

SKILLS FOCUSED

# TEXTILES



# Textiles Skills

Year 1	<b>Weaving</b> Using simple weaving techniques
Year 2	<b>Weaving</b> Using a frame and knotting for structure
Year 3	<b>Stitching</b> Using applique methods
Year 4	<b>Stitching</b> Using a variety of stitch methods
Year 5	<b>Altering Fabric</b> Using fabric dyeing techniques
Year 6	<b>Altering Fabric</b> Creating a collaborative piece

# Vocabulary

Year 1	<ul style="list-style-type: none"><li>• Fabric</li><li>• Weaving</li><li>• Warp</li><li>• Weft</li></ul>	<ul style="list-style-type: none"><li>• Pattern</li><li>• Over-under</li><li>• Shapes</li><li>• Colours</li></ul>
Year 2	<ul style="list-style-type: none"><li>• Fabric</li><li>• Weaving</li><li>• Warp</li><li>• Weft</li></ul>	<ul style="list-style-type: none"><li>• Loom</li><li>• Join</li><li>• Wool</li><li>• Pattern</li></ul>
Year 3	<ul style="list-style-type: none"><li>• Applique</li><li>• Running stitch</li><li>• Thread</li><li>• Embellishment</li></ul>	<ul style="list-style-type: none"><li>• Needle</li><li>• Join</li><li>• Sewing</li><li>• Stitching</li></ul>
Year 4	<ul style="list-style-type: none"><li>• Quilting</li><li>• Padding</li><li>• Stitching</li><li>• Sewing</li></ul>	<ul style="list-style-type: none"><li>• Join</li><li>• Texture</li><li>• Decoration</li><li>• Outline</li></ul>
Year 5	<ul style="list-style-type: none"><li>• Tie-dye</li><li>• Embroidery</li><li>• Alter</li><li>• Pattern</li></ul>	<ul style="list-style-type: none"><li>• Dip-dye</li><li>• Natural</li><li>• Synthetic</li><li>• Absorption</li></ul>
Year 6	<ul style="list-style-type: none"><li>• Dye</li><li>• Tapestry</li><li>• Quilt</li><li>• Alteration</li></ul>	<ul style="list-style-type: none"><li>• Embroidery</li><li>• Wax</li><li>• Seal</li><li>• Texture</li></ul>

# Artists

Year 1

Ulrike Martin



Year 2

Tammy Kanat



Year 3

Carol Amott



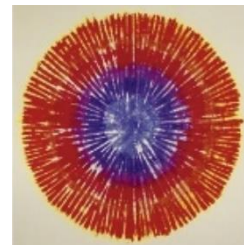
Year 4

Ann Rippin



Year 5

Michael Phelan



Year 6

Faith Ringgold



## Year 1 – Weaving

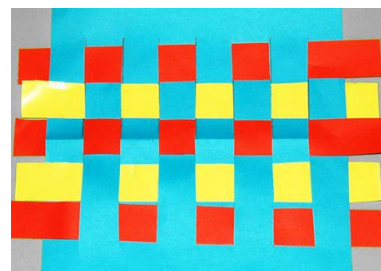


Week 1: LO: To identify and group different types of fabrics.

Get some simple fabric samples. Sit in a circle. Someone will start with a piece of fabric. Pass it around the circle. When the music stops, whoever is holding it can say one word to describe the fabric. Do they know the name of it? Label some fabrics and what the children think the fabrics are used for.

Week 2: LO: To understand plain weaving and how it creates a structure.

Use paper to start weaving. Show that weaving is a pattern, and it is used to help to create fabric, and artists use weaving to create strong patterns and pieces of art.



Week 3: LO: To identify how Ulrike Martin uses textiles to create art.

Look at a range of works of Ulrike Martin. Ask the children what they see. Use Oracy 21 to get children to talk about why people weave fabric, why this is art, and what they can see.



Week 4: LO: To make simple weavings with fabric, wool or threads.

Try weaving with fabric. Take photos of children making weaving patterns, can they use different colours to create a picture? If you have no coloured fabric, can children create a picture on a square piece of paper, cut up the paper into strips and then weave it into another picture? What picture have you made?



