

Art and Design Unit 5C

Talking Textiles

Written with a focus on William Morris.

This unit of work has been designed with children in Years 5 and 6 in mind.

Introduction to the scheme of work

In this scheme of work, children will explore how stories have been represented in textiles in different times and cultures. They will work together to make a work based on a familiar story, myth or legend. They will investigate and use a range of materials, techniques and textile processes to create surface patterns, textures and other visual effects.

It is suggested that this scheme is linked to a visit to Two Temple Place between 28 October 2011 – 29 January 2012 for the exhibition 'William Morris: Story, Memory, Myth', which will feature pieces from the William Morris Gallery, Walthamstow. WMG will also be open again for school visits from July 2012 after undergoing a major re-development programme.

It builds on Unit 1B 'Investigating Materials', Unit 2B 'Mother Nature, Designer' and Unit 3B 'Investigating Pattern'. Children will use their experience from these units to interpret a familiar story, myth or legend. This unit could be linked with English: the use and effect of figurative language and the ability to draw from print, sound and image to obtain meaning.

Learning objectives covered in this scheme of work

- To question and make thoughtful observations about starting points for their work. [Lesson 1]
- To collect visual and other information to help them develop their ideas. [Lesson 2]

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- To investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work. [Lesson 3 – trying out techniques, Lessons 4 & 5 – making final piece]
 - To compare ideas, methods and approaches in their own and others' work. To adapt their work according to their views and describe how they would develop it further. [During lessons 4 & 5, Final evaluation in Lesson 6]

Lesson Variations

The lesson plans for this unit are detailed.

Suggestions have been made about how to differentiate activities for children with Special Educational Needs (SEN), children with English as an Additional Language (EAL), and children who are Gifted and Talented (G&T).

Each lesson has a resource list which makes it clear which resources have been included in this pack in bold, and which need to be sourced at school.



Example of finished 'Talking Textile' by year 5 pupils, Essex Primary School, Newham.

Art and Design Unit 5C. Lesson 1

Talking Textiles (with a focus on William Morris).

Duration 1 hour. Date:

<p>Main teaching</p> <p>CCL Geography (textiles from around the world), Literacy (figurative language)</p>	<p>Activities - Differentiation</p>	<p>Plenary</p>
<p>LO: To question and make thoughtful observations about starting points for our work</p> <p>Explain to the children that in Art & Design this half term, they will be learning about talking textiles.</p> <p>What is a textile? Where have you seen textiles in real life? (On clothes, fabrics, furniture, cushions etc) How might a textile talk? Do you think it means literally talk? What aspect of literacy does this link to? (Similes and metaphor where language is figurative rather than literal). How does figurative language like similes and metaphors improve your writing? So how might a textile 'talking' improve it?</p> <p>Show 'Talking Textile' link from website below. Take them through all aspects stopping for discussion and paired talk where appropriate. [How do textiles talk, textiles through time, cultural clues, travelling textiles – interactive website]</p> <p>Show the children "The Knights of the Round Table Summoned to the Quest by a Strange Damsel" designed by William Morris and Edward Burne Jones. Don't tell them who designed it, or when. Ask them the questions from the Main Activity (see right). Allow children to discuss in talk partners. Don't tell them anything, just guide their discussion. Model recording note answers for what they say on paper flipchart. Explain the main activity to the children. Say that they will be answering the same questions about different textiles on their tables.</p> <p>Tell them that some of the images are paintings of textiles – this could be an extension element for G&T – why would the image of Ancient Egyptian textile design be a painting? They should answer the questions about the textile in the painting rather than about the painting itself.</p>	<p>Activity 1 (In mixed ability groups):</p> <p>Print image files for main activity. Children to discuss the key questions in groups. What do you think of when you see this textile? Does the design tell a story? What country do you think it is from? Why? When do you think it was made? What do you think it was used for? Does this textile tell you anything about the culture it came from? Depending on the ability of the class they could complete a worksheet each. Alternatively, one child could scribe answers onto one sheet photocopied onto A3.</p> <p>Activity 2:</p> <p>When children have discussed and compared the patterns, they can copy aspects of any designs which they like into their sketchbooks, or make notes on colours they used that they like. Alternatively, they could do this onto paper to be displayed through the unit as their work progresses.</p> <p>HA: To look in detail at how textiles designs could have been made through different techniques. What techniques were used? What impact does this have?</p> <p>SEN: Could group images together according to similarities and differences. E.g. Collect all images which have been embroidered, or which have other objects attached to it.</p>	<p>Show children the William Morris image from the beginning of the lesson (Image 3)</p> <p>Looking at this again, which of the images you had on your tables might you guess were also by William Morris?</p> <p>Why do you think that?</p> <p>Tell the children they will be learning more about William Morris in their next lesson.</p> <hr/> <p>Resources (Bold included in pack)</p> <hr/> <p>Image for main teaching (put on interactive white board) Images for main activity Image 1: Holy Grail Summons (Morris, London) Image 2: Nefertiti dress (Ancient Egypt) Image 3: Departure of the Knights (Morris, London) Image 4: Kimono silk, tie-dyed with applied gold leaf and embroidery (Japan, 1910-30) Image 5: Bayeux Tapestry (France after 1066) Image 6: Appliqued owls. USA (1 set per table + extra for SEN children) Worksheet Prompt questions for tables Sketchbooks or paper Pencils Optional: Laminate images on table for future use</p>

