

Whole School Art Planning

Aspect: - Textiles

(MTP's linked to specific year group objectives and skill development)

Spring Term 2 – F1

Theme: - Buildings, Bridges and Growth




Expectations by the end of birth – 3 years children will be able to: -

(Expressive Arts and Design)

- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Explore different materials, using all their senses to investigate them and manipulate and play with different materials.

Expectations by the end of 3-4 years children will be able to: -

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

Session 1 - Adult Led Activity (Introduce and model technique / skill to the children)	Session 2 – Adult Led Activity (Introduce and model technique / skill to the children)	Session 3– Adult Led Activity (Introduce and model technique / skill to the children)	Session 4 – Adult Led Activity (Introduce and model technique / skill to the children)	Possible Final Piece of Work (Built upon skill development throughout the term)
<p><u>Exploration and investigation</u> Explore a variety of fabrics and materials with different textures, patterns and colours e.g., spotty, stripy etc... Introduce language and vocabulary, particularly linked to pattern/weaving. Explore materials and look at items together that may be created using these materials. fabrics – curtains, clothing, rugs etc...</p> <p>The children could then begin to be introduced to basic sorting and classifying materials explored into 2 groups e.g. patterned / not patterned / spotty / stripy or into colours etc...</p>	<p><u>Exploration and Investigation</u> Investigate focussed materials in more detail: - Wool, cotton, Hi – Vis material, waterproof material etc...</p> <p>Talk about each material carefully and see if they can find the item of clothing that is made from each? E.g. jumper matched with wool etc... Talk about basic properties of materials and why we may use them?</p> <p>Children can explore the materials independently through their own play.</p>	<p><u>Developing own ideas about materials through exploration</u> Recap materials / objects focussed upon previously. Look at woven material together e.g. a rug and discuss technique. Weaving / threading in and out – Introduce to the children to the basic threading in and out/ technique both Indoors and outdoors – Using the fence and large weaving boards with a range of materials previously looked at, allow the children the opportunity to practise the basic weaving technique.</p> 	<p><u>Basic Threading / Weaving Technique (joining materials)</u> Discuss ways that we have joined material together before – glue, paste etc...Model to the children how to do a very simple threading (weaving in and out) technique (Joining skill) that also helps to join materials together.</p> <p>Allow the children to create their own large scale weaving picture outside and photograph groups for evidence.</p>	<ul style="list-style-type: none"> • Own weaving boards / templates • Flower templates – woven with wool / ribbon and a range of materials. <p>Examples-</p>  



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<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Variety of fabrics and materials to explore – patterns, textures, colours etc... • Objects e.g. curtains etc... made from a variety of fabrics/ materials. 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Clothing / objects made from various fabrics to look at and feel • Variety of fabrics and materials to explore – patterns, textures, colours etc... • Sorting hoops 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Lacing Butterflies • Lacing templates • Large weaving frames / boards both indoors and outdoors • Range of large strips of various fabrics and materials. 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Large weaving boards inside and outside / trellis etc... • Large trips of coloured. textured materials • Various materials and fabrics focussed on previously. 	
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Spring Term 2 – F2

Theme: - Buildings, Bridges and Growth

Previous Learning and Experiences from F1 –

Exploring materials

Basic weaving

Expectations by the end of Reception children will be able to: -

(Expressive Arts and Design)

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills



ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used.

