

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: KS 1 - Year 2

### Textiles- Pattern

**Ester Mahlangu** (south African native design) 11.11.1935 -  
**Sindiso Khumalo** (south African designer)

NC/PoS:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Subject content - Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Prior Learning (what pupils already know and can do)

Understanding of - Colour mixing, line and pattern, using watercolours, identifying shapes.

End Points (what pupils MUST know and remember)

Know a textile is a cloth that is woven from threads that can be made into clothes.  
Know the name of famous South African native artist, Esther Mahlangu who used traditional, cultural patterns and symbolic designs that have been preserved through generations.

Know she is from the Ndebele Nation where the tradition and style of house painting is passed down in the families from generation to generation by the mothers to their daughters.

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Know that traditional art and artists can influence modern day artists and designers.  
Know that Sindiso Khumalo is a current fashion and textile designer who is influenced by traditional South African design but who creates modern design and fashion items of clothing.  
Know that a traditional Ndebele house is decorated with traditional painted patterns.  
Know that wax resist technique on fabric is made using wax crayon and fabric dyes when the wax resists the colour of the dye.

Key Vocabulary to teach each session; Written In bold at the beginning of each session. To be revisited in following sessions

**Session 1: Textiles. Visual Elements, colour, pattern. Traditional cultural designs, generations, Esther Mahlangu, Ndebele Nation**

[Preserving Culture through Art: Dr. Esther Mahlangu | Rolls-Royce Inspiring Greatness - YouTube](#)  
[South African Artist Esther Mahlangu by Lillian Gray - YouTube](#)

In sketchbooks complete warm-up observational drawing exercises, A & B (SEE OVERVIEW to improve observational skills and recording accuracy. Use pens and graphite sticks.

**Carry out warmups in 3 of the 5 sessions t. Draw unfamiliar objects so children cannot draw from memory.**

Introduction to Artists who focus on 'pattern' in their work.

Introduction to concept of traditional, cultural patterns and symbolic designs that are preserved through generations.

Introduce Esther Mahlangu south African designer from the Ndebele Nation. The tradition and style of house painting is passed down in the families from generation to generation by the mothers to their daughters.

Using a photocopy of Ndebele pattern, in sketchbooks children extend/ reproduce a similar geometric design. Use rulers to draw parallel or straight lines. Use pens or black markers. Use similar traditional colours.

Draw a traditional house decorated with cultural patterns.

**Session 2 . Sindiso Khumalo, textile designer, wax resist technique, geometric shapes, oil pastels, hot and cold colour palettes. influence of**

[Sindiso Khumalo: I'm a textile nerd - YouTube](#)

Introduce Sindiso Khumalo (south African fashion and textile designer). Compare her modern textile design to the traditional designs of Esther Mahlangu.

Can the children see similarities? Can you see the influence of traditional designs?

Learn wax resist technique to create pattern and add colour. In sketchbooks draw geometric shapes with oil pastels or wax crayons. Paint over with watery inks. Use a medium brush.

Why can you still see the waxy lines?

Can colour convey a mood like happiness or sadness? Make a cold colour and a hot colour design in this technique.

Explore effects of this technique in sketchbooks

**Session 3: Dashboard, wax resist sticks, limited colour palette,**

Some artist's designs are transferred to fabric to make clothes, rugs, car dashboards (Esther Mahlangu) phone covers etc, Children to turn their fabric into a handmade book.

Book making stage 1

Choose favourite design from last session and transfer this to A4 cotton fabric with wax resist sticks.

Add colour with fabric dye. Choose a limited colour palette. 3 colours.

This will be the front and back cover of a hand made book. Leave to dry completely.

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Session 4: **double sided tape,**

Book making stage 2

Stick the fabric work onto a A4 piece of card with **thin** layer of PVA or double-sided tape and glue stick. Place a book on top to weight it down so it sticks together well. Fold in half along the longest side and weigh down again.

Annotate and finish sketchbook pages from previous sessions add labels and information.

Session 5: **fold (spine of the book)**

Book making stage 3

Add the pages to the book cover. Fold 2 or 3 pieces of A4 paper in half along the longest side and place inside the cover. Attach the pages to the fold (spine of the book) with an elastic band. Cover with ribbon or string.

Can the children feel the waxy surface of the oil pastel? What could their books be used for?

Future learning this content supports:

Designing for a purpose in Design technology. Further development of textile design and links to British textile artists. Art from other cultures and religions.