

Art KS3 Summer Year 2: Textile Art

Art discipline opportunities: Painting, drawing, fashion and textiles, sculpture, (should include some drawing)

Cross curricular themes: geography, storytelling, myths and legends, material names and textures, industrial revolution, geometry and shape, reflection/pattern.

Artist examples: Anni Albers, El anatsui, William Morris

<u>Curriculum intent</u>	Exploring and developing ideas:	<ul style="list-style-type: none"> • Provide opportunities to look at a range of work from different artists and designers from different cultures backgrounds and disciplines, describe and compare them. • Explore some different ways that art can be used, e.g. to share ideas, experiences and imagination. • Provide opportunities to develop ideas from a starting point as work progresses through to evaluation (appropriate to the level) • Encourage pupils to look at and show preference and/opinions in relation to own ideas and the work of others.
	Investigating and making:	<ul style="list-style-type: none"> • To give pupils a growing understanding of colour, pattern, texture, line, shape, form and space e.g. from identifying primary, secondary colours to mixing and knowing how to mix colours. E.g. Identifying shapes, to drawing shapes to drawing 3D shapes and understanding shadows. • Provide opportunities to experiment and express creatively through Art, Craft and Design areas including, painting, drawing and sculpture. • Teach skills in different range of materials to design and make with, in order to develop growing control and confidence.
	Evaluate and developing:	<ul style="list-style-type: none"> • Encourage pupils to take ownership of their work and understand their work in relation to others. • To give pupils opportunities to show/communicate/describe/review what they have done.
In this unit pupils will:		<p>Pupils will explore a range of uses for textiles including art. Pupils will gain knowledge of patterns, properties of materials and colours used in creating textile art. Pupils will learn to describe, identify parts or show understanding of an artwork through observation, relative to the students level. Pupils will develop skills in using line, colour and pattern to create works of art. Pupils may using different shapes to create their patterns. Pupils will learn how to add meaning in their own art work, e.g. choose specific colours and shapes which they prefer or choose specific material which relate to the environment (See El Anat Sui) or use specific objects from nature (William morris). Pupils will do some work to draw, assemble an idea in 2D before constructing in 3D (examples could be a simple weaving with paper, printing or painting a pattern on fabric/clothing, or constructing a pattern by sticking bottle tops on a surface) Pupils will see their work and know their work in relation to others. Pupils will</p>

	show/communicate/describe/review what they have done. All pupils will use their art journals to explore and experiment with ideas and techniques.				
<u>Core vocabulary:</u>	Pattern, line, shape, textile, colour				
<u>Key topic vocabulary:</u>	First, next, drawing, block print, printing(make, paint, draw, sculpt, print), same, different, colours, shapes, repeat, again, pattern, sequence, weave, overlap, lines objects, like, not like, better, improve, change, me, mine, likes, dislikes, favourite, material, texture, fabric, cotton, found material. Sculpture: Action words e.g. fold, bend, push, squeeze, build, attach, glue, card, clay, scissors, tape, shiny, hard, soft, bumpy, stretchy, rough, tool, equipment Painting: layer, mix, primary colour, secondary colour, brush, palette, warm colours, cold colours Drawing: Texture, shading, shapes, lines, pencil, pen, pattern, straight, curved, wavy, round, size, scale, position, composition				
<u>Cross-curricular vocabulary:</u>	Sequence, country of origin, pattern, shape, Country, continent, Job, work, manufacture.				
<u>Prior knowledge</u> (What students may have already studied)	Key stage	Subject	Topic	Term/year taught	Content
	3	Maths	Shape and length	Year one, Year two, Year three	Shapes to create patterns
	3	Science	Properties of materials Everyday uses of materials	Year one	Material properties, choosing materials for the job
	3	Science	Changing materials	Year two	Material properties, choosing materials for the job
	3	Science	Various	Year one, Year two, Year three	Colours
	3	History	Industrial revolution	Year one	Making fabric, material and how things were/are made.
	3	Art	All	Year one, Year two, Year three	3D making techniques,

					drawing, designing, action verbs.
	3	DT	All	Year one, Year two, Year three	3D making techniques, drawing, designing, action verbs.