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Session 1 - Adult Led Activity (Introduce and model technique / skill to the children)	Session 2 – Adult Led Activity (Introduce and model technique / skill to the children)	Session 3– Adult Led Activity (Introduce and model technique / skill to the children)	Session 4 – Adult Led Activity (Introduce and model technique / skill to the children)	Possible Final Piece of Work (Built upon skill development throughout the term)
<p><u>Returning to previous learning and refining own ideas</u></p> <p>The children will be able to recap from F1 work done previously on materials (focusing on colours and patterns – polka dot, floral, stripey) and fabrics and where these basic materials come from. The children will be challenged to think about which materials are used for things in their environment. <i>Why are these materials fit for purpose?</i> E.g., jumper is made from wool to keep us warm. Link to previous Art topic of collage – choosing materials for a purpose and seasonal change.</p>	<p><u>Explore a variety of materials, explaining their uses and properties</u></p> <p>Discuss the properties of the materials looked at during previous session and new materials introduced this session to focus more on textures (fleecy, lycra, hessian, leather, velvet, voil, lace), the children should be encouraged to use a wider range of vocabulary e.g. fluffy, warm, silky, smooth, shiny, waxy.</p> <p>As a key worker group, the children will think about the properties of these materials and sort them into groups according to own or given criteria.</p>	<p><u>Return to and build upon previous learning / joining skills</u></p> <p>Share examples of woven baskets and items (picnic baskets/planters/decorations) and explain that we are going to practise weaving using materials. The children will have worked on weaving in large movements in F1 and throughout the week we will extend this by weaving using smaller holes/thinner strips of material.</p>	<p><u>Create collaboratively, sharing ideas, resources and skills</u></p> <p>Each key worker group will select the materials they feel are most suitable for being outside/which colours they would like to use and use reasoning to explain their choices (in preparation for Year 1). Each key worker group will have their own basket and work collaboratively, taking turns to weave. Woven baskets will then be added to the outdoor area and used as planters.</p> <p>F2 to showcase new baskets to F1 children to explain what they did (ELG element).</p>	<ul style="list-style-type: none"> • Create a woven basket for the outdoor area <p>Example:</p>  
<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Various materials for the children to explore both natural and manmade • Objects made from a variety of materials 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Various materials and fabrics • Sorting hoops • Sorting criteria -pictures /labels/photographs • Using natural resources (paper, twigs, hay) 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Materials and fabric strips • Weaving looms • Woven items to explore • Natural resources to weave with 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> • Various fabrics/materials • Weaving looms • Woven items to explore • Natural resources to weave with 	<p>Link to order baskets: WUZILIN 2 PCS Shelf for Design Metal Wall Grille, Shelf Design Grid Photo Wall Used for Lattice Photo Wall 23.5x12x8cm, Black : Amazon.co.uk: Home & Kitchen</p>



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			<ul style="list-style-type: none"> Children to create a Chatta to explain what they did (ELG). 	
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Spring Term 2 – Year 2

Theme: - Post a Pringle

Previous Learning and Experiences from Foundation Stage and Year One –

Foundation Stage

Exploring materials

Basic weaving

Expectations by the end of Key stage 1 children will be able to: -

Key Stage One

Pupils should be taught:

To use a range of materials creatively to design and make products.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

- I can sort, select and control colour, line, shape, texture to make and control fabric and textile surfaces.
- I can collect, deconstruct, discuss and use fabrics and cloth to reassemble new work.
- I can cut threads and fibres, stitch, sew together and surface decorate using adhesive and bead or buttons.

<p><u>I can sort and control colour, line, shape, texture to make and control fabric and textile surfaces.</u></p> <p><u>I can collect, deconstruct, discuss and use fabrics and cloth to reassemble new work.</u></p> <p>Have a selection of old material and clothes and discuss how they feel and the colours and what they could be used to</p>	<p><u>I can cut threads and stitch together.</u></p> <p>Children to be show how to do a simple stitching activity to get used to using a needle. Children should use large metal sewing needles. After doing an example they could then try the same stitch to join two pieces of material together.</p>	<p><u>I can sew buttons on to a fabric</u></p> <p>Once the children have got used to the simple stitching activity they can use the same technique to sew on a button.</p> <p>Children should be given time to practice this technique.</p> <p>Create Simple pouch using running stitch to join.</p>
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create. E.g. the blues could create the sea.
Yellow/brown colours could create the sand.
Investigate stitching on clothes.



On pieces of hessian, practice simple running stitch using large needles.

Create a rainbow using coloured thread and simple running stitch.



Made from one piece of folded fabric.



Spring Term Year 4

Theme: Art Bot

**Previous Learning and Experiences from Foundation Stage and Year One –
Foundation Stage**

Exploring materials

Basic weaving

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Year 2

Simple Stitching back to a main point

Stitching a button on to material

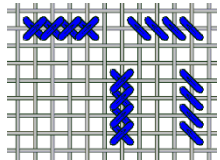
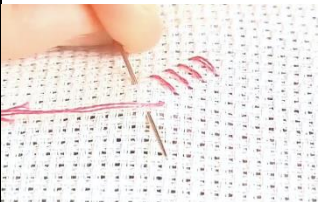
Using threads and adhesives to create a picture

Expectations by the end of Key stage 2 children will be able to: -

Develop their techniques, including control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.

