

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design

Year: UKS2 - Year 5

Textiles- Quilting

Grayson Perry - 24.3.1960 – Present (Contemporary Art)

Sue Benner - Born in 1955 (Textile Artist)

Josie Russell – Born in 1987 (Textile Artist)

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.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Prior Learning (what pupils already know and can do)

Sewing, threading a needle, using wool, cross stitch and running stitch, pattern, colour, shape, texture

End Points (what pupils MUST know and remember)

Know that art can be made from fabrics, fibres and wool by stitching or weaving and that quilting, wet-felting and wax batik techniques are also used by textile artists.

Know techniques are often combined in a single piece of art.

Know quilting is the process of sewing, using a sewing machine or a needle and thread to join two or more layers of fabric together to make a thicker padded 'textile'. Usually, constructed in three layers.

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Know that in Britain, quilting was most popular in the 17th century, when it was used to make quilted silk doublets and breeches worn by the wealthy and later for petticoats, jackets and waistcoats. Quilts were produced professionally in major towns and cities like London.

Know that many of the English quilted items in Museum's collections are the work of women sewing at home for their own use. While some were made by necessity, others were made to mark specific life occasions, such as a birth or wedding, or were perhaps made for a dowry for a marriage.

Know the earliest known quilted garment is depicted on a carved ivory figure of a Pharaoh of the Egyptian First Dynasty, about 3400 B.C. The art of quilting has been a traditional practice in many cultures for many centuries.

Know Wet Felting is the process of using a combination of friction/agitation, soap and water to make felt fabric out of wool fibres called wool tops. The hot water and soap, changes the pH of the wool and allows the scales on the fibres to open-up and adhere together.

Know that the process of wax batik is where the pattern or design is drawn with hot wax onto fabric that when dry, forms a barrier that will not be affected when the coloured dye is applied. The wax is removed by ironing.

Know Grayson Perry, Sue Benner and Josie Russell are textile artists.

Know Grayson Perry makes large scale quilted artwork for example 'A Portrait of Great Britain'

Know Sue Benner makes quilted textile art of landscapes and abstract patterns and is world famous.

Know Josie Russell is a Welsh commercial textile artist making pictures, cushions, hangings etc. Prints of her work are transferred to items like bags, purses, mugs and tea towels.

Know how to talk about and describe artist's work by using the new art vocabulary in this unit of work.

Know that all artists use sketchbooks and that these are to be used to collect ideas and to practise skills.

Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.

Key Vocabulary

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

Session 1

Key Vocabulary: textiles, quilting, padded, batting, insulated, layers

Introduction to Quilting

Quilting is the process of sewing, using a sewing machine or a needle and thread, to join two or more layers (usually three) of fabric together to make a thicker padded 'textile'. The top fabric or quilt top, the batting or insulated middle layer and the backing material.

The earliest known quilted garment is depicted on a carved ivory figure of a Pharaoh of the Egyptian First Dynasty, about 3400 B.C. The art of quilting has been a traditional practice in many cultures for many centuries.

In Britain, quilting was most popular in the 17th century, when it was used for quilted silk doublets and breeches worn by the wealthy and later for petticoats, jackets and waistcoats. Quilts were produced professionally in major towns and cities like London.

Quilting also has a domestic history. Many of the English quilted items in Museum collections are the work of women sewing at home for their own use. While some were made by necessity,

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others were made to mark specific life occasions, such as a birth or wedding, or were perhaps made for a dowry.

Some artists specialise in textile techniques to create their art. Learn that textile artists develop their work from a starting point such as an idea, a visual stimulus, an ideal.

Grayson Perry

Grayson Perry makes large scale quilted artwork for example 'A Portrait of Great Britain'

[Grayson Perry | Artist | Royal Academy of Arts](#)

Sue Benner

Sue Benner makes quilted textile art of landscapes and abstract patterns and is world famous.

[Sue Benner](#)

Josie Russell

Josie Russell is a Welsh commercial textile artist making pictures, cushions, hangings etc. Prints of her work are transferred to items like bags, purses, mugs and tea towels.

[About me | Josie Russell](#)

Session 2

Key Vocabulary: Friendship Tree Theme, compile images, patterns, colours, symbols, fabrics, background, top layer, fabric dye, running stitch, blanket stitch, embellishments, wax batik, tjanting, wax kettle

Use sketchbooks and drawing exercises to improve observational skills and recording accuracy. (Continuous line/forward-backwards drawing) Objects can be anything unfamiliar, so children do not draw from memory.

Friendship Tree Quilt

In sketchbooks, children start to compile images that represent themselves, their friends or how friendship feels. This can include favourite things, food, music, sport etc. in the form of images or symbols that can be transferred to the Friendship Tree Quilt. Children to consider using patterns, colours, names, initials, words.

Stages & Techniques

Quilt Background – To create the background, children work in small groups to decorate the top layer of fabric with hot Batik wax. Under close adult supervision, the wax is heated in the wax kettle. Using tjantings, children carefully draw their patterns onto the fabric, before allowing it to set. Once set, the fabric will be dyed using Batik fabric dyes. Wax deposits will be removed using a hot iron – an adult only to complete this element.

The Tree - The trunk and branches of the tree will be created by sewing a running stitch on pieces of felt, which will be combined to make the tree shape.

Stitching – remind the children of the sewing techniques learned in Year 4.

- Threading a needle
- Running stitch
- Cross stitch

Demonstrate how to sew using blanket stitch, also known as secure stitch, which sews two pieces of fabric together. Children practise this stitch on their images to be used on the tree branches.

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How to Blanket Stitch <https://www.youtube.com/watch?v=S9zegUYdPmg>

Leaves and flowers – Children will work on their individual pieces of stitched images, taking guidance from the ideas drawn in their sketchbooks. Children learn how to stitch on sequins or beads, to add embellishments. These images and symbols will be stitched in place on the branches of the tree.

Session 3

Key Vocabulary: Wet felting, merino wool tops, tease out fibres, agitate, shock the fibres, adhere

Wet Felting is the process of using a combination of friction/agitation, soap and water to make felt fabric out of wool fibres called wool tops. The water and soap, changes the pH of the wool and allows the scales on the fibres to open-up and adhere together.

Felted flowers Using woollen tops, hot soapy water and bubble wrap, children will create their own wet felted flowers.

Children will tease out the wool top fibres and lay them in a square shape on a piece of bubble wrap (bubble side up). Add 5 thin layers, working in a clockwise direction – vertical, diagonal, horizontal, diagonal, vertical. Spray on cold, soapy water and add another layer of bubble wrap (bubble side down). Agitate the fibres by rubbing the bubble wrap for approximately 10 minutes, ensuring the fibres stay inside the bubble wrap. This makes the fibres lock on to each other. When the fibres are locked together, submerge in hot water to shock the fibres. Squeeze out water and leave to dry.

Once dry, children sew a button in the centre of the flower, before it is added to the tree branches.

Session 4

Key Vocabulary: Tacking, binding, raw edges, wall hanging

To complete the wall hanging, put the quilt layers together:

- Top layer - decorative layer
- Middle layer - batting layer
- Bottom layer - plain backing sheet

Secure with pins or safety pins and tack together using large running stitches. Bind the edges of the quilt with binding to seal in the raw edges.

Session 5

Key Vocabulary: Evaluate, annotate

Evaluate the final product. Does it have 3 well attached layers?

Is the stitching secure?

Did the children learn new stitches?

Can the children remember the quilting stages?

Can they recall the wet-felting process?

Record stages of making in sketchbooks and evaluate their learning progress.

Future learning this content supports:

Develop textile and stitching skills .

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