign language. Emphasis is placed on targeted preparation and processing of information from the study tour.

Knowledge

Students have acquired general knowledge and understanding of:

- diverse cultural institutions in the field of art, design and crafts, e.g., schools, museums and companies
- the importance of learning about study and career opportunities abroad
- various communication processes that Skill

are common within the industry

Students have acquired skill to:

- create a personal travel narrative based on the collection of sources and the recording of impressions
- discuss the profession in a foreign language with professionals within the sector

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- set realistic goals for studies and jobs in the future, both in Iceland and abroad

Textile History

The goal is for the student to gain an overview of the history and development of textiles and clothing and to see their knowledge in their own creations and designs. The student studies textiles around the world from the beginning to the present day and examines different ideas in the context of social structure and living patterns and currents and trends in politics, religion, and science. Emphasis is placed on the student practicing academic practices in written assignments, dealing with sources in a professional manner and writing good and readable text.

Knowledge

Students have acquired general knowledge and understanding of:

- the main characteristics and development of textiles in various parts of the world
- history as a source for conceptual work in relation to textiles and design
- the importance of professional discussion about arts and culture
- the importance of academic practices in written project work
- the correlation of cultural, conceptual, and economic factors with technical developments in textiles and clothing

Skill

Students have acquired skill to:

- obtain sources to use in research work
- use the history of textiles in textile design work

- discuss professionally the history of textiles in the context of human history
- write an academic and readable text about the history of textiles
- participate in discussions about the profession and its history

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- be able to place textiles in the context of art and history, write a clear, theoretical, and analytical text about the context of textile history and the present, and participate in a critical discussion about textiles, history, and society
- apply their knowledge of the history of textiles in practical learning and in future creation in their field

Sketch Drawing

The goal is for the student to deepen his drawing skills and gain further training in generating ideas through drawing. The student is encouraged to work regularly in a sketchbook. The student experiments with different types of paper, various drawing tools and diverse methods for his sketching work. Furthermore, the student gets to know the working methods of different artists and designers who use drawing to develop their ideas.

Knowledge

Students have acquired general knowledge and understanding of:

- the importance of the drawing in the entire visual creative process
- the different properties of various types of paper and drawing tools
- diverse methods of different artists and designers for sketching

Skill

Students have acquired skill to:

- generate their ideas in a sketch drawing
- use a variety of tools and different types of paper in sketching

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- use a variety of tools and different types of paper in sketching

Textiles

Wool Processing: The aim is for the student to get a good overview of the most common raw materials for thread making and their handling for spinning and vegetable dyeing and to acquire skills in the main methods of handling and processing natural fibres. The student gets to know the most common raw materials in Icelandic nature that are suitable for spinning and for making bands. The student gains training in taking apart and debugging and processing all materials in the traditional way, but a strong emphasis is placed on the student also making diverse experiments with improvisation and material selection. Icelandic wool is the main subject, but in addition, various other fibres are presented, both Icelandic and foreign. The student learns about plants in the natural world that are used for herbal dyeing and gains training in dyeing ribbon with herbs.

Knowledge

Students have acquired general knowledge and understanding of:

- the different characteristics of a band and its usefulness

- the most common raw material for thread making and its treatment for spinning and vegetable dyeing
- the potential of wool processing and vegetable dyeing
- production possibilities of yarn in Iceland

Skill

Students have acquired skill to:

- spin your own band, both on a rock and a tail spindle
- spin yarn from different fibres
- prepare string for spinning and vegetable dyeing
- know, pick, and work with herbs for herbal dyeing

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- use a wide range of possibilities for making thread and to produce string
- work with Icelandic raw materials to produce products or in art
- know methods for vegetable dyeing that can be used in production

Weaving: The aim is for the student to gain knowledge of how to set up a loom for all the main types of weaving. The student can try basic weaving techniques. The student gains training in reading instructions and recipes for setting up in a loom, calculating the estimated amount of yarn, tracking in a stand, and tying up in the loom. The student is encouraged to experiment with binding and material selection. The student learns about a computer-controlled loom and programs that ease the work of tying and designing.

Knowledge

Students have acquired general knowledge and understanding of:

- instructions and recipes for setting up a loom
- weaving and the different properties of different types of weaving
- diverse textile types

Skill

Students have acquired skill to:

- tie up in a loom
- read recipes and instructions for different types of weaving
- weave wool

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- set up a web and weave a veil
- design patterns and textures in textiles
- recognize and analyse different types of weaving

Knitting: The aim is for the student to study and develop his artistic and aesthetic skills through knitting. The student gets to know the basic aspects of knitting and knitting techniques while working on ideas and experimenting with knitting. In the course, the student discusses the main concepts in knitting and deepens his understanding of the structure of knitting and the possibilities inherent in knitting for the design and artistic creation of textiles.