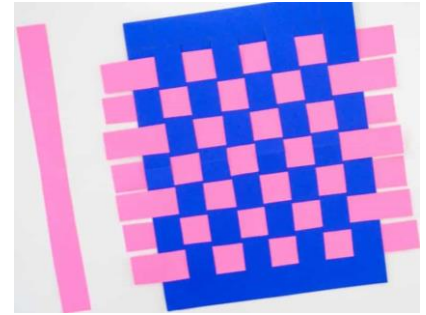
Week 5: LO: To discuss one key skill used in my artwork.

Ask children to finish the sentence: weaving is when... Have children look at their work and talk about the skill they have used. What was really tough about completing the pattern? What was really easy? What did they need to remember when they were doing it? How is the work similar to the artist?

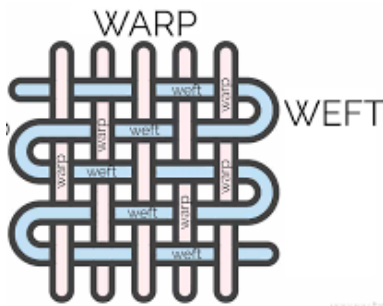
## Year 2 – Weaving

Week 1:      LO: To show an understanding of weaving through annotations.

Show children a weaving pattern, and ask to explain how the pattern was made. Have strips of coloured paper, and ask children to experiment with weaving and see if they can write down a few steps of how to weave.



Week 2:      LO: To experiment with a range of weaving patterns and knots



Children practise weaving with a range of materials: twigs, paper, fabric, wool. Which is easier? Experiment with the materials and get use to practising weaving one way, then the other. This is called warp and weft. Warp is when you go up or down, weft is when you cross them over, left to right. Can they knot wool too?



Week 3:      LO: To use a frame to weave fabric and/or wool

Tie your piece of wool to the frame at the top, and then another colour to the frame at the side, then wrap your wool around in a warp, weft pattern. Take photos of the children completing these patterns and put into sketchbooks with a few comments from the children.



Week 4: LO: To create a woven pattern inspired by Tammy Kanat

How has Tammy used weaving to create art? Has she created a picture? Continue your own weaving patterns if you can, going in any direction, but sometimes using warp and weft to secure your artwork. Look at lots of her artwork. Which is your favourite and why?



Week 5:      LO: discuss how artwork has been made strong and sturdy.

What have you learned this half term? What has been really difficult for you? What have you really enjoyed? What kind of art is your favourite so far?

Looking back at photos of us creating our work, complete some sentence stems about how we made the fabric really strong. Why do you think people use machines instead of weaving it themselves?





## Year 3 – Stitching

Week 1:     LO: To understand how to use the applique technique.



Show children a simple square piece of fabric. Ask them how they could make that piece of fabric look like a house. Remember, fabric is really tough to draw onto, so will they need to use something else? Focus on the answers where children may suggest they can add more fabric or other things onto it. If so, how would they attach it? Attaching things to fabric can be done by appliqueing it together. Appliqueing is when you stitch pieces of fabric together, use thread to show a pattern, or to add embellishments. In sketchbooks, describe what appliqueing is with diagrams.

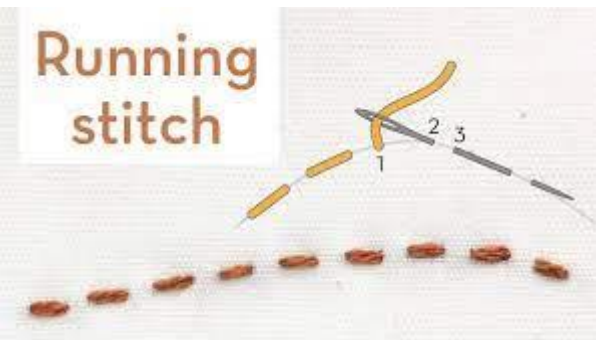
Week 2:     LO: To design a house with embellishments  
acting as key parts of a building.