They will increase their mastery of art and design techniques with a range of materials.

- **I can attach different elements using stitching using straight stitch, running and back stitch.**

<p>I can do straight stitch, running and back stitch.</p> <p>Children to practise different types of stitching using binca and thread. Demonstrate the different techniques of all these stitches.</p>  <p style="text-align: center;">Cross</p>  <p style="text-align: center;">Straight</p>	<p>I can do straight stitch, running and back stitch.</p> <p>Revisit warm and cool colours etc.</p> <p>Children to plan a design for their bookmarks. When planning they need to decide what type of stitch will be used.</p> 	<p>I can attach different elements using stitching using straight stitch, running and back stitch.</p> <p>I can apply decoration using needle and thread (buttons and sequins).</p> <p>Children to enhance their bookmarks by adding tassels, ribbons, edging or buttons.</p> 	<p>Possible Final Piece of Work (Built upon skill development throughout the</p> <p>To produce a bookmark using different stitching techniques and join different elements.</p> <p>Differentiation by outcome: WT – Simple stitching patterns. ARE – Planned and completed patterns with increasing complexity. GD – Adding embellishments and greater amount of stitching.</p>
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<p>Children to practice threading needle and tying a starting/finishing knot.</p>	 <p>Children to mark on their design different stitches they will use.</p>	 <p>Look through different designs and design an embellishment to their bookmark.</p>	
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Spring Term Year 6

Theme: Balloon Blaster

Previous Learning and Experiences from Foundation Stage and Year One –

Foundation Stage

Exploring materials

Basic weaving

Making a puppet

Year 1

Weaving on a simple loom

Joining two pieces of card together with a needle and thread.

Select the materials they want to create their scarecrow but have to use weaving and stitching.

Year 2

Discussion about old clothes and what we could use the to represent

Simple Stitching back to a main point



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Stitching a button on to material

Using threads and adhesives to create a picture

Year 3

Weaving paper and found materials to represent an image. E.g. landscape, pattern or texture.

Printing on fabric using a mono print block or tile or as a part of a group using a simple stencil.

Year 4

Focus on stitching, such as straight stitch, running stitch and cross stitch on Binca.

Year 5

Using all the skills of stitching but joining two pieces of fabric together.

Learning the skill of plaiting.

Expectations by the end of Key stage 2 children will be able to: -

Develop their techniques, including control and their use of materials, with creativity, experimentation and increasing awareness of different kinds of art, craft and design.

They will increase their mastery of art and design techniques with a range of materials.






- I can show an awareness of the natural environment through careful colour matching and understanding of seasonal colours.
- I can dye fabrics and use tie dye techniques to control and create a fabric image.

<p>Session 1 – <u>I understand the history of tie dye.</u></p> <p>Children to understand the history of tie dye. What materials are needed to create modern tie dye? When did tie dye first originate and how was it made? Name and explain some techniques used to create tie dye.</p>	<p>Session 2 <u>I can show an awareness of the natural environment through careful colour matching and understanding of colours.</u></p>	<p>Session 3 <u>I can dye fabrics and use tie dye techniques to control and create a fabric image.</u></p> <p>Give children opportunities to learn about and practice using the spiral and tiger stripe</p>	<p>Possible Final Piece of Work (Built upon skill development throughout the</p> <p>To produce a tie dye T shirt to represent a theme / object / image using the correct colours to represent the image. They should</p>
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<p>Explain the different methods and techniques of tie dye used within Asia. Give one example of why tie dye has been used around the world.</p>  <p>Practise stitching skills</p>	<p>Children experiment with creating colour wheels to portray different emotions / abstract concepts. Get children to justify why they have chosen the colours.</p> <p>Running and back stitch – two pieces of material with Binca – tying off a thread.</p>	<p>techniques and marble and bullseye techniques. Experiment with what materials can be dyed.</p>     <p>Cross stitch to embellish with Binca and two pieces of material. Use spring board to keep fabric tight.</p>	<p>select the appropriate tie dye technique to match the image.</p>
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		Blanket stitch	
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