Art and Design Unit 5C. Lesson 1 (continued)

Talking Textiles (with a focus on William Morris).

Duration 1 hour. Date:

Main teaching	Activities - Differentiation	
<p>ICT: http://www.childrensuniversity.manchester.ac.uk/interactives/artanddesign/talkingtextiles/talkingtextiles.asp EAL: modeling, visual scaffolding, mixed ability grouping Every Child Matters: Enjoy and Achieve</p>	<p>Success criteria</p> <p>I can identify and comment on the content, ideas and ways that stories are communicated visually.</p> <p>I can describe different ways that textiles are made.</p> <p>I can identify materials and techniques and how these are used in textile design.</p>	

Art and Design Unit 5C. Lesson 2

Talking Textiles (with a focus on William Morris).

Duration 1 hour. Date:

<p>Main teaching CCL History (William Morris, Victorians), PHSCE (rights), Literacy (myths and legends)</p>	<p>Activities - Differentiation</p>	<p>Plenary</p>
<p>L.O.: To collect visual and other information to help develop our ideas.</p> <p>Tell the children that today they are going to be learning more about William Morris, and how he created his designs. Show children a photo of William Morris – e.g. from www.wikipedia.org (see link below)</p> <p>Tell the children: William Morris was born in Walthamstow in East London in 1834 and he died in 1896.</p> <p>Do you know what we call that time? (The Victorian Era) Do you know why we call it that? (Because Queen Victoria was on the throne at that time) Do you know of any major changes which happened then, or any important inventions? (Industrialisation, steam engine – trains)</p> <p>William Morris always wanted to learn how things were made. He liked more old-fashioned techniques – such as colouring fabrics with natural dyes, block printing from wood, and weaving things by hand. He valued good craftsmanship. What is a craftsman? What do you think craftsmanship means? Thinking back to the designs by him which you saw in Lesson 1 (you could show them again here) what do you think inspired William Morris? (the natural world – he used wild flowers, leaves, seed heads, fruits and animals in his designs) What do you notice about the colours in his designs? (they are all natural colours, made from natural dyes – rather than using chemical dyes) He also wrote lots of speeches and articles about the rights of workers to try to make a happier society. What are rights? (rights are things that you should give to people, regardless of whether they are men, women, old, young etc. for example 'the right to an education' or 'the right to a safe working environment'.</p>	<p>Activity 1 (individual on mixed ability tables).</p> <p>In sketchbooks or on whiteboards. As you read the story, children to record key scenes or events that could be represented in textile on their whiteboards or sketchbooks.</p> <p>Activity 2 (mixed ability pairs)</p> <p>Put images from Lesson 1 on the tables, and any other books/ images of textile design to support the children's ideas. Look for picture books as many of them use photographs of textile art for illustrations. Ask children to discuss their scene with their partner and sketch ideas into their sketchbooks.</p> <p>Who is in your scene? Where is your scene set? What happens in it? What are the key adjectives you would use in your scene (to describe the characters, setting or events)? How might you represent these adjectives using textiles? What other things do you need to represent in your scene? (Think about textures and sounds too)</p> <p>The emphasis is on what they want in their scene rather than how at this stage.</p> <p>SEN: Supported by partner and images on table.</p> <p>G&T: To start thinking about how they will create their design.</p>	<p>Some children to share their ideas with the rest of the class, explaining the reasoning behind their choices.</p> <p>Children could use 2 stars and a wish strategy to evaluate their friends' work.</p> <p>I really liked how they... To improve it they could...</p> <hr/> <p>Resources (Bold included in pack)</p> <hr/> <p>Images from Lesson 1 Additional visual sources e.g. picture books Sketchbooks Pencils</p> <p>Prompt questions for tables Example picture King Arthur story: Recommended is King Arthur and the Knights of the Round Table by Marcia Williams (written in comic book style)</p>

