

Unit Overview for Art and Design - Subject: Textiles

Year 2: Summer Term

Key Vocabulary: fabric, colour, pattern, shape, texture, sew, needle, felt, hessian, scraps, wool, yarn fabric, textiles, sewing, running stitch, over stitch, joined, thread, needle, eye of the needle.

Media/tools: glue stick, scissors, fabrics, fabric glue, needle, threads.

Key Artists:

Ana Barboza



Cas Homes



Vincent Van Gogh

PRIOR LEARNING:

Most children:

- Know visual ideas and images can be represented in media other than on paper.
- Know different materials can be assembled to create images.
- Know that collages can be made from a variety of media and by layering, folding, crumpling, fringing, creasing and tearing materials.
- Know collage can refer to both the actual procedure of cutting and pasting (the verb), as well as to the final artistic product (the noun).

Curriculum Skills

Learning Intention

Knowledge

KEY LEARNING:

SKILLS AND KNOWLEDGE

Engage in opportunities to increase awareness of colour, pattern, shape, and texture by combining collage and textile materials in different ways.

Use a variety of techniques, inc. weaving, tie dyeing, fabric crayons and wax or oil resist, appliqué

Combine materials into a mixed media image

Make a simple mosaic.

Stitch, knot and use other manipulative skills. i.e.

Use scissors accurately to cut out shapes for attaching. Attach fabrics or paper in a variety of different ways.

Artist- evaluating, analysing and contextual knowledge

Can we replicate Vincent Van Gogh's Artwork?

Examine Vincent Van Gogh's 'Fishing Boats on the Beach at Saintes-Maries-de-la-Mer.

Discuss how we feel when we look at the painting.

With our prior learning about collage how can we add texture to this painting? How would that change the painting?

Children to explore the textile work depicting landscapes by Cas Holmes and Ana Barboza

What observations can you make about this artwork?

Discuss which piece children think is most effective. Children to further explore material artwork, and describe how materials and stitching have been used to create landscapes

INTENDED END POINTS:

UNDERSTANDING

Different materials may be assembled to create images – weaving and appliqué with fabric, wool and paper e.g. create a sea-side scene.

Sticky Knowledge:

To know that fabrics can be joined.

To know how to use a running stitch and over stitch.

Accumulation of skills

How can we use felt and fabric to create a range of effects?

Consider how to create this landscape using fabrics and felts.

Experiment with using shape and select materials to create a background.

How can we use stitching to create a range of effects?

Learn how to stitch using bodkins and hole punched base boards.

Discuss simple runner stitch and how to put the needle through the material.

Add stitching to the backgrounds to create waves and clouds. Stick felt into place using simple stitches.



	<p>Innovation and application How can we combine forms of these textiles? Incorporate felt, fabric and stitching to create a landscape picture of Van Gogh's 'Fishing Boats on the Beach at Saintes-Maries-de-la-Mer.</p>	
	<p>Creative Reflection What would you do to develop this artwork? Decide/assess if the artwork is effective. What are the most dominant shapes? What fabrics did you choose and why? Do they have the desired effect? How have you incorporated stitching into your artwork? How can you develop your skill of stitching?</p>	
<p>Thinking Deeper: Where could this technique be used in the wider world?</p>		
<p>Links to other subjects;</p>		
<ul style="list-style-type: none"> • Subject Specific links: Literacy – annotations and reflections. 		
<ul style="list-style-type: none"> • Personal Development: Creativity. Support mindfulness through concentration and application of skill during sewing lessons. 		
<ul style="list-style-type: none"> • S.M.S.C.: Ability to enquire and communicate ideas, meanings and feelings. Investigate visual, tactile and other sensory qualities of their own and others work. To work independently and collaboratively to develop public and community artworks that express relationships. 		
<ul style="list-style-type: none"> • Cultural Capital: Recognise a variety of textiles in different times and cultures. Identify methods used in the production of textiles. Consider and express opinions about the use of textiles/clothing for functional, decorative and ceremonial purposes in varied contexts. 		
<ul style="list-style-type: none"> • British Values: Mutual Respect and freedom of expression. 		
<ul style="list-style-type: none"> • Careers: Inspiring artists – where is textiles used? Fabric designers. What job roles require an element of textiles? 		
<ul style="list-style-type: none"> • Equality: As new techniques are introduced, adaptations to be made to ensure access. 		