Over the next few weeks, you are going to create a house design, using embellishments, applique method and stitching. Come up with a list of items children will have for their houses. With that, create a house design. Design a house, labelling the materials you are going to use, techniques you will use to attach items and preferred colours. **SEE AHEAD for Week 3 if there are not enough resources.**



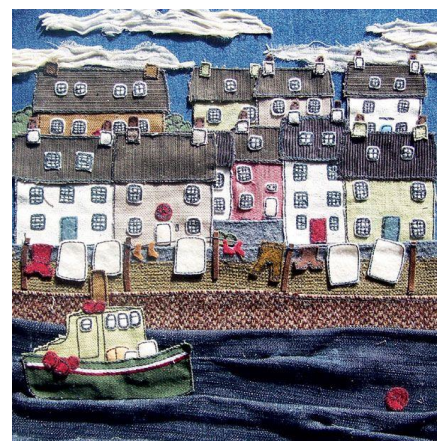
Week 3:     LO: To use a needle and thread to create a  
running stitch

Practise the running stitch using small needles (larger needles for SEND (fine motor)) and fabric that is ideal for pushing a needle through easily (ideally hessian). **If there are not enough needles, have half the class completing their house designs, and the other half of the class practising their stitching methods.** Remember to tie the thread so it secures the stitch!



Week 4:     LO: To create a piece inspired by Carol Amott

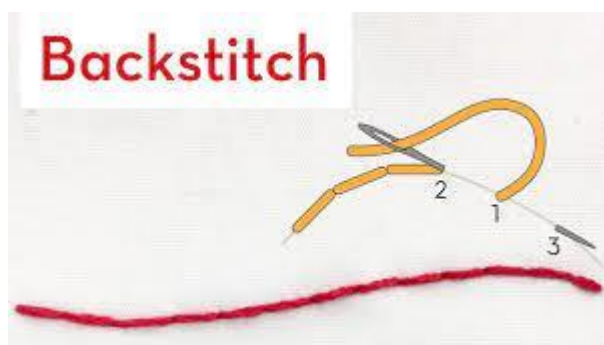
Look at the work of Carol Amott, a Scottish textile artist. What do you notice about the image? Can you see different types of fabrics? Can you see any applique methods? Begin your own appliqueing, stitching around fabric to attach it to another piece. For resources, get fabric samples from shops to get a mixture of fabric types. Can you add anything to the design? How has the fabric created a picture? Why didn't she use paint (could it be to do with the fact that she has created lots of texture? Could it be that she doesn't know how to draw – as some artists don't!)



Week 5:     LO: To reflect on ways I have attached items to  
my work

Finish the piece of artwork. Can you talk about what you have included? Can you discuss what was difficult? Does it look like your design? Use Oracy 21 skills and record a few comments to stick into books if there is not much time (due to completing artwork).

## Year 4 – Stitching



Week 1:    LO: To shape and stitch materials using basic cross stitch and back stitch.

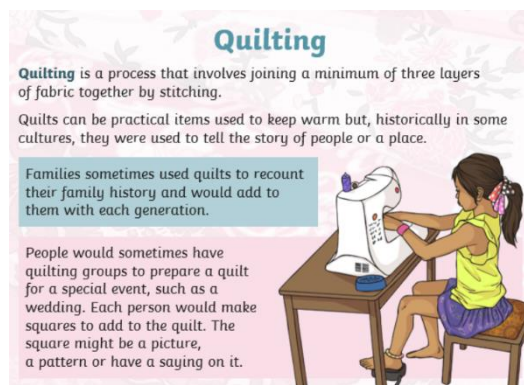
Practise the running stitch using small needles (larger needles for SEND (fine motor)) and fabric that is ideal for pushing a needle through easily (ideally hessian). Move onto basic cross stitch and back stitch. Use the visualiser to guide children through the design. After a while, pair stronger children with those who may need support. Take photo evidence and create a Dojo post or sketchbook insert to show learning.

You may want to split the class in half, having one half do a patchwork task in Week 2, and then alternate if there are not enough resources or children need more support.



Week 2:    LO: To understand the basics of quilting and padding.

Look at what quilting is (and padding fabric). Why is it used? For example, to keep warm in, or the cold out, or just as an additional design. Create a Stowlawn Values patch.



Week 3:    LO: To sketch a design with simple lines, annotating where stitches will take place.

Think of a theme or project where children could design something similar to our artists' works, but collaboratively. It could be based on the topic, or surrounding Stowlawn or the colour red. Have children design their own patchwork fabric with techniques they have learned (stitches and embellishments). They could be unique or expressive.



