

<b>Year Group: 2</b>	<b>Term: Summer</b>	<b>Topic: Textiles</b>
<b>NC Links</b>		
<ul style="list-style-type: none"> <li>To use a range of resources creatively to design and make. To share ideas using prints, paints and shapes. To explore a variety of techniques. To learn about the work of a range of artists and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		
<b>Links to Rights Respecting</b>		
Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.		
<b>Links to Caedmon Curriculum Drivers</b>		
<p>Aspirations and Careers</p> <ul style="list-style-type: none"> <li>-embracing challenges that help us to grow</li> <li>-understanding that resourcefulness can help us to be the best version of ourselves</li> <li>-understanding how our learning links to the wider world</li> </ul> <p>Healthy minds and bodies</p> <ul style="list-style-type: none"> <li>-knowing that good mental health allows us to develop the resilience we need to help us with challenges we may face (linked to using art as a stress relief/mindfulness etc)</li> </ul>		
<b>Links to North East Ambition</b>		
<p>Link a lesson to the career of a textile artists, fashion designer, or printmaker. Explore jobs in art management, art conservation or art therapy. What do these jobs entail? What skills are needed in the job?</p> <p>Gatsby Benchmark 4 - Linking curriculum learning to careers</p> <p>Gatsby Benchmark 5 - Encounters with employers and employees</p> <p>Gatsby Benchmark 7 - Encounters with further and higher education</p>		
<b>Topic Overview</b>		
Children will explore felt and the process of feltmaking. They will use map making as inspiration for a piece of felt that resembles maps.		

### **Possible Visits/Visitors**

Visits to local art galleries

Visits in the local area for mapping

### **Link to artists**

Susan Stockwell

### **Essential Subject Skills to be covered**

- Experiment in sketchbooks, using drawing to record ideas.
- Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.
- Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.

### **Overall Learning Outcomes**

Children will explore map making. They will learn how to make felt using a felting process with wool. They will develop felt that resembles their maps.

### **Learning Intentions (for use in self-assessment at end of topic)**

- To investigate maps as a stimulus for drawing.
- To learn the steps of the felt-making process
- To experiment with making felt
- To develop felt making skills
- To evaluate artwork

### **Format of lessons and ideas**

#### **Ideas for Lesson format:**

1. Starter activities
2. Look at work of artists
3. Practice skills/techniques/develop and reflect on work (linked to artists work)

4. Apply skills (link this to the work of artist)

5. Evaluate and analyse

### Ideas for Lesson 1-2 Explore mapping

#### 1. Starter activity ideas for lessons:

Using light sketch marks, draw a picture of something in the classroom.

#### 2 Introduction and exploration

As a class, work through the images from the L1 Map it out planning - children to discuss with partners whether the images are old or new, real or imaginary, maps or not maps, useful and artwork.

Using slides 7 - 10, discuss the following:

- What do the images have in common? (Children may suggest features they can see in both, such as rivers or that there are similarities in the style.)
- How are maps used? (Children may suggest maps help to find things or get to places.)
- Why would someone make an imaginary map? (Children may suggest that they illustrate a story or because drawing maps is enjoyable.)
- How can you tell whether a map is really old or quite new? (Children may suggest the colours, or the style of writing might indicate an older map. That there are fewer features or old-fashioned buildings may also be suggested.)
- Which map is your favourite, and why? (Various answers.)

#### 3. Discussion of artist

Introduce the work of Susan Stockwell.

[https://www.susanstockwell.co.uk/artworks/territory-dress?lightbox=comp-km0nepr1\\_runtime\\_comp-km0nepr1items0](https://www.susanstockwell.co.uk/artworks/territory-dress?lightbox=comp-km0nepr1_runtime_comp-km0nepr1items0)

[https://www.susanstockwell.co.uk/artworks/america-no-1-%26-2?lightbox=comp-km0nepr1\\_runtime\\_comp-km0nepr1items0](https://www.susanstockwell.co.uk/artworks/america-no-1-%26-2?lightbox=comp-km0nepr1_runtime_comp-km0nepr1items0)

- What can you see?

- What is it made from?
- Do you like it?
- If you could meet the artist, what would you ask her?

#### 4. Apply the skills

Explain how some artists make maps or have artwork that is inspired by maps linking this back to Susan Stockwell.

Children to think about their journey to school; what do they pass along the way? What might a map of their journey look like?

*Questions to consider:*

- What do you pass on your journey? (Maybe a park, houses and flats, shops, a big tree, a pond, a bridge, a big road, a bus stop, a place of worship?)
- What would it be useful to include on your map? (These may be things like names or symbols.)
- What would it be interesting to include on your map? (These could be patterns, colours, animals or people.)

Model how to draw a map using language to describe how to mark with pencil etc. Use Kapow video to help demonstrate. You can also give children Google Maps screenshots of our local area to copy or stick in their books.

The children then use a double-page in their sketchbooks or A3 paper to draw their journey, making sure that they:

- Use colour.
- Include things that are important and interesting to them.
- Show the paths and roads they travel on.

#### 5. Evaluate and analyse

Share the work of the children if they feel comfortable to.

[Ideas for Lesson 3-4 Developing felt techniques](#)

### **1. Starter activity ideas for lessons:**

Sketch a birds eye view of your street.

### **2. Look at the work of artists**

Recap at the life and works of Susan Stockwell. Recap on what a map is.

### **3. Practice skills/techniques/develop and reflect on work**

Children to look at different pieces of felt. Children can stick examples of felt materials and use adjectives jotted around to describe how it feels.

### **4. Apply the skills**

Demonstrate how to make felt using the video. Children to work individually to layer the wool, add water and soap then press together the make felt.

### **5. Evaluate and analyse**

Children to stick their work in their sketchbook and annotate.

## **Ideas for Lesson 5-7**

### **1. Starter activity ideas for lessons:**

Draw a bird's eye view of our school yard. Sketch - working to improve on the sketches in starter lessons before.

### **2. Look at the work of artists**

Recap at the life and works of Susan Stockwell. Recap and the felting from last session

### **3. Practice skills/techniques/develop and reflect on work**

Explain to children that they are going to be developing their skill in felting and do it in the style of a map.

### **4. Apply the skills**

Recap the process of felting. Demonstrate to how layer the wool in a formation that will make it look like a map. Remind

children that after rolling the felt it may not look exactly like they expected.

### 5. Evaluate and analyse

Children to reflect on their work - what went well and could be approved.

#### **Suggested Strategies for Recording Learning**

- Children sketch their initial ideas
- Use sketchbooks to explore different media
- Discuss the work of artist and annotate examples of their work
- Encourage children to jot, draw, doodle etc in their sketchbooks. Allow children to learn from their mistakes, reflect on their mistakes and try again.
- Photographs