

Unit 2B Mother Nature, designer

ABOUT THE UNIT

In this unit children explore line, shape, colour and texture in natural forms. They make observations of natural objects and use their observations as the basis for textile design. They use their experience of fabrics to make a collage and learn and use simple techniques for appliqué.

WHERE THE UNIT FITS IN

This unit builds on Unit 1B 'Investigating materials'. It also builds on Unit 2B 'Plants and animals in the local environment' in the science scheme of work and Unit 2D 'Joseph's coat' in the design and technology scheme of work.

WHAT THE UNIT COVERS

Art	Craft	Design	2D	3D	Individual work	Collaborative work
Line	Tone	Colour	Pattern	Texture	Shape	Form Space
Painting	Collage	Textiles	Digital media	Sculpture	Print making	

VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- lines and marks, *eg lines, dots, squiggles, patches*
- shapes in nature, *eg long, thin, rounded, regular, symmetrical, flowing*
- colour in nature, *eg colours of the seasons, earth colours, colours of corn*
- textures and surfaces in nature, *eg smooth, prickly, shiny, furry*
- collage, *eg combining, overlapping, layering, pleating, wrinkling, stitching, appliqué, molas*

RESOURCES

For practical work

- drawing materials
- materials for fabric collage, *eg a variety of fabric offcuts, threads, beads, sequins, scissors, glue, large-eyed needles*
- magnifying glasses

Suggested examples of art, craft and design

- natural forms, *eg plants, seed pods, roots, leaves, flowers, cross-sections of fruits and vegetables*
- photographs and visual information about:
 - line, shape, colour and texture in the natural environment
 - plants and habitats
 - reproductions of the work of designers who used nature as a source of ideas, *eg wallpaper designs by William Morris, decorative patterns by Henri Matisse*
- designs based on plant forms, animals, birds, insects, *eg on fabrics, jewellery, tableware, tiles, buildings from different times and cultures such as Arabic and Middle Eastern carpets, African, Polynesian and Native American fabrics, which often show abstract representations of plants*

EXPECTATIONS

At the end of this unit

most children will be able to:

investigate and use drawing, collage and textile materials and processes to communicate ideas about line, shape and colour; comment on differences in others' work; suggest ways of improving their own work

some children will not have made so much progress. They will be able to:

use materials and processes to communicate ideas; describe what they think or feel about their own and others' work

some children will have progressed further. They will be able to:

collect visual and other information for their work; investigate shape, pattern and texture; use materials and techniques to communicate ideas and experiences; comment on similarities and differences between their own and others' work; adapt and improve their own work

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

EXPLORING AND DEVELOPING IDEAS

- to record from first-hand observation and experience
- Display a selection of natural objects, *eg plants, seed pods, roots, leaves, flowers, fruits, vegetables*, and examples from books and posters.
- Arrange a walk around the school or a visit to a local park. Identify plants and animals in different areas. Ask the children to collect dead or dying materials, *eg fallen leaves, bark, interesting roots*.
- In the classroom, ask the children to make small individual displays of their collected materials. Ask them to observe carefully the shapes and textures of the objects, using magnifying glasses to find interesting qualities.
- Ask the children to look at the lines, shapes and colours in the natural objects. Look at them from different positions and note the changes. Discuss why one viewpoint might be considered more interesting than another. Discuss what they will show in drawings.

- collect and group natural objects and make a visually attractive display
- identify visual and tactile qualities that appeal to them, select a viewpoint and say why they find it interesting
- say what they think they will show in their designs

- Link to Unit 2B 'Plants and animals in the local environment' in the science scheme of work. Children could use a digital camera and use this information to support their design work.
- Ensure that children only collect fallen, dead or dying natural material. Emphasise the importance of not disturbing the area in which they find the material. Remember to follow health and safety guidelines.
- Guide the children to look at lines and shapes of leaves, bark, pebbles, etc.
- Introduce key words associated with groups of colour, *eg different yellows*; types of shape, *eg flowing, organic forms*; surface qualities, *eg rough or smooth plant skin or covering*.

INVESTIGATING AND MAKING

- to record from first-hand observation and explore ideas for a design
- to represent observations and ideas, and design and make a paper collage
- Ask the children to make a number of careful drawings of the natural objects:
 - using a careful line to describe the main shapes of the object chosen
 - organising where shapes and other visual information will be placed on the paper
 - thinking about size and relationship of shapes
 - blocking in, blending and overlaying colours to show changes of shape and surface.
- Ask the children to choose one of their drawings to develop into a design for a textile collage by:
 - copying the main shapes onto paper to provide a pattern
 - enlarging the main shapes of their design
 - simplifying the shapes.
- Ask the children to choose the main fabrics they would like to use in their collage. Help them to develop a fabric collage.
- Ask the children to use the paper pattern to transfer the shapes onto the fabric and then to cut out the shapes. Show the children how to make basic stitches, *eg starting, ending, running stitch using hessian*, and how to use simple fabric joining techniques, *eg lacing, stitching, stapling, glueing, taping*.
- Encourage them to use their experience of fabrics. *How can they use techniques of gathering, scrunching, pleating, folding? How will they use appliqué? How will they use the idea of cutting a shape out of fabric and placing another fabric behind it (molas)? How will they embellish the surface further using beads, threads, other materials?*

- record observations of line, shape, colour and texture
- experiment with fabrics, threads and other materials to create a fabric collage
- use a range of techniques in their work

- Show the children examples of botanical illustrations to show the need for accurate observation.
- Children could experiment with paper collage techniques to compose designs based on plant forms or they could use printing techniques to print a variety of patterns and textures and use these papers in their collage work.
- Show the children work by William Morris, Matisse and designs on everyday objects such as tableware or fabrics. Emphasise the need for simplicity in the shapes that they use.
- The skills of using a paper pattern are taught in Unit 2B 'Puppets' and Unit 2D 'Joseph's coat' in the design and technology scheme of work (focused practical task using appliqué).

EVALUATING AND DEVELOPING WORK

- to review what they and others have done and say what they think and feel about it
- about differences and similarities in the work of designers
- Ask the children to talk about how they made their collage. Identify successful features in their own work and the work of their peers. *How well did they use lines, shapes, colours and textures in their work? How many ways did they find to change the surface of their collage? How do the textures make them feel?*
- Discuss what new work the children would like to do to build on their successes.
- Look at examples of designs based on nature and natural forms from different times and cultures. Discuss the use of line, shape, colour, texture and suggest ways in which the designs have been adapted to the materials.

- describe the visual qualities of their work
- explain how they created certain effects
- identify what they might change in their current work or develop in future work
- comment on differences in designs

- Use whole class and small group discussion to identify what the children think and feel about their work.
- Children working cooperatively to report and evaluate links with year 2, term 3 of the framework for planning in *Teaching speaking and listening in key stages 1 and 2* (QCA/99/391).
- See *Teacher's Guide* appendix for resources.

PRIOR LEARNING

It is helpful if children have:

- collected materials to use in their work
- made drawings from first-hand observation
- learnt the skills of cutting, tearing and glueing
- learnt the names of basic colours, eg *blue, yellow, red, green, orange, purple*
- noticed how the seasons change and bring different colours

FUTURE LEARNING

In Unit 3B 'Investigating pattern', children use stencilling and print-making techniques to make a decorative piece.

ADAPTING THE UNIT OF WORK

Children could:

- create a design based on natural forms and explore ways of organising the shapes and colours in a repeating pattern
- collaborate to create a large-scale collage, based on the shapes and colours of familiar or unfamiliar environments
- develop their fabric collage into a three-dimensional form by gathering up the edges and padding the inside