Art and Design Unit 5C. Lesson 2 (continued)

Talking Textiles (with a focus on William Morris).

Duration 1 hour. Date:

Main teaching	Activities - Differentiation	
<p>William Morris fought for better working environments and shorter working hours so people had time to enjoy their lives, and to produce goods that were useful and beautiful. Explain that William Morris and his friends were inspired by lots of things including the natural world, and ancient legends – in particular the legend of King Arthur.</p> <p>In 1858 he said "My work is the embodiment of dreams." What do you think this means?</p> <p>What do you already know about King Arthur? (Possibly sword in the stone, Merlin, knights of the round table)</p> <p>Explain that in Victorian times, a lot of upper and middle class people became very interested in the romantic legends connected to King Arthur, and William Morris used scenes from the legend in his art and designs.</p> <p>What do you associate with legends and fairy tales? (Witches, knights, dragons, castles, jousting, swords)</p> <p>Read the legend of King Arthur and ask children to complete Activity 1. How could we represent the scenes from this story in textile work? (1 big panel, series of horizontal panels, series of vertical panels) Tell children that as a class, they will make 1 big panel, made up of smaller panels, to tell the story.</p> <p>How could we incorporate sound? (Use a mixture of materials)</p> <p>Record children's ideas for key scenes from story which they recorded onto whiteboards. You need one scene between 2 children. Model brainstorming ideas for a particular scene going through key questions on right, using books and images for support e.g. I think the use of detail in the flowers here is effective – I would like to use that in my panel. Show them example images from 'Resource Pack'. Allocate scenes to pairs. Ask them to complete Activity 2.</p> <p>ICT: Link to portrait: http://en.wikipedia.org/wiki/File:George_Frederic_Watts_portrait_of_William_Morris_1870_v2.jpg</p> <p>EAL: modeling, visual scaffolding, mixed ability grouping</p> <p>Every Child Matters: Enjoy and Achieve</p>	<p>Success criteria</p> <p>I know that William Morris was inspired by nature and the legend of King Arthur.</p> <p>I can collect ideas to represent my own Arthurian scene.</p>	

Art and Design Unit 5C. Lesson 3 (continued)

Talking Textiles (with a focus on William Morris).

Duration 1 - 1.5 hours.