Knowledge of the artist and genre

Key elements: Know that there are different types of art - know that art has meaning.

	B2Pstep 4-6	B2Pstep 7-8	B2 Step 1 - 2
<u>Subject specific knowledge</u> <u>What do pupils need to know?</u>	<p><u>To know</u> the medium/s used in textile art e.g. cotton, material, fabric, found material</p> <p><u>To know</u> and identify a textile/fabric from a choice of materials.</p> <p><u>To know</u> a piece of the artist's work from a selection.</p> <p><u>To know</u> all primary colours.</p>	<p><u>To know</u> the name of the key artist/s.</p> <p><u>To know</u> the names of the colours found in the artwork.</p> <p><u>To know</u> different colours used in an artwork when comparing</p> <p><u>To know</u> the materials that match textile art.</p> <p><u>To know</u> some features of an artists work.</p> <p><u>To know</u> all secondary colours.</p>	<p><u>To know</u> the name of the key artist and recall key facts e.g. where they are born, what genre of art, medium the artist uses etc.</p> <p><u>To know</u> some facts related to materials used in Textile art (e.g. source material to create textiles, historical uses of textiles).</p> <p><u>To know</u> the features of the artist's work including descriptions.</p> <p><u>To know</u> some common materials used to produce textile art e.g. found materials, wool, cotton, woven material.</p> <p><u>To know</u> the visual qualities of an artwork/object.</p> <p><u>To know</u> how to explore ideas through drawing and sketching.</p>
<u>Subject specific skills</u>	<u>To be able</u> to sort materials by their texture/properties when the difference is	<u>To be able</u> to identify primary colours or simple objects within an	<u>To be able</u> to ask simple questions about the task.

<p><u>What do pupils need to be able to do?</u></p>	<p>obvious e.g. soft, hard, rough, smooth from a choice of 2.</p> <p><u>To be able</u> to point/choose a favourite image from a selection.</p> <p><u>To be able</u> to turn pictures around to view in different ways</p> <p><u>To be able</u> to use appropriate adjectives to describe the work.</p> <p><u>To be able to</u> recreate a piece of work by the artist.</p>	<p>artwork.</p> <p><u>To be able</u> to describe different textures.</p> <p><u>To be able</u> to initiate discussion on their work e.g. I can see...</p> <p><u>To be able</u> to gather artworks that are textile art.</p> <p><u>To be able</u> to communicate own ideas through recreating or showing preference for a piece of art.</p> <p><u>To be able</u> to collect pictures related to the theme.</p> <p><u>To be able</u> to draw simple shapes from observation of images or objects for e.g. geometric shapes, or organic shapes</p> <p><u>To be able</u> to recognise and finds geometric shapes in the environment</p>	<p><u>To be able</u> to answer questions related to their ideas for the task.</p> <p><u>To be able</u> to observe and comment about art through discussion or short phrases e.g. colours, shape, textures found.</p> <p><u>To be able</u> to give examples of obvious differences between two artworks of the same or different mediums.</p> <p><u>To be able</u> to make a selection of images that match the artwork type.</p> <p><u>To be able</u> to describe work as textiles.</p> <p><u>Simply identity</u> the value of a colour Lighter/darker, colourful or dull.</p>
<p><u>Suggested teaching activities</u></p> <p><u>How should I teach this?</u></p>	<p>Explore different images of Textile art and feel the textures of different materials. Sort materials by type, object or use. Describe textures of different materials or explore their properties.</p> <p>Research the artist/share information about the artist. Explore artist's work. Compare artist's work. Evaluate artist's work. Recreate artist's work.</p>		

Investigating And Making

Key elements: Choosing materials to make their piece of art. Developing skills in different techniques to make their piece of art appropriate to the

medium chosen/ the medium the artist uses.

