



SALENDINE NOOK
HIGH SCHOOL ACADEMY

SCHEME OF LEARNING

DEPARTMENT OF ART

Topic/Unit/Module: Textiles:
Under the Sea

Year Group: 10

SNHS

Date Created:
Wednesday, June 10, 2020

Key Components of the Learning Sequence

The Big Picture (where does it fit into the wider learning?):

Students will explore the theme of Under the Sea throughout the project. Students will investigate a number of practicing artists who have used this theme in their work. They will use this research to inform their own development of a garment. Students will explore a number of decorative and construction techniques to inform a final outcome.

Prior Learning (what should they know?)

Students will have experience of simple garment construction involving pattern production, knowledge of pattern markings, lay planning and constructing pattern pieces using a variety of stitches on the sewing machine. Students will have prior knowledge of 'background' textile techniques such as tie dye, CAD designing, sublimation printing. They will also have experience of relief printing, heat manipulation, hand embroidery and machine embroidery.

Learning aims:

To show your understanding of the context of the theme 'Under the Sea'. To choose a sub context to investigate further and display your direction through an image board. To demonstrate a range of pencil drawing techniques (hatching, cross-hatching, scribbling, stippling, blending) through observed drawings of feathers. To produce a free machine sample informed by your observed drawings. To expand the FME technique by combining FME with other techniques (dissolvable fabric, paper,

Key Concepts Taught:

Research techniques: Exploring practicing artists work and developing their own skills in textiles techniques. Using Primary and Secondary research to inform ideas. Development of skills in more challenging decorative and construction techniques. Students will develop their knowledge of layering techniques.

To be followed by (what will they learn after this?)

Through this project students will build their knowledge of a number of decorative and construction techniques, research techniques, assessment requirements. The students will then be able to independently manoeuvre through the next project, Architecture. Here they will experience the format of the Yr11 exam: developing their own final outcomes from a set theme, in a timed environment.

Assessment focus:

Responding to a brief. 'Artists' research. The use of both Primary and Secondary research to inform final outcomes. Sophisticated use of a variety of media (pencil, watercolour, biro, pastel, watercolour pencil, collage, wire drawing) to communicate findings and ideas. The use of shade/tone/highlights/mark making to communicate ideas. Quality and variety of decoration techniques throughout exploration of theme (research and

fabric paints, applique, multi-tonal). To produce two detailed overviews of practicing artists, applicable to your chosen sub-context. To produce a range of samples in the style of your two chosen artists, exploring the techniques and materials they use. To recap basic 'background' techniques (tie-dye, dye washes, block printing) To learn and demonstrate the techniques of trapunto, Tyvek/Markel markers, multi-layer techniques, Image transfer, encapsulation). To develop a fully annotated final plan for the final outcome. To explore and develop the final idea – technique trials and evaluations. To develop and adapt patterns for your final outcome. To continually develop your final piece and assess the suitability and success of the techniques involved. To evaluate your final outcome against assessment criteria.

Careers focus:

Students will gain an insight into creative careers through researching artists. They will also have the opportunity to see artists in practice, visiting workshops and galleries at the Knit and Stitch show. Students will also be given the opportunity to attend local colleges/universities where they will experience working in a professional environment and gain an understanding of progression opportunities.

Literacy Links/wider reading/ vocab:

Context, understanding, themes, connection, inquire, period, style, research, investigate, symbolic, historical, contemporary, abstract, still-life, realism, Development, interpretation, representational, experiment, exploration, process, material, mixed-media, multidisciplinary, Tyvek, Trapunto, quilting, wadding,

development). Detailed annotation which describes intentions and justifications of choices. Pattern cutting and product construction.