Date:

<p>Main teaching</p>		
<p>1. Colouring the fabric - watercolour paints work very effectively.</p> <p>2. Layering fabric – show how you can cut out a flower shape of one colour, and then a smaller flower shape in another colour, and glue the smaller one onto the top. What effect does this have?</p> <p>3. Stitching fabric – show them they can make long and short stitches, do lots on top of each other, stitch shapes etc. Ask children to try stitching their names, or a shape. depending on your prior experience of the class, you will need to go through health and safety re using needles, how to thread a needle etc.</p> <p>4. Quilting fabric – explain that quilting is when two pieces of fabric are sewn to each other with some kind of padding between them. Explain that in a quilt, this padding is normally soft and adds extra insulation and warmth. For their purpose, they may want to pad it with something that makes a sound (e.g bits of plastic bags) so that when people touch their textile, it makes a noise. Model quilting a hedge with crinkly plastic inside it.</p> <p>5. Adding other objects – this can be done with stitching or glue. Model adding a button to the middle of your layered flower.</p> <p>ICT: Showing images on interactive whiteboard EAL: modeling, visual scaffolding, mixed ability grouping Every Child Matters: Enjoy and Achieve</p>		

Art and Design Unit 5C. Lesson 4

Talking Textiles (with a focus on William Morris).

Duration 1 - 1.5 hours. Date:

Main teaching CCL Literacy (Myths and Legends)	Activities - Differentiation	Plenary
<p>LO: To design our own talking textile.</p> <p>What textile techniques did we learn about in our last lesson? Ask children to get the samples they made to remind themselves about what they learned and achieved last lesson. Explain that today they will be completing the design for their own panel. Explain that the design plan will be the same size as their final piece (A3 landscape).</p> <p>Tell the children what resources will be available to them – make a list visible throughout the lesson and remind them to take note of it (there is no point in them planning to use things you don't have!)</p> <p>Since some of us will be representing the same character in different scenes, how do you think we should make our meanings clear to our audience? (e.g. a clue for each character – eg. Arthur always depicted with a large crown) Go through each main character and identify how the children should signify it is them in the scene.</p> <p>Model drawing a sketched design on the interactive whiteboard. Model thinking about composition (the lay out of the scene). Put everything in one corner of your paper – Is this good composition? Why not? And scale (the size of things in the scene). Make the horse much smaller than St George. Is this good scaling? Why not? Model labelling the techniques used e.g. colour the sky pale blue using paint. Clouds labelled as cotton wool glued on. Castle to be made of grey felt with bricks sewn on for detail. If additional adult in the class, (or use G&T child), model having a discussion as a pair about how best to represent a chosen feature, making a fair decision, and recording that on the A3 paper. [e.g. I really like that idea! Since we used your idea for the clouds, can we use my idea for the rocks?]</p>	<p>Activity (mixed ability pairs)</p> <p>Children to complete their design plan for their scene on A3 paper. They need to include as many of the techniques as they can from Lesson 3.</p> <p>SEN – may need additional support. G&T – to include quite complex design and level of detail in their plan.</p> <p>Success criteria</p> <p>I can imagine the impact of different textile techniques.</p> <p>I can consider composition when designing my scene.</p> <p>I can consider scale when designing my scene.</p> <p>I can choose appropriate techniques to make my design as effective as possible.</p>	<p>Some children to share their design and the reasoning for their choices.</p> <p>If possible, teacher to transfer their design plan onto interactive whiteboard to support them talking to the class.</p> <p>Resources (Bold included in pack)</p> <p>1 x A3 paper per child Pencils Images from Lesson 1 Additional books for ideas</p>

Art and Design Unit 5C. Lesson 4 (continued)

Talking Textiles (with a focus on William Morris).

Duration 1 - 1.5 hours.

Date:

<p>Main teaching</p>		
<p>Remind the children they should include as many of the techniques as they can from their sample of techniques from Lesson 3.</p> <p>They should also use their ideas from Lesson 2 to support them.</p> <p>When they finish the design plan, they can make a list as a pair of what they will need in the next lesson.</p> <p>ICT: Showing images on interactive whiteboard EAL: modeling, visual scaffolding, mixed ability grouping Every Child Matters: Enjoy and Achieve</p>		

Art and Design Unit 5C. Lesson 5 / 6

Talking Textiles (with a focus on William Morris).