	B2Pstep 4-6	B2P step 7-8	B2 Step 1 - 2
<p><u>Subject specific knowledge</u></p> <p><u>What do pupils need to know?</u></p>	<p><u>To know</u> that there are different uses of basic mediums such as paint, glue, and drawing equipment.</p> <p><u>To know</u> how to handle different materials/equipment related to the artworks.</p>	<p><u>To know</u> what materials are needed to create their final piece of work.</p> <p><u>To know</u> how to copy simple lines.</p> <p>Know the difference between shapes, lines and colours.</p> <p><u>To know</u> how to mix colours e.g. for clothing or skin tone.</p> <p><u>To know</u> the difference between straight and curved lines.</p>	<p><u>To know</u> what materials are needed to create their final piece of work.</p> <p><u>To know</u> the method used to create their work.</p> <p><u>To know</u> the names of primary and secondary colours.</p> <p><u>To know</u> how to use pencil to create textures.</p> <p><u>To know</u> how to use different drawing medium to produce different line.</p> <p>(If modelling) <u>To know</u> how to manipulate 3D material.</p> <p>(for 2D work) <u>To know</u> basic use of scissors - straight lines.</p> <p><u>To know</u> different ways of joining materials together, e.g. glue, tape, paper mache, slotting or balancing or Modroc for modelling.</p>
<p><u>Subject specific skills</u></p> <p><u>What do pupils need to be able to do?</u></p>	<p><u>To be able</u> to use a variety of actions to create a desired effect; folding, bending, scrunching.</p> <p><u>To be able</u> to repeat an action to create a similar effect.</p> <p><u>To be able</u> to use glue to join materials together.</p> <p><u>To be able</u> to make a selection of colour or material for a piece of work.</p> <p><u>To be able to</u> experiment with lines.</p> <p><u>To be able to</u> show some control with pencils, pastels, paint brush.</p> <p><u>To be able to</u> talk about colours.</p> <p><u>To be able to</u> explore different materials.</p> <p><u>To be able to</u> use different tools to make marks in materials.</p> <p><u>To be able to</u> evaluate their design by saying what they like or don't like.</p> <p><u>To be able to</u> evaluate their work by saying</p>	<p><u>To be able</u> to select colours, materials and tools with purpose.</p> <p><u>To be able to</u> identify materials needed to create a piece of work.</p> <p><u>To be able to</u> handle and manipulate different materials and textures.</p> <p><u>To be able to</u> copy simple lines.</p> <p><u>To be able</u> to create simple repeat patterns.</p> <p><u>To be able to</u> discuss patterns in terms of shapes, lines and colours.</p> <p><u>To be able to</u> talk about a line as either curved or straight.</p> <p><u>To be able to</u> mix colours and make adjustments to the colour.</p> <p><u>To be able to</u> evaluate their design and give some ways they</p>	<p><u>To be able</u> to create simple repeat patterns.</p> <p><u>To be able to</u> evaluate own work and suggest changes.</p> <p><u>To be able to</u> evaluate their design and make any improvements.</p> <p><u>To be able to</u> evaluate their work and make any improvements.</p> <p><u>To be able to</u> evaluate others work.</p> <p><u>To be able to</u> apply improvements which are suggested by staff</p> <p><u>To be able to</u> name materials and methods used in their work.</p> <p><u>To be able to</u> name primary and secondary colours.</p> <p><u>To be able to</u> use pencils to create textures.</p> <p><u>To be able to</u> use different medium when producing lines.</p> <p><u>To be able to</u> use different materials.</p> <p><u>To be able to</u> use more than one technique in a piece of work.</p> <p><u>To be able</u> to cut simple shapes using scissors.</p>

	<p>what they like or don't like. To be able to talk about materials and how they feel.</p>	<p>can improve it. To be able to evaluate the work they created and give some ways they can improve it. (For 2D making) To be able to cut with scissors with assistance. (for 3D modelling) To be able to make a model containing several parts</p>	
<p><u>Suggested teaching activities</u></p> <p><u>How should I teach this?</u></p>	<p>Design, plan and annotate work before creating. Workshop different techniques related to textile art and evaluate the different activities. Create 1 or more designs, compare and evaluate them.</p>		

