

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: LKS 2 - Year 4

Textiles- stitching (textile design)

British Textile Artists & Designers -**William Morris** 24.3.1834 – 3.10.1896

Mary White 22.1.1930 -

Cath Kidston 13.4.1933 -

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.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history

Prior Learning (what pupils already know and can do)

Printing on fabric. DT Textiles skills KS1.

End Points (what pupils MUST know and remember)

Know that textiles are fabrics made by weaving knitting threads together.

Know that William Morris - Mary White -Cath Kidston were /are textile designers and that they design fabrics for clothes, curtains, bedding, wallpaper and their designs are evident in and influence everyday life. Know designs can be transferred to items like shopping bags and phone covers.

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Know that William Morris is one of the most famous British textile designers of all time. Known as the 'Father of the Arts and Crafts Movement', his floral patterns heavily influenced Victorian interior design. Know that some of the biggest commissions for his company Morris & Co came from St. James's Palace

Know Mary White - was one of the most iconic print designers of the 1950's. She created patterns for curtains, cushions and clothing. Mary drew on her love of nature to create designs like the legendary 'Cottage Garden'.

Know Cath Kidston is a famous designer and fabrics are recognisable for their nostalgic floral prints. Her first job was working for a vintage fabric dealer in London during which time she developed a love for traditional patterns. She later trained as an interior designer and opened her first shop, selling curtains, in 1981. She now has over 60 shops that sell her bags, scarves and other accessories.

Know that to transfer a design from paper to fabric to use tracing.

Know that fabric dye and dye sticks are used to to colour fabric.

Know that stitching is the process of attaching fabrics together, by hand or by machine using a needle and thread.

Know that items such as sequins or buttons can be stitched to the surface of fabrics to incorporate embellishment.

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

Session 1: William Morris. Mary White. 60's textile patterns, Cath Kidston, textiles. Form. Shading, scumbling, sidestrokes, feathering, cross hatching. Vertical, horizontal lines.

In sketchbooks complete warm-up observational drawing exercises C & D (SEE OVERVIEW) to add to repertoire of skills. Use at the start of 3 lessons to improve observational skills and recording accuracy. Use graded pencils, pens or graphite sticks.

Draw unfamiliar objects so children cannot draw from memory. Focus on natural objects to link with textile designers' inspiration. Try to capture form with shading skills.

Introduction to Textiles and British Textile Designers.

Revisit William Morris. Mary White. 60's textile patterns, Cath Kidston. (information sheet)

End Goal to be a textile wall hanging of hand draw designs using permanent markers, fabric crayons or dye sticks and fabric dye.

Children to choose a textile artist as a starting point. Complete a page of line drawings using flowers and natural form, seeds, leaves etc. Draw a collection of 3 items and repeat across the page. Draw in different scales and sizes. Choose limited colour palette of colours. This will be a starting point for the hanging.

Revisit shading techniques. Cycle A. Scumbling – shading using tiny circles and scribbles. Side stroke – using the side of a pencil with light pressure. Feathering – a series of short lines that appear to be a single line. Cross hatching – horizontal and vertical lines cross.

Session 2 Weaving, knitting, fibres, needle, thread, Binca, felt, sequins, buttons, running stitch, cross stitch.

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Children to learn that textiles are: Often made by weaving or knitting materials and fibres together.
Sewing is: The craft of fastening or attaching objects using stitches made with a needle and thread or a sewing machine.
Children to explore stitching. Using Binca or felt. Create simple running & cross stitches. Add sequins or buttons to their work as they go for decoration.
(SEE RESOURCE SHEET), To make a book mark.
This is ongoing through sessions working in small groups if required,

Threading a needle: <https://www.youtube.com/watch?v=wYBo1luO74U>

Running stitch: <https://www.youtube.com/watch?v=W4nhj8kMpAI>

Cross stitch: <https://www.youtube.com/watch?v=OLYdbatulwM>

<https://www.youtube.com/watch?v=TYWxwveP8LU>

Session 3: **Transfer, dye sticks, fabric dye,**

Children to transfer their design from session 1 in sketchbooks, to fabric, (in groups)
This is ongoing through sessions working in small groups. Use thin permanent markers and fabric dye stick to add colour in small spaces of the drawn objects. The background will be spray dyed with liquid batik dye in final session.

Session 4: **Weaving, knitting, fibres, needle, thread, Binca, felt, sequins, buttons, running stitch, cross stitch.**

Children work on their stitching and textile work.

Session 5:

Children to dye the textile work to finish the hanging. Use batik liquid dye in spray bottles.

Work in small groups.

Evaluate their progress in stitching. What have they learned to do?

Can they thread a needle accurately using a needle and thread?

Can they explore the running stitch and explain the pattern and technique?

Can they explore the cross stitch and explain the pattern and technique?

Can they explain which stitch they prefer and why?

Know names & art movement or genre of focus artists.

Annotate sketchbook entries with dates, media used, and skill practiced.

Add simple comments about skills learned

Future learning this content supports: Progression of Textile skills. D T units of work.

To turn a 2D to a 3D product.