

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design

Year: KS1 - Year 2

Textiles - Pattern

Ester Mahlangu (South African native designer) 11.11.1935 -
Sindiso Khumalo (South African textile designer)

NC/PoS:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject content - Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Prior Learning (what pupils already know and can do)

Understanding of - Colour mixing, line and pattern, using watercolours, identifying shapes.

End Points (what pupils MUST know and remember)

Know a textile is a cloth that is woven from threads that can be made into clothes.

Know the name of the famous South African native artist, Esther Mahlangu who used traditional, cultural patterns and symbolic designs that have been preserved through generations.

Know she is from the Ndebele Nation where the tradition and style of house painting is passed down in the families from generation to generation by the mothers to their daughters.

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Know that traditional art and artists can influence modern day artists and designers.
Know that Sindiso Khumalo is a current fashion and textile designer who is influenced by traditional South African design, but who creates modern design and fashion items of clothing.
Know that a traditional Ndebele house is decorated with traditional painted patterns.
Know that wax resist technique on fabric is made using wax crayon and fabric dyes when the wax resists the colour of the dye.
Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.
Know that all artists use sketchbooks, which are used to collect ideas and practise skills.
Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.

Key vocabulary to teach in each session; written in bold at the beginning of each session. To be revisited in following sessions.

Session 1

Key vocabulary: Textiles, visual elements, colour, pattern, traditional cultural designs, generations, Esther Mahlangu, Ndebele Nation, Sindiso Khumalo, textile designer

Introduce children to artists who focus on 'pattern' in their work, including South African Designers, Esther Mahlangu and Sindiso Khumalo.

Introduce the children to the concept of traditional, cultural patterns and symbolic designs that are preserved through generations. Discuss the work of Esther Mahlangu, a South African Designer from the Ndebele Nation, where the tradition and style of house painting is passed down in the families from generation to generation, by the mothers to their daughters.

South African Artist Esther Mahlangu by Lillian Gray - YouTube

Introduce Sindiso Khumalo (South African fashion and textile designer).

Sindiso Khumalo: I'm a textile nerd - YouTube

Compare her modern textile designs to the traditional designs of Esther Mahlangu.

Can the children see any similarities? Can they see the influence of traditional designs?

Session 2

Key vocabulary: wax resist technique, geometric shapes, oil pastels, hot and cold colour palettes, influence

In sketchbooks complete warm-up observational drawing exercises, A & B (SEE OVERVIEW) to improve observational skills and recording accuracy. Use pens and graphite sticks.

Draw unfamiliar objects so children cannot draw from memory.

Remind the children of the designs created by Esther Mahlangu. Using a photocopy of a Ndebele pattern, in sketchbooks children extend/reproduce a similar geometric design. Use rulers to draw parallel or straight lines. Use pens or black markers and similar traditional colours.

Draw a traditional house decorated with cultural patterns.

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Session 3

Key vocabulary: Dashboard, wax resist sticks, limited colour palette – warm and cold colours, geometrical shapes, pattern

Demonstrate how to create a wax resist pattern, using wax sticks or oil crayons and fabric dyes. In sketchbooks, children explore the effects created using this technique. Can the children recall warm and cold colours? Can colour convey a mood like happiness or sadness? Children to make a cold colour and a hot colour design using the wax resist technique.

Explain to the children that some artist's designs are transferred to fabric to make clothes, rugs, car dashboards (Esther Mahlangu) phone covers etc.

In sketchbooks, children design geometrical patterns, which they will transfer onto fabric to create a book cover.

Session 4

Key vocabulary: Wax resist sticks, limited colour palette – warm and cold colours, geometrical shapes, pattern, design, double sided tape, fabric

Children to choose their favourite design from those produced in the last session and transfer this onto a piece of A4 cotton fabric with wax resist sticks. Using a limited colour palette of 3 colours, children add fabric dyes to their wax pattern. Leave to dry completely.

Once dry, stick the fabric work onto an A4 piece of card with a **thin** layer of PVA glue or double-sided tape and a glue stick. Place a book on top to weight it down so it sticks together well. Fold in half along the longest side and weight down again.

Annotate and finish sketchbook pages from previous sessions add labels and information.

Session 5

Key vocabulary: fold (spine of the book)

To complete their book, children add pages inside the book cover. Fold 3-5 pieces of A4 paper in half along the longest side and place inside the cover. Attach the pages to the fold (spine of the book) with an elastic band or string. Cover with ribbon.

Can the children feel the waxy surface of the oil pastel? What could their books be used for?

Future learning this content supports:

Designing for a purpose in Design technology. Further development of textile design and links to British textile artists. Art from other cultures and religions.