Cultural Capital

The students are introduced to the work of other artists and designers, broadening their knowledge of art and popular culture. Students are encouraged to use Technical vocabulary through their annotation exercises to give them an understanding of industrial textile processes and techniques. Opportunities to visit, work with and experience artists work through gallery visits and exhibitions. The students will gain an insight into future career progression through visits to local colleges/universities

Numeracy Links:

Timings/measurements/weights in textile techniques, dyeing activities. Pattern measurements, seam allowances,

machine embroidery, embellishment, encapsulation, polyprinting, embroidery/zipper feet, corsetry, boning, multi-layered techniques, positive, negative, relief printing, sublimation printing, CAD (Computer-aided design), Lay plan, cutting line, seam allowance, grain, grain line, structure, form, assessment, final outcome, justification, evaluation

production order in construction activities.

What do you anticipate the misconceptions to be?

Difficulty in refining themes/concepts, understanding concepts behind artists' work, the requirement to experiment with both drawing media and textile techniques: combining these skills in original samples. Difficulty in reverse-engineering of artists' techniques, difficulty in refining ideas into a final outcome, developing a challenging final outcome, planning the final outcome, difficulty in adapting patterns. Overcoming challenging construction techniques.

Resources/PPT (location)

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Planning Prompts Checklist:

- Examples and Models
- What excellence looks like?
- Questioning
- Scaffolding Resources
- SEND/EAL
- Equipment
- Homework
- Oracy Opportunities

Have you planned for all phases of instruction?

- Explanatory input - Modelling
- Questioning - Check for Understanding
- Guided Practice - Feedback
- Independent Practice
- Review - Retrieval Practice

Activity 1. .	<p>Learning Intention: To understand the concepts of the project</p> <p>Learning Activities: Students will create a mind map outlining the aspects of the theme such as types of sealife, patterns, symbols, artists etc</p> <p>Homework: Students are to create an image board of a particular area of 'Under the Sea which interests them. Image board should contain images of sealife, artists work, textures, colours etc</p> <p>Resources: Powerpoint, sketchbooks, Mind map resource sheet, image board resources sheet</p>
Activity 2.	<p>Learning Intention: Primary research: To produce observed drawings, exploring a variety of sketching techniques</p> <p>Learning Activities: Students will produce a number of observed drawings of sea life, shells etc. They will use a variety of sketching techniques and media to explore how to communicate their observations.</p> <p>Homework: Students are research three artists who have produced work on the theme of 'Under the Sea'. Students should find detailed information about the artists and gather images of their work.</p> <p>Resources: sketchbooks, pencils, white pencils, watercolour pencils, biro, fine liner, wire, paper for collage, watercolours, sketching resource sheets, watercolour techniques resource sheet, pastels, white markers,</p>
Activity 3.	<p>Learning Intention: To produce an FME sample informed by their observed studies.</p> <p>Learning Activities: The students will produce a machine embroidered image informed by their recent observed drawings. The students will use sublimation printing to create a fabric image of their illustration which will then be decorated further with FME. Students will also use the scanned image to explore CAD techniques in adapting the image through changing the colour, cropping and applying mark making. Students will also experiment with collaging the original image with adapted CAD versions</p> <p>Resources: Sewing machine (FME feet attached), sublimation printer, heat press, computers, photocopier, scissors glue, double sided tape</p>
Activity 4.	<p>Learning Intention: To commence communicating your findings of your chosen artists. To produce a number of samples in the style of your chosen artists</p> <p>Learning Activities: The students will have previously been asked to research two different artists who have produced work on the theme of 'Under the Sea'. The students will use this information to create two separate 'reports' on each artist. Each 'report' should include detailed commentary on the artist, the work they have produced, the techniques they use in their work and evaluations of the artists' work which justify why they have been chosen. Each report will include a number of images of the artists' work. The students will also produce samples of the artists' work to show their understanding of the processes each artist uses to produce emotion, texture, style, composition in their work. This is a highly important part of their research which will shape the students' further progress. Students may use a variety of tools to communicate their findings (mind maps, essays, annotation, reverse engineering, sample production) Students will be completing a range of work so will need focussed writing, mounting and sample production lessons. They will be given 4 weeks (10 lessons) to complete looking at all 2+ artists.</p> <p>Homework: Students should work on the production of these artist research pages/samples. They may need to mount work or continue to produce samples at home. They will be able to do finishing techniques such as hand-embroidery and embellishments. Week 3: Students will be asked to take their own photography of sea life / objects which will inform their further investigations.</p> <p>Resources: Sketchbooks, watercolours, paper for display purposes, pencils, pens, sewing machines, fabric paints, hand embroidery threads/needles/scissors, fabric scissors, dissolvable fabric, paper, fabric offcuts (from scrap boxes), embellishments</p>

