

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 – 20.5.2020 Cath Kidston 6.11.1958 - Present		
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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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 and knitting threads together. Know that William Morris, Mary White and 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.		

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

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' 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 her 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 designs can be transferred from paper to fabric using the tracing technique.

Know that fabric dye and dye sticks are used 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.

Know how to thread a needle and make stitches by hand.

Know how to talk about and describe artists work, by using the new art vocabulary in this unit of work.

Know that all artists use sketchbooks and that these are to be used to collect ideas and to practise skills.

Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.

Key vocabulary to teach in each session; written in bold at the beginning of each session. To be revisited in following sessions.

Session 1

Key Vocabulary: William Morris, Mary White, 60's textile patterns, Cath Kidston, textiles, weaving, knitting, fibres, needle, thread, Binca, felt, sequins, buttons, running stitch, cross stitch

Children learn that textiles are often made by weaving or knitting materials and fibres together and that sewing is the craft of fastening or attaching objects using stitches, made with a needle and thread or a sewing machine.

William Morris

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. Some of the biggest commissions for his company 'Morris & Co.' came from St. James' Palace.

Mary White

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Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Cath Kidston

Cath Kidston is a famous designer and her 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.

Give children a selection of photocopies of fabrics by our featured artists. Stick these into sketchbooks and annotate to label the colours, form, similarities and differences. What do they like about the fabric patterns? Where would these patterns be used in everyday life?

Session 2

Key Vocabulary: Form, shading, scumbling, side-stroke, feathering, cross hatching, vertical, horizontal, needle, thread, Binca, felt, sequins, buttons, running stitch, cross stitch.

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

Draw unfamiliar objects so children cannot draw from memory, with a focus on natural objects to link with textile designers' inspiration. Children to capture form with their shading skills – scumbling, cross-hatching, side-stroke and feathering.

Demonstrate how to thread a sewing needle using coloured thread. Children practise this skill until they are able to thread their needle independently.

Using a small Binca square, children to explore simple running stitch and cross stitches.

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

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

Children to create their own bookmark using Binca, adding a pattern of running stitch and cross stitching, before adding sequins or buttons for decoration.

Session 3

Key Vocabulary: natural form, collection, repeat, scales, colour palette, collaborative, transfer, dye sticks, fabric dye

Children to choose one of the featured textile artists 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, drawing in different scales. Add colour to their design, using a limited colour palette. This will be a starting point for a collaborative wall hanging.

Children to work collaboratively to transfer their design from the previous session in sketchbooks, onto a large piece of fabric to create a large wall hanging. This is ongoing through the next few sessions, with children working in small groups. Use thin permanent markers and fabric dye sticks/pens to add colour in small spaces on the drawn objects. The background will be spray dyed with liquid batik dye in final session.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Session 4

Key Vocabulary: needle, thread, Binca, felt, sequins, buttons, running stitch, cross stitch, natural form, collection, repeat, scales, colour palette, collaborative, transfer, dye sticks, fabric dye

Children continue to work on their stitching and textile work (bookmark) and the transfer of their design to the collaborative wall hanging.

Session 5

Key Vocabulary: needle, thread, Binca, felt, sequins, buttons, running stitch, cross stitch, natural form, collection, repeat, scales, colour palette, collaborative, transfer, dye sticks, fabric dye, batik liquid

Using a batik liquid dye in spray bottles, children to work in small groups to spray the background of the fabric.

Children 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?

Do they know the names and art movements or genres of the featured artists.

Annotate sketchbook entries with dates, media used, and skills practised and learned.

Future learning this content supports: Progression of Textile skills. D T units of work.
To turn a 2D to a 3D product.