

Unit 5C Talking textiles

ABOUT THE UNIT

In this unit children explore how stories have been represented in textiles in different times and cultures. They work together to make a two- or three-dimensional work based on a familiar story, myth or legend. They investigate and use a range of materials, techniques and textile processes to create surface patterns and textures and other visual and sound effects.

WHERE THE UNIT FITS IN

This unit builds on Unit 1B 'Investigating materials', Unit 2B 'Mother Nature, designer' and Unit 3B 'Investigating pattern'. Children will use their experience from these units to interpret a familiar story, myth or legend. This unit could be linked with English: the use and effect of figurative language and the ability to draw on print, sound and image to obtain meaning.

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:

- visual and tactile qualities, *eg shiny, scaly*
- drawing skills, *eg outline, mark making*
- making skills, *eg glueing, stitching*
- composition, *eg arrangement of shapes, colours, lines, background, foreground*

RESOURCES

For practical work

- cartridge and tissue paper
- fabric for background or a framework or structure for three-dimensional work
- fabric offcuts, scissors, needles, threads

Suggested examples of art, craft and design

- textiles or photographs of textiles, such as wall hangings or tapestries, that tell a story, *eg Bayeux Tapestry, embroidered shrine cloths from northern India*
- illustrated stories, *eg on Egyptian tomb paintings, Greek vases, Chinese ceramics, cartoon strips, storybooks*

EXPECTATIONS

At the end of this unit

most children will be able to:

explore ideas and collect materials and information to support their work; investigate colour, shape and texture in textile materials and processes and use these to communicate ideas in a story; comment on similarities and differences in how events in a story are communicated in their own and others' work; adapt and improve their own work

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

investigate and use textile materials and processes to communicate ideas; comment on differences in their own and others' work; suggest ways of improving their own work

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

collect visual and other information to help them develop ideas; investigate, combine and organise visual and tactile qualities and apply their knowledge of materials and processes to communicate their ideas; compare and comment on ideas, methods and approaches in their own and others' work in the context of the events of the story; adapt and improve their work to realise their intentions

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

EXPLORING AND DEVELOPING IDEAS

- to question and make thoughtful observations about starting points for their work
 - to collect visual and other information to help them develop their ideas
- 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.
 - As a class decide which story, myth or legend to use as the inspiration for textile work. Read the story and ask the children to visualise ideas from the words.
 - List the ways in which the events in the story 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*.
 - Talk about the possibilities of incorporating sounds into their textile work. Ask the children to explore the sounds made by different fabrics, papers and surfaces. Consider how sounds will be activated, *eg by movements of air or touch*.
 - Ask the children to produce images showing parts of the story. Read the story again, showing the illustrations in the book. Ask the children to compare their work with each other and the illustrations.

- identify and comment on the content, ideas and ways that stories are communicated visually
- draw what they imagine when they read the story
- compare their work with the work of a book illustrator
- Discuss the connections between the story, the words used and specific colours, textures and effects.
- Links with the *National Literacy Strategy: Framework for teaching*, year 5, term 2, where children investigate different versions of stories, including those told through different media. They also explore how cultures are expressed through stories.

INVESTIGATING AND MAKING

- to investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work
- Ask the class to design and make a piece of work that tells the chosen story. 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 glueing 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*
 - Ask the children to think about:
 - the relative size and proportions of the components of the story, *eg characters, animals, plants, trees*
 - 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 and the sound of materials to communicate ideas in the story, *eg rustling leaves, shimmering water*

- 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 tells a story
- 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

- to compare ideas, methods and approaches in their own and others' work
 - to adapt their work according to their views and describe how they would develop it further
- 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 create ideas and feelings, identifying particular ideas that are different and original.
 - Read the story again. Ask the children to identify how their work helps to tell the story.
 - Ask them to identify parts they think they could improve and develop.

- talk about their finished work and how and why it was made
- identify the differences between their work and the work of others
- make changes in their work where needed
- 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 tell a story.
- Invite a textile artist into the school to talk about their own and the children's work. The artist could make constructive comments about the progress that has been made.

PRIOR LEARNING

It is helpful if children have:

- explored the qualities of fabrics and other materials
- handled, sorted and cut fabrics
- used collage techniques
- used dyes or paints to colour fabrics
- created interesting surface textures
- used simple print-making techniques, *eg stencil printing, press printing, block printing*

FUTURE LEARNING

In Unit 6B 'What a performance', where children design and make a piece of headwear for a character in a story, using a range of textiles and other materials.

ADAPTING THE UNIT OF WORK

Children could:

- investigate how textile processes could be used to interpret ideas in a Greek myth or legend into a contemporary context, linking with Unit 14 'Who were the ancient Greeks?' in the history scheme of work
- interpret images of space, using textile materials and processes. This links with Unit 18 'Journey into space: exploring sound sources' in the music scheme of work, where children compose a soundscape