Activity 5. .	<p>Learning Intention: To explore the technique of encapsulation</p> <p>Learning Activities: Students will watch a demonstration of how to produce an encapsulated sample (Jellyfish). Students will also be shown alternative ways to use this technique. Students will take notes of the method of this technique and later use these in the annotations of their samples. Students will produce at least one sample of encapsulation but will be encouraged to add other techniques focussing on hand embroidery and embellishment etc. This technique may have to be done over at least two lessons due to the sewing times and added techniques.</p> <p>Homework: Mount the encapsulation sample and annotate</p> <p>Resources: Angelina fibres, fabric, ribbon, raw wool fibres, bubble wrap, embellishments, hand embroidery, needles</p>
Activity 6.	<p>Learning Intention: To explore inks as a drawing medium</p> <p>Learning Activities: Students will watch a demonstration of how to use ink as a drawing medium. Students will also be shown alternative ways to use this media. Students will use the ink techniques to produce a number of sketches of jellyfish, decorating the encapsulation page further.</p> <p>Homework: Mount the encapsulated sample and annotate techniques</p> <p>Resources: Powerpoint, encapsulated sample, sketchbooks, inks, paintbrushes, waterpots</p>
Activity 7.	<p>Learning Intention: To produce a sample of polyprinting.</p> <p>Learning Activities: Students will watch a demonstration of how to produce a polyprint sample. Students will also be shown alternative ways to use this technique. Students will take notes of the method of this technique and later use these in the annotations of their samples. Students will produce at least one sample but will be encouraged to produce others focussing on adding layers of colour then, FME decoration, hand embroidery etc. This technique may have to be done over at least two lessons due to the drying time required. Students work will be scanned. They will then be shown how to create masks in illustrator to crop the shapes of their prints. Students will then adapt images of textural patterns and combine these images</p> <p>Homework: Mount the polyprint samples, CAD imagery and annotate</p> <p>Resources: Powerpoint, Polystyrene sheets, craft knives, cotton fabric, printing inks, images of sea life, sewing machines, sketchbooks, computers</p>
Activity 8.	<p>Learning Intention: To explore the technique of Batik and resist sketching</p> <p>Learning Activities: Students will watch a demonstration of how to produce a basic batik sample. Students will use collected imagery to inform a number of sketches exploring resist sketching using oil pastels. The students will then use batik to expand these sketches creating sketches focussed on shape, form and pattern.</p> <p>Homework: Mount the batik samples, imagery and sketches</p> <p>Resources: Powerpoint, sketchbooks, fabric, wax kettles, fabric dye, brushes, tjantings, oil pastels, watercolours</p>
Activity 9	<p>Learning Intention: To research the artist Yellena James and explore of FME, dissolvable fabric and bondaweb applique</p> <p>Learning Activities: Students will explore the drawing techniques of Yellena James using a mixture of media such as marbling inks, drawing inks, watercolours and acrylic pens. Students will make links between the artists imagery and secondary images through the development of their own sketches. Students will use these sketches to inform the production of a bondweb applique panel. Students will also include dissolvable fabric features within this panel and hand embroidery. These techniques may have to be done over multiple lessons due to the number of added techniques.</p> <p>Homework: Research the artist Yellena James and create a research page. Complete sketches and mount the panel</p> <p>Resources: marbling inks, acrylic pens, fabric, embroidery thread, scrap fabrics, bondaweb, drawing inks, dissolvable fabric, sewing machines, hand embroidery, needles</p>
<p>Careers Lesson</p> <p>(only 1 required per SOL)</p> <p>Activity 10</p>	<p>Learning Intention: To investigate working artists, their careers and the way they work</p> <p>Learning Activities: Students will be given the opportunity to visit the Knit and Stitch show in Harrogate. Here they will be given the task of introducing themselves to one of the working artists, showing their work at the exhibition. Students will be encouraged to have a discussion with the artists to find out about the 'daily life' of a practicing artist. Students will also be given the task of searching for information on educational progression through the many stalls from higher educational institutions. Students will also be tasked with finding artists work which can inform their own designing. They will be asked to complete</p>

