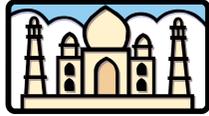


# Art & Design Unit Plan

India	Year 4: Spring 2	Topic linked unit
<b>Main Outcome:</b> <ul style="list-style-type: none"> <li>Embellished Mango designs printed onto fabric.</li> </ul>		India (geography) 

Cross curricular links	RRR links
Geography Unit (India)	Article 14: think and believe what want. Article 13: develop talents, respect cultures.

Expected outcomes by the end of this unit		
<b>Expected</b>	<i>Most children will:</i> <ul style="list-style-type: none"> <li>Investigate visual and tactile qualities in materials provided.</li> <li>Communicate their ideas and meanings for their mango design, visually and in writing on a mood board.</li> <li>Demonstrate control of tools and techniques when printing, cutting, sticking and sewing.</li> <li>Match materials and tools to suit mango design and intentions.</li> <li>Comment on similarities and differences between their own and others' work, and adapt and improve their own.</li> </ul>	
<b>Emerging</b>	<i>Some children will not have made so much progress and will:</i> <ul style="list-style-type: none"> <li>Investigate and use a variety of materials when designing their mango design.</li> <li>Demonstrate some control over tools and techniques when printing, cutting, sticking and sewing.</li> <li>Design and make a recognisable piece of mango artwork.</li> <li>Comment on differences in others' work, and suggest ways of improving their own.</li> </ul>	
<b>Exceeding</b>	<i>Some children will have progressed further and will <u>also</u>:</i> <ul style="list-style-type: none"> <li>Combine and organise visual and tactile qualities to suit their intentions for their mango design.</li> <li>Demonstrate confident and effective control of tools and techniques when printing, cutting, sticking and sewing.</li> <li>Include more unique features in their mango design, or develop own techniques for embellishing/enhancing.</li> <li>Adapt and improve their work to realise their own intentions</li> <li>Compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made.</li> </ul>	



Additional resources required	Useful web links/video
<p>A3 cartridge paper fixed to both sides of A3 stiff cardboard boards, fashion magazines, plain fabric scraps for development work, Plasticine for printing, fabric paints in dark &amp; metallic colours, printing rollers and trays, gold &amp; silver puff paint, a variety of fabric types cut into 20 x 20cm squares, dark coloured card, sticky paper labels, lace strips, needles, threads, pins, string, sequins, small mirrors, beads, paper doilies, metallic pipe cleaners, glitter, PVA glue, iron.</p>	<p>Examples of children's Mango art (prints)  <a href="http://www.hitchams.suffolk.sch.uk/ict_art/mango/index.htm">http://www.hitchams.suffolk.sch.uk/ict_art/mango/index.htm</a></p> <p>Video on printing in Indian factories.</p> <p><b>*Please add any others found*</b></p>

	Skills Teaching	Activities
<p>1.  <b>To learn about the roles of artists and craftspeople in India.</b></p>	<p>Give the children some background knowledge about the significance of textiles in India: <i>Cotton and silk cloth, hand-woven in all the different regions of this vast and varied land and often embellished with embroidery, metal threadwork, beads and even jewels, is fundamental to everyday life in India. It is through the cut, colour, texture and brilliance of their garments that Indians establish their exact position in a society so diverse and fragmented by religion, ethnicity, and the myriad divisions of caste..</i> Cooper and Gillow, 1996            (Further info saved in the resources section).</p> <p>Look at the website <a href="http://www.victoriana.com/Shawls/paisley-shawl.html">http://www.victoriana.com/Shawls/paisley-shawl.html</a>            This link in particular is informative:  <a href="http://www.victoriana.com/Shawls/kashmir-shawl.html">http://www.victoriana.com/Shawls/kashmir-shawl.html</a></p> <p>Draw a very basic paisley shape on the board and ask them what they think it is, or what it reminds them of (tear drop? Pouch? Paisley? India?). Tell children the history of the Mango design shape (see Mango Printing article in the planning file and the information</p>	<p>Show the chn the poster of Mango designs and discuss whether they have seen this design anywhere and where? (Table cloths, clothing, art?).</p>