<p>Evaluating and developing: Identify what students have learnt and what went well in their art work.</p>			
<p><u>To know</u> that an artwork belongs to them or their peers.</p> <p><u>To know</u> and identify a preference or enthusiasm for their work or the work of their peers.</p> <p><u>To know</u> the key names of materials and methods to make the art.</p>	<p><u>To know</u> one or two key words that describe the artwork for e.g. the colour, material, shape.</p> <p><u>To know</u> which is and show awareness of the work of their peers.</p>	<p><u>To know</u> the names of materials and methods used in their artwork from a selection.</p> <p><u>To know</u> how to review own work, to identify things they like and dislike about their own work and the work of their peers.</p> <p><u>To know</u> differences between their work and the work of their peers.</p>	<p><u>To know</u> the names of materials and methods used in their art work.</p> <p><u>To know</u> simple similarities and differences in their work with the work they are inspired by e.g. use of same materials (recycled materials) or use of specific shapes (basic 3D shapes).</p> <p><u>To know</u> the process they need to change to improve their work and what has been successful.</p>

<p><u>To be able</u> to identify/match a colour of an artwork.</p> <p><u>To be able</u> to recognise two artworks that appear similar e.g. theirs and their peers or theirs and the original sculptural/recycled artwork</p> <p><u>To be able</u> to look at the work of others.</p> <p><u>To be able</u> to show their art work to peer/adult.</p>	<p><u>To be able</u> to correctly use comparative terms when describing their work and the work of others.</p> <p><u>To be able</u> to communicate in preferred communication about their art work and those of their of peers.</p> <p><u>To be able</u> to point out/choose from a selection key words to communicate how the art was made.</p>	<p><u>To be able</u> to use key words when describing what they did to create their art.</p> <p><u>To be able</u> to review the work of peers and suggests ways they are different and the same.</p> <p><u>To be able</u> to suggests an improvement to their work.</p> <p><u>To be able</u> to describes structures using terms related to shape and position.</p> <p><u>To be able</u> to classify objects on the basis of colour, shape or form</p>	<p><u>To be able</u> to communicate about their art as it develops.</p> <p><u>To be able</u> to recall what they achieved in their work.</p> <p><u>To be able</u> to describe methods used.</p> <p><u>To be able</u> to adapt and improve on their work after discussing with a peer or member of staff.</p>
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Suggested learning activities:

- Look at and discuss images of art work made in the natural environment with resources found in nature.
- Look at, hold and explore the texture of different materials.
- Explore how artists such as Anni Albers, el anatsui, William Morris
- Make marks/draw from their observations of objects found in the natural environment (William morris)
- Keep a photographic diary/record of their art work, especially of the temporary pieces.
- Create a piece of collaobartive art, eg. working in 2s or 3s collage, printing, weaving, sculpture of objects (el Anatsui).
- Experiment with different shape cutouts to create a pattern (anni albers)

- Create an extended piece of art - to take place over 2 or 3 lessons - after the pupils have developed and explored ideas in their art journals
- Evaluate their work and /or the work of a peer using an art vocabulary.

Example Flow: Some activities such as creating, making and recreating art may take more than one session to complete.

Hook Feel and explore different textiles for different uses. Explore some textile artists. Recognise key features	Knowledge development of focus artist Exploring the different line, shapes, colours and features of the art. Exploring colours, lines and patterns and any objects within them that show meaning.	Focus artist 1 Skill development in relevant medium. Recreating a piece of art work.	Workshop task - further skill development. Create a collaborative piece of artwork/do a carousel to test skills such as weaving and printing.	Plan, design and develop own ideas using skills developed so far. Sketches, plans, painting or collage (could create a digital pattern or drawing)	Creating and making using designs and ideas and implementing skills.	Evaluate Self-evaluation. Peer evaluation. E.g. What went well? What did you find difficult? How did you solve the problem? What would you do differently next time?	Completing and implementing changes from evaluation
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