	<p>another 'Artists research' on an artist of their own finding so they will need to find information about the artist as well as examples of their work.</p> <p>Homework: To produce their own 'Artist research' page, detailing the one artist whose work will inspire their 'Birds and Feathers' project further. They will also be tasked with evidencing their visit to the Knit and Stitch show through producing an image board of the artists' work they viewed (photography/flyers etc)</p> <p>Resources: Artist discussion prompt sheet, education progression prompt sheet.</p>
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Lesson Sequence

Activity 11. .	<p>Learning Intention: To explore themes and techniques further in the development of a final outcome</p> <p>Learning Activities: Students will use their research and explorations to inform the development of a final outcome. Students will choose elements from their work which they can explore further. This will be an independently led activity. Students will decide on the techniques and processes they want to investigate further. This activity will continue over a number of lessons</p> <p>Homework: Due to this task being multi-disciplinary students may need to collect visuals and complete samples to communicate their ideas effectively. Students may also need to mount and present their work as a homework task</p> <p>Resources: Stencilling, dyna-flow inks, fabric feathers, Bondaweb, irons, ironing boards, sewing machines, embroidery threads, needles, textile boxes (basic equipment)</p>
Activity 12.	<p>Learning Intention: Preparation for controlled assessment</p> <p>Learning Activities: Students will develop a plan for their final outcome. Students will create a detailed working drawing of their final piece. This may entail constructing further drawings of focussed areas. Students will annotate their final piece with their ideas of techniques, processes, materials, links to their research and chosen artists. The students will need to add constructed, written responses which justify each of these decisions. They may include other tools to explain and justify these decisions such as mind maps, imagery, sketches and samples</p> <p>Homework: Due to this task being multi-disciplinary students may need to collect visuals and complete samples to communicate their idea effectively.</p> <p>Resources: This will be a heavily resourced task. Students are required to plan their investigations in close discussion with teacher/technicians in order for resources to be planned carefully for each lesson. Sketchbooks, pens, pencils, sewing machines, scrap fabric, cotton/polycotton fabric, sublimation equipment, fabric dyes/paints, embroidery thread, needles, fabric/embroidery scissors, Tyvek, Markel markers, wadding, Bondaweb, technique resource sheets, blocks, wax kettles,</p>
Activity 13.	<p>Learning Intention: To create your final piece</p> <p>Learning Activities: Students will have 5 hrs to create their final piece (5 hrs in controlled assessment)</p> <p>Homework: As this is independently led by the students they will need to organise the making of their final outcomes. Students will use homework to complete final solutions in their sketchbook</p> <p>Resources: All resources need to be planned and organised by the students in collaboration with teachers/technicians</p>

Lesson Sequence

Activity 14. .	<p>Learning Intention: To evaluate the success of your final piece</p> <p>Learning Activities: Students will be given assessment criteria to aid their judgement of a final score for their project. From this they will gain an understanding of areas of improvement. They will also use their sketchbooks and final piece to inform their final evaluation</p> <p>Homework: Complete the evaluation</p> <p>Resources: assessment criteria sheets, sketchbooks, final piece, pens</p>
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