Knowledge

Students have acquired general knowledge and understanding of:

- the main terms used in connection with knitting
- the main types of knitting
- basic technique and structure of knitting

- methods for developing and implementing ideas with knitting techniques
- creative and technical preparation process from design or artistic creation in textile

Skill

Students have acquired skill to:

- implement an idea in knitting
- work independently to develop ideas and experiment with materials and textures
- implement their ideas with diverse knitting methods and knitting techniques
- base the choice of yarn and knitting technique on research and conceptual work
- implement and present an idea in action

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- use knitting to bring an idea to life
- knit and design a garment or artwork
- design patterns and textures with knitting
- design fabric for production in a knitting factory based on previous concept work and a detailed technical research process

Material and Methods: The aim is for the student to gain an overview of the most common textile materials and processing methods and knowledge of their characteristics and properties. Various raw materials for making thread and the main methods for processing wool are discussed. The student studies a variety of natural and synthetic materials used for thread production and learns the main processing methods of textile materials, e.g., weaving, knitting, and spinning, as well as newer techniques such as bio textiles and 3D printing. The properties of materials are examined with a view to understanding the possibilities and possible limitations in processing. It is suggested that students conduct independent experiments and research with the media they study each time, with the aim of developing their independent voice as artists and designers. Emphasis is placed on materials produced in an environmentally friendly way and concepts in the textile industry that relate to environmentally friendly textiles.

Knowledge

Students have acquired general knowledge and understanding of:

- the main types of textile materials and their properties
- handling of textile materials, possibilities, and limitations in the processing of ideas in textiles
- the main concepts related to environmentally friendly textiles

Skill

Students have acquired skill to:

- know different textile materials and their properties
- know the main raw materials for textile production
- know the difference between environmentally friendly textile production and non-environmentally friendly ones

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- identify whether the content of textile materials is natural or not
- choose textile materials for processing
- design textile materials for production
- work creatively with the diverse possibilities of textile materials

Textile Printing and Colouring: The student acquires basic knowledge of textile printing and dyeing. The student examines the history of printing and its role in the present day and learns about the main pigments for printing. The student gets to know the main materials for textile dyeing as well as the most common dyeing methods. The student learns techniques for preparing prints, handling print frames, and lighting frames. The student gains training in dyeing natural materials with diverse materials and methods and in printing patterns and patterns on various materials. Emphasis is placed on the student getting to know the different properties of dyes in interaction with different textile materials, which either increase or limit the possibilities for printing and dyeing.

Knowledge

Students have acquired general knowledge and understanding of:

- methods of transferring patterns onto frames and mixing glue and colours for printing on fabric
- printing frames and other tools for printing on material, lighting on frames and preparing creations made of both paper and plastic
- different properties of colour powder and reactive colours

Skill

Students have acquired skill to:

- press the fabric and fix in a steamer
- print simple telephone patterns on fabric
- calculate formulas and prepare colour mixtures according to the formula

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- apply appropriate materials and methods to prepare, dye and print a variety of textiles

Workshop

The goal is for the student to adopt independent working methods in the studio. The student works on his own project under the guidance of a teacher, but at the same time develops independent working methods and sharpens his own personal vision. The student bases his work on the methods, materials and techniques discussed in the phases of the semester and reflects his own areas of interest in concept work and implementation. Emphasis is placed on a systematic process from idea to result.

Knowledge

Students have acquired general knowledge and understanding of:

- fundamentals in the work of a self-employed artist in a textile workshop
- the relationship between traditional work methods and contemporary textile work
- the context of content, method, and conceptual work
- the importance of a critical attitude towards one's own work

Skill

Students have acquired skill to:

- choose materials and methods that suit personal working methods and ideas
- work systematically from idea to result
- adopt an independent and critical attitude to work based on personal knowledge of the medium

- use knowledge of material and methods to make independent decisions in concept work and implementation

Competence

Students are able to use the general knowledge and skills which they have acquired in order to:

- work with different properties of different materials and use diverse methods to make personal works
- take a stand on the subject and discuss it from a critical point of view
- put your own content in the context of traditional methods in textiles on the one hand and contemporary ideas on the other
- discuss and justify their own ideas and work methods