

**Unit Overview for Art and Design - Subject: Textiles**

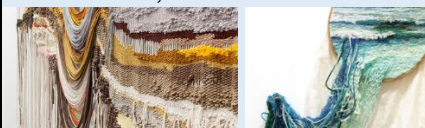
**Year Four: Summer Term**

**Key Vocabulary:** Emblem Motif Ornamentation Geometric Stylised Abstract Figurative warp welt selvedge beater shuttle yarn

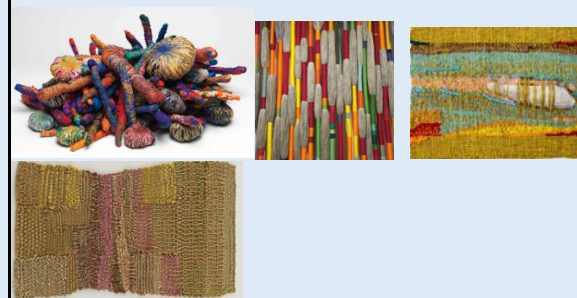
**Media/tools:** loom beater yarn shuttle

**Key Artists:**

Ana Barboza,



Sheila Hicks



**PRIOR LEARNING**

Most children can:

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

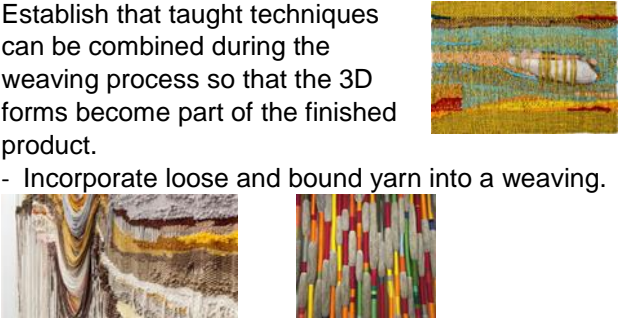
Use a variety of techniques.

Combine materials into a mixed media image.

Make a simple mosaic.

Stitch, knot and use other manipulative skills.i.e., Use scissors to cut out shapes for attaching. Attach fabrics or paper in a variety of different ways.

Curriculum Skills	Learning Intention	Knowledge
<p><b>KEY LEARNING:</b>  <b>SKILLS AND KNOWLEDGE</b>                      Explore and work from images from the natural and designed world to produce textured pieces (selecting fabrics, papers and stitches that relate to these images)                      Use a range of colours, shapes, stitches and textures and materials to create an image to</p>	<p><b>Artists – evaluating, analysing and contextual knowledge</b>                      How does the work of two textiles artists compare?                      Discuss techniques used by two artists.                      Compare their use of colour and materials</p>	<p><b>INTENDED END POINTS:</b>  <b>UNDERSTANDING</b>                      Language can be used to describe the visual and tactile qualities of textiles.                      Inspiration for collage and textile work can be drawn from real life.</p>

<p>represent elements of the natural and designed world – creating a stitched and quilted autumn leaf, constructing a collage of a window frame or an image based on a landscape/cityscape/rainforest. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p>		<p>Colour and texture can be representational as well as realistic – personal interpretation and stylisation is valid.</p> <p><b>Sticky Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To revisit knowledge of running stitch.</li> <li>• To know how to use cross stitch</li> </ul>
	<p><b>Accumulation of technical skills</b>  How can we use yarn wrapping to create a range of effects?  Experiment with base materials to create sea urchins and sausage like forms.  Experiment with binding of loose yarn.</p> <p>How can we use weaving to create a range of effects?  Recap simple weaving techniques  Use technical vocabulary of weft and warp.</p>	
	<p><b>Innovation and Application</b>  How can we combine forms of these textiles?  Establish that taught techniques can be combined during the weaving process so that the 3D forms become part of the finished product.</p> <p>- Incorporate loose and bound yarn into a weaving.</p> 	
	<p><b>Creative Reflection</b>  Is your artwork effective?  Decide what has been effective on the textiles.</p>	

	Decide what could be improved next time. Discuss which feature draws the eye.	
<p><b>Thinking Deeper:</b></p> <ul style="list-style-type: none"> <li>• <i>How would these techniques be used in the clothing industries?</i></li> </ul>		
<p><b>Links to other Subjects</b></p>		
<ul style="list-style-type: none"> <li>• <b>Subject Specific links:</b> <i>History – cross curricular links to unit on Anglo Saxons fabric production in the past.</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Personal Development:</b> <i>Creativity, resilience, expression of self.</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>S.M.S.C.:</b> <i>Developing knowledge of a range of styles.</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Cultural Capital:</b> <i>Understanding the history of clothing production.</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>British Values:</b> <i>Discussing working hour laws and how this is exploited in other countries.</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Careers:</b> <i>Discussion about a range of artists and their jobs. Discuss other uses of textiles and roles in this industry.</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Equality:</b> <i>New techniques introduced.</i></li> </ul>		