<p>2.</p> <p><b>To collect visual images and materials to help develop inspirational ideas.</b></p>	<p>Ask the chn if they have heard of a 'mood board'? What do they think it might mean? Why might 'mood' link with art? Show chn the PowerPoint show of mood boards by interior designers and artists. Discuss the artists' thinking processes etc. as well as the inspirational and effective layout of the boards.</p> <p><u>Art Study - Mireille Gourbin</u></p> <p>Introduce the textile/print artist Mireille Gourbin. Spend some time looking at, and discussing her work. How can we use her style in our own work? Colours, materials, patterns etc.</p> <p>Show children the materials that will be available to them throughout this project, and explain their properties etc. Ask chn for suggestions as to how they might be applied to an embellished material Mango design.</p> <p>After gathering children's suggestions and recording on board, show chn example designs provided with this pack. Explain how the different prints were created (see back of boards). Emphasise that less is often more, and children should aim to include 2-3 different embellishing items only in their final designs.</p>	<p>Chn should be provided with colour print-outs of the various Mango designs from this pack.</p> <p>They should each choose one or two of these designs and stick onto their mood board as a starting point. Fashion magazines could be provided for cutting out further inspirational images.</p> <p>Chn need to then create a full mood board exploring possibilities for their embellished fabric Mango art. They must include notes to link ideas. They should have full access to the various decorative items available for this project.</p> <p>If including printing in their design, this should just be drawn out/explained rather than demonstrated on the mood board.</p>
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<p>3. (1.5 hrs) “I can perfect my chosen printing method.”</p>	<p>To develop control of tools and art materials:</p> <ul style="list-style-type: none"> <li>• Scissors</li> <li>• Printing/fabric paint</li> <li>• Rollers</li> </ul> <p>To know about materials and processes used in printing, and how these can be matched to ideas and intentions.</p> <p>To use a variety of methods and approaches to communicate ideas.</p>	<p>Demonstrate clearly to children how the different printing methods available to them are done:</p> <p>1. Masking out: draw a Mango shape on a sticky paper label and cut out. Cut out a further shape in the middle if wanted (show chn how to fold over and ‘snip’ in the middle to get the scissors in). Peel off the backing and stick to some plain scrap fabric. Use a roller to roll fabric paint over the fabric. Show that just a very small amount of ink is needed in the tray to get partial coverage of the fabric. Demonstrate how a second layer in a different colour can be added once the first is touch dry. Peel off the label when dry to reveal the shape. Explain that this is called a ‘reverse print’ as the background is printed rather than the image.</p> <p>2. Textured card: Mango shapes should be cut <b>by an adult</b> from stiff card using a scalpel. Show how the edge can be added to this e.g. by cutting out small triangles from it with scissors. Glue paper doily/lace to the bottom of the design, and when dry dip into fabric paint, blot and apply to paper.</p> <p><b>The main skills teaching with regards to printing is to be able to judge the amount of ink required for printing a clear image.</b></p>	<p>Referring back to their mood board from last session, children should choose the printing method they suggested, and should experiment with it on the reverse side of their board.</p> <p>They should think about and experiment with the relative effectiveness of:</p> <ul style="list-style-type: none"> <li>• Different colours</li> <li>• One large motif vs smaller motifs for central design.</li> <li>• Placement of smaller motifs for cardboard border.</li> <li>• An alternative printing technique chosen from the 3 demonstrated if unhappy with first choice.</li> </ul> <p>All experimentation should be tracked with written notes/comments beside.</p> <p>N.B. Only the masking technique requires fabric to print on at this developmental stage. Chn should stick this onto their board. Otherwise, printing should be done directly onto the board.</p> <p><b>Both sides of the children’s boards should be photographed at the end of this session and stuck into their Art Diaries as a permanent record. The boards should be kept for display.</b></p>
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<p>4. (1 hr)  <b>“I can practice sewing techniques required for my finished design.”</b></p>	<p>To make decisions about the type of sewing techniques appropriate to own design ideas.</p> <p>To develop control and techniques of sewing (backstitch, running stitch, attaching sequins/beads).</p>	<p><b>NB. Extra adult(s) would be helpful for this session.</b></p> <p>Ideally, set up workstations for the children, depending on the skills they need to learn to develop their design.</p> <p>Using ‘Indian Mango Designs’ page and provided example work, the adults should teach children how to do each of the skills.</p> <p>For the stitching, chn will already have experience of starting off their stitching leaving a tail etc. They have also done plenty of backstitch and running stitch during their Tudor Art and DT projects. The next step is to stitch <u>neatly</u>, so that it is effective in a contrasting colour.</p> <p>Children who will be enhancing a painted image using stitching will need to be taught to consider where to stitch first so that they don’t have to keep starting and finishing off.</p>	<p>Children should remain at their workstation to demonstrate the skills they have learnt that they will be using for their final Mango artwork. They should use scraps of plain material and cheaper items to embellish with for this practice.</p> <p>If chn are drawing an image inside their Mango shape, they need to sketch this out in rough in their Art Diaries, and indicate where they might enhance their design with stitching. They should then reproduce a small section of this by drawing it onto some plain scrap fabric, and stitch their detail onto it as planned.</p> <p><b>At the end of this session, any sewing examples should be stuck into the children’s Art diaries as a permanent record. They should be annotated with a sentence explaining what techniques have been learnt.</b></p>
<p>5. (1.5 hrs)  <b>“I can print/paint to a high standard using the knowledge I have gained.”</b></p>	<p>To apply their experience of materials and processes (printing/painting).</p> <p>To work to a high presentational standard.</p>	<p>Very little input required. Just run through printing tips/techniques to remind children.</p> <p>Remind chn to consider their original mood board ideas when creating their final piece.</p> <p>Also, remind chn to consider appropriate use of space.</p>	<p>Using their printing items from session 4, children should carefully print their mango designs onto their chosen piece of fabric, cardboard border or both. Scrap paper/fabric should be provided for experimental purposes, to get ink levels right etc.</p> <p>Those including some ‘folk art’ in their design should also use this time to apply using fabric paint and a paintbrush.</p>

