

Art and Design

Textile Time line -

Exploring and developing ideas-

Objectives-

Children should learn -

- to question and make thoughtful observations about starting points for their work.

Activities-

- Discuss how stories have been represented in textiles, *eg. the Bayeux Tapestry*. Ask the children to describe the subject, content and features of the work. Help them to work out how the textile pieces were made and how visual and tactile qualities have been used.
- Look at other examples of how stories have been represented visually, *eg. Egyptian tomb paintings, Greek vases, Chinese ceramics, cartoon strips*.
- Look at illustrations in a favourite book. Analyse how the illustrator has ordered and sequenced the images in relation to the story.
- Help the children to distinguish between the words in the story, what we can see in pictures and what we imagine.

Outcomes -

- identify and comment on the content, ideas and ways that stories are communicated visually.

Exploring and developing ideas 2.

Children should collect visual and other information to help them develop their ideas.

Activities -

Using the history time line as inspiration -

- List the ways in which the events in the time line could be shown in the textile work, *eg. in a series of horizontal panels, as one image that combines different aspects of the story, in strips of fabric, in panels that are read vertically, in three-dimensional form, as an installation*.

Art and Design

Textile Time line -

- Ask the children to produce images showing parts of the time line. Ask the children to compare their work with each other.

Investigating and making.

Objectives-

Children should learn-

- to investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work.

Activities-

- Ask the class to design and make a piece of work that tells the order of events in the time line. Make decisions as a class about how to develop and complete a piece in two or three dimensions. Plan how the work will be organised, *eg. working individually on different parts of the piece and then bringing these together, working in small groups on sections of the work, working in teams with each team contributing and building on the work in a 'relay'.*
- Remind the children about the range of possibilities they have thought about and discussed.
- Ask them to experiment with techniques. These could include:
- colouring fabric, *eg. painting, dyeing or printing shapes onto the fabric, using sponges and diffusers to produce an effect, using water-soluble pencils, collage, fabric transfer crayon.*
- layering fabric, *eg. applying pieces of fabric by gluing or stitching, padding and quilting areas of the fabric, weaving or stitching into areas of fabric, cutting shapes from the fabric and applying different fabric behind the shape, pulling the fabric into folds and pleats and securing with stitching.*
- applying other materials, *eg. using found objects, tying, knotting, plaiting wools and fabric strips and attaching to the background.*

Art and Design. **Textile Time line -**

Ask the children to think about:

- the relative size and proportions of the components of the time line, *eg. dates, inventions, places.*
how each component might be represented, using the range of possible techniques. Encourage them to try a number of arrangements to decide which is most effective
- how they use colour, texture, pattern.

Outcomes-

Children:

- make decisions about how to work individually or in a group and complete a piece of art work
- make experimental pieces to show the effects of different ideas and techniques
- make a collaborative textile work that maps the major changes taking place since the start of The Industrial Revolution to the present day.

N.B.

- Use a piece of background fabric such as calico to remind the children of the techniques.
- An alternative approach would be to create a background for the work using a technique such as wax resist. Children could then develop parts of the composition using other methods and techniques, and adding and combining other materials.

Evaluating and developing work 1

Objectives-

Children should learn:

- to compare ideas, methods and approaches in their own and others work.

Art and Design. **Textile Time line -**

Activities-

- Ask the children to talk about each other's work and to identify ways in which the processes and techniques have been used.
- Discuss how colour, shape and texture have been used to represent events, identifying particular ideas that are different and original.

Outcomes-

Children:

- Talk about their finished work and how and why it was made
- Identify the differences between their work and the work of others.
- Display children's individual experiments alongside group work to show how their ideas have been used and developed.
- Ask other children, adults and helpers to say what they like about the work and how it helps to inform the audience about key events in the chosen period of history.

Evaluating and developing work 2

Objectives-

Children should learn:

- to adapt their work according to their views and describe how they would develop it further.

Activities-

- Ask them to identify parts they think they could improve and develop.

Outcomes-

Children:

- make changes in their work where needed.