Duration 1 - 1.5 hours. Date:

Main teaching	Activities - Differentiation	Plenary
<p>CCL Literacy (Myths and Legends)</p> <p>LO: To complete our own talking textile, and evaluate our work.</p> <p>An additional adult will be invaluable in this lesson.</p> <p>The children may require more than one lesson to finish their design – especially if they are using lots of techniques, and they need to work on their needlework skills.</p> <p>What did we do in our last lesson? (Design our scene using talking textile techniques). Ask children to look at their designs. What do you think our mission today will be? Today you will be making your own talking textile scene. What materials are you going to need? What techniques are you going to use? What health and safety rules do we need to remember? What should you do if you need help? How can you make sure both of you are doing something? E.g. if one is sketching design onto the calico, the other could be making the rock using quilting techniques.</p> <p>Model using the design plan to lightly sketch your scene onto your calico.</p> <p>What would be a sensible order to do things in? Why? E.g. do painting first, then leave that to dry and while it's drying start making the other bits you'll be adding.</p> <p>Model making things and then applying them to the calico when you are happy with them. (You could use your crinkly hedge from Lesson 3 – model attaching it in the correct place to your calico)</p> <p>Some things can be glued on successfully eg sequins. Larger 3D items like quilted hedges should be sewn on securely.</p> <p>ICT: Showing images of children's work on interactive whiteboard EAL: modeling, visual scaffolding, mixed ability grouping Every Child Matters: Enjoy and Achieve</p>	<p>Activity 1:</p> <p>Children to write their names and scene number onto the back of their calico in pencil – this will make it easier for you when you are putting the display together.</p> <p>Children to carry out their design, working collaboratively with their partner.</p> <p>Activity 2:</p> <p>Complete pupil self-evaluation of unit and final piece.</p> <p>SEN: May need support threading needles etc. May need support writing self-evaluation.</p> <p>G&T: Encourage children to make their stitches neat and even. They should work as accurately as possible understanding in detail the impact of the techniques.</p> <p>Success criteria</p> <p>I can design a scene inspired by the Arthurian legend, like William Morris did.</p> <p>I can make and evaluate the scene, based upon my design.</p>	<p>Photograph some children's work and display on the whiteboard.</p> <p>Who can describe the techniques in this child's work?</p> <p>How have they used colour effectively?</p> <p>How have they included sound in their design?</p> <p>Resources (Bold included in pack)</p> <p>Pupil self-evaluation 1 piece of calico per child (A3) Paints Paintbrushes PVA glue Sequins Buttons Various fabrics Needles Thread Scissors</p>

Art and Design Unit 5C. Medium-term plan

Talking Textiles (with a focus on William Morris). For end of unit expectations, please see the Teacher Assessment Grid.

Lesson	Key ideas and enquiry questions	Learning objectives	National Curriculum Link	Teaching and learning suggestions	Learning outcomes	Cross-curricular links	Assessment evidence
1	How have textiles been used in different countries?	To question and make thoughtful observations about starting points for our work.	Unit 5C	Children investigate 5 patterns from around the world and identify key features, and compare them.	Children identify details in textiles. They identify materials and techniques and how they are used.	Geography Maths	Worksheets showing children's comparison. Discussion.
2	How did William Morris tell stories in his textiles?	To collect visual and other information to help develop our ideas.	Unit 5C	Children begin to think about the design for their own scene.	Children know Morris was inspired by Arthurian legend and can use his work as inspiration for designing their own scene.	History Maths	Children's scene designs in sketchbook.
3	What techniques did William Morris use?	To investigate and combine visual and tactile qualities of materials / processes and to match these qualities to the purpose of the work.	Unit 5C	Children to try out different methods of textile, inspired by William Morris' designs.	Children are able to use a range of sewing techniques.	History	Children's sewing samples.
4	How can we design an effective talking textile?	To design my own talking textile inspired by William Morris