

Snape ART theme Autumn Term cycle 20/21 (blend with WW2-Hundertwasser who was Jewish+joined Hitler Youth to hide , converted to catholicism)

TEXTILES in AUTUMN TERM CYCLE D – YEAR 5/6

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Learning Intention	To collect and select visual information and develop ideas. 1c	To use relief printed textile processes to communicate their ideas and observations. 2c To adapt work according to their views. 3b	To investigate, collect and select visual information from Hundertwasser images to develop ideas. 1c	To collect visual information to help develop ideas. 1c To develop batik designs in response to the work of Antonio Gaudi. 2a	To make thoughtful observations about starting points and select ideas to use in their work. 1b To respond to the work of North American Indians. 4c	To construct a twig loom and select natural and made materials to produce a multi-media weaving. 2c
	Teachers may wish to develop the work from sessions 4, 5 and 6 as group activities. This will allow smaller numbers of children to access the batik materials at any one time.					
Activity	RESPONSE TO NORMAN FOSTER Look at and discuss the strong linear structural aspects of the work of architect Norman Foster. (i.e.Sainsbury Centre, Millennium Bridge, Stansted Airport etc.). Using photographs, ask the children to use a viewfinder to select and record parts of his buildings in their sketchbooks. Invite them to develop a linear design for a textile relief print from their sketchbook studies. Dip dye a number of pieces of white cotton fabric for printing and drawing surfaces to be used in sessions 2 and 3.	→ ARCHITECTURAL PRESSPRINTS Demonstrate how to transfer their designs developed in session 1 into a press-print block (see Printmaking Yr 4 session 3). Blocks may be inked-up and first printed onto paper to check that the desired result has been achieved. Any modifications may then be made before printing on the dyed fabric.	RESPONSE TO HUNDERTWASSER Look at and discuss the work of Hundertwasser. Ask the children to use a viewfinder to select and draw a section of one of his images into their sketchbooks. Encourage them to focus on the strong linear aspects of his work. Invite them to develop a linear design for a hand drawn textile piece from their sketchbook studies. Ask them to use black handwriting pens or OHP markers to transfer their designs onto the dry dip dyed fabric from session 1.	RESPONSE TO ANTONIO GAUDI Ask the children to look at and discuss images of the buildings of Antonio Gaudi. Using photographic images, ask the children to use a viewfinder to select and record parts of his buildings in their sketchbooks. Invite them to develop a design for a textile batik piece from their sketchbook studies (see Textiles Yr 5 session 4) Ask the children to compare their ideas and adapt their work as it develops.	PUNCHINELLA WEAVING Ask the children to use a photocopy of a section of punchinella to produce a design based on the beadwork of North American Indians. Discuss ideas and focus on line, pattern and colour in the design. Use the designs to produce a woven piece using punchinella and a selection of threads. Encourage the children to add beads, stones and extra bindings to complete their responses.	TWIG LOOM WEAVING. Model the construction of a twig loom using masking tape and twigs. Invite the children to use made and natural materials to produce a weaving. Encourage the children to use additional objects and materials to make a multi-media piece. * During these three sessions invite the children to talk about their own and others work and suggest ways of adapting and modifying their work as it progresses.

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Skills, concepts, knowledge and understanding	Selecting and recording. Developing linear designs.	Transposing linear designs into relief print blocks. Adapting and modifying work.	Developing and transferring linear designs onto dyed backgrounds using graphic mark makers.	Selecting and recording. Developing and transposing designs. Application of batik skills.	Designing and developing intricate weaving skills. Responding to the artefacts from a different time and culture.	Developing and applying weaving skills using natural and made materials.
Vocabulary	Architecture Linear Built environment Selecting Structure	Relief printing Linear Multiple Response Transposing	Designs Transferring Graphic	Batik Adapt Modify Tjanting Wax Resist	Adapt Modify Change Improve Realise Intention Purpose	Loom Weft Weave Natural/made Embellish Twig
Curriculum Links	ICT – research skills. Geography – built environment.	ICT- repeated patterns, flip and rotation.	Literacy – instructions, explanations.	Literacy/PSHE/ Citizenship-discussing and commenting PSHE/Citizenship – following health and safety instructions.	SMSC – investigating and celebrating work from different times and cultures. ICT – research, scanning, image manipulation and designing.	Science- natural/made materials.
Resources	Sketchbooks, Press-print, White cotton fabric, Brusho, Brushes, Viewfinders, Sketchbooks. Norman Foster Google Images	Non-porous inking-up slabs (e.g. Perspex), Rollers, Black printing ink, Dip dyed fabric pieces from session 1.	Dip dyed fabric pieces from session 1, OHP pens / handwriting pens. Hundertwasser Google Taschen	Wax pot, Wax, Tjanting tools, Extension lead, Brushes, White cotton. Antonio Gaudi Google Images	Punchinella, Threads and yarns, Needles, Beads, stones, feathers etc. North American Indian Beadwork Designs Google Images	Twigs, Masking tape, Weaving materials, Feathers, stones etc.
Time	1hour	1hour	1hour	1hour	1hour	1hour

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Expectations	Names	Next Steps
<p>Some children will have made limited progress. They will be able to ...explore ideas about the work of Norman Foster, Antonio Gaudi, Hundertwasser and North American Indians. Use materials and techniques to communicate ideas. Comment on differences between their own and others' work. Suggest ways of improving their own work.</p>		
<p>Most children will be able to ... explore ideas about the work of Norman Foster, Antonio Gaudi, Hundertwasser and North American Indians. Collect visual and other information and select and develop ideas. They will be able to use materials and processes to communicate ideas and meanings. They will also be able to compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the purpose of the work. Adapt and improve their work to realise their intentions.</p>	<p>COMPLETED TEXTILE UNITS</p>	

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Some children will have progressed further. They will be able to ... select and use relevant visual and other information in developing their work. Manipulate materials, process ideas and meanings in response to the work of Gaudi, Hundertwasser and North An ... able to analyse and comment on ideas and refine their work to reflect their own



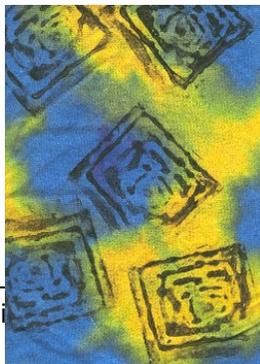
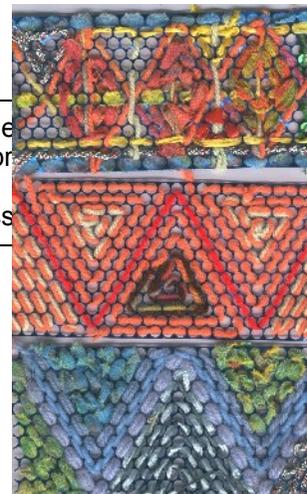
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Image based on response to the Willis Caroon Building, Ipswich designed by Norman Foster.



Drawn image dip dyed fabric response to Hundertwasser



Pressprint on dip dyed fabric.

Batik in response to the work of Antonio Gaudi.

4

Punchinella weavings.

Twig loom weaving.