<p>6. (1 hr)  <b>“I can sew and embellish to a high standard using the knowledge I have gained.”</b></p>	<p>To apply their experience of materials and processes (sewing).</p> <p>To combine visual and tactile qualities of materials to produce an effective finished piece.</p> <p>To work to a high presentational standard.</p>	<p>Demonstrate briefly to children how the puff paint, pipe cleaners and glitter could be applied to their fabric/boarder.</p> <p>Explain through sketched demonstration how going ‘over the top’ can ruin a finished piece, and teach the principle of ‘less is more’!</p>	<p>Using their sewing knowledge from session 5, children should embellish their mango designs with stitches, and stitch on sequins/beads as planned.</p> <p>If desired, and <b>appropriate to their design</b>, chn should be allowed access to one extra material (pipe cleaners/puff paint/pipe cleaners) to further embellish.</p> <p><b>The final pieces should be combined (fabric stuck to borders etc) by teaching staff and prepared for display.</b></p>
<p>7. (30 mins)  <b>“I can evaluate my work and compare it with others’ designs.”</b></p>	<p>To compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>To say what is good about their design, and how it could be improved.</p>	<p>Have all the final designs on display for the children to view.</p> <p>Outline expectations from their evaluation.</p>	<p>Children to view the ‘gallery’ of final designs and make notes in their rough books.</p> <p>Chn to complete the evaluation sheet provided, and stick into their Art Diaries.</p>