Week 4:    LO: To create a collaborative piece of art inspired by Ann Rippin

Look at some of the artwork of Ann Rippin. How does she create a quilt like pattern? Can you see the joins or links in the fabric? What other techniques or skills do you notice? Look at [I am AccessArt: Ann Rippin - AccessArt: Sharing Visual Arts Inspiration](#) for inspiration and other works.

Week 5:    LO: To reflect on preferred techniques and why I have used them.

Discuss what went well, and what we could have done better. Does it look similar to Ann Rippin's work? Why or why not? What stitch did you find the easiest to complete? Use sentence stems to evaluate in books.



## Year 5 – Altering Fabric

Week 1:      LO: To understand dyeing fabric altering techniques.

Understand the technique tie-dyeing. What is it? What is it used for? Manufacturers use dye to make certain colours of fabric. Not only do they dye fabric, but they also alter the colour of fabric by printing, embroidery, or by using bleach on darker clothes. There are a few dyeing methods that can be used to introduce the unit here, depending on resources. Children can either bleach dye (using bleach and water) dark fabric by painting on a pattern, or splashing it onto fabric. Alternatively, children can create a dye-effect bookmark (using colour markers to colour in card, then use alcohol to drip onto the colours to blend them together (Twinkl).



Week 2:      LO: To consider how to incorporate pattern into textile work using embroidery.

Identify stitching patterns in clothes, or refresh memory of stitching by sewing thread into tighter-woven fabric (compared to Year 3 and 4). How can you make a pattern using stitching? What is embroidery and how is it different to a running or back stitch? Design a simple stitch pattern from start to finish. Think of it like a dot-to-dot pattern. This would be better if children can practise using needles and thread if possible.



Week 3:      LO: To use rubber bands to explore how to create different tie-dye patterns.

Explore tie-dye patterns and methods. Create simple patterns or have children tie up their fabric and create their own. Take pictures of a before and after of their patterns. Work in a group if resources are limited. Create homemade dye too if resources are limited. Record with photos and comments of the children's learning, to then stick into sketchbooks.

Week 4:      LO: To use techniques similar to Michael Phelan in my own work.



Identify the work of Michael Phelan. How does he turn tie-dyeing methods into art? What do they remind you of? What can you say about the colours? What colours have you used that are similar? Try again to replicate Michael's work if resources permit.



Week 5:      LO: To discuss the processes used and how I intend to improve my work.

Talk about their own work over the unit. What have you learned? Do you need to buy dye from the shops? How do you leave the dye to dry? What happens if the colours mix? Can you identify different patterns and how to tie materials together?

## Year 6 – Altering Fabric



Week 1: LO: To show an understanding of a range of ways to alter fabric.

Look at different ways of altering fabric. For example, if you had a plain white t-shirt, and turned it into a Nike shirt, then name the processes they would need to make it from one to the other. Can you name or label the processes?

Week 2: LO: To develop art through textiles using a preferred method.

Look at a method of altering fabric. This can be voted for, going over a previous method (from the Art Curriculum and Textiles Project Document). Is there a skill you could do with recreating, or a skill you feel has been missed? This could be dyeing fabric, embroidery or creating an applique fabric technique.

Week 3: LO: To design a collaborative story or tapestry to plan a collective piece.

Look at the history of tapestries. What were they made from? How could you create one? Create a tapestry design reflecting on your time at Stowlawn, or of a story you are reading in Literacy. How could you make the design simple enough to tell the story? How could you implement your design technique you covered last week? Look at a tapestry example: what story is being told?



Week 4: LO: To create a tapestry inspired by Faith Ringgold.

Look at tapestry and quilt examples of Faith Ringgold. You could dye and alter fabric using fabric pens to create a stimulating still image. How can you make your work similar to Faith Ringgold? Would you work collaboratively, or independently? Leave it to the children to experiment with their piece of fabric.

Week 5: LO: To comment on visual or tactile elements in my work.

What techniques would you use next time in your tapestry art? How would this be more striking? How have I used the skills I have acquired in my piece? Comment on one another's work, critiquing and drawing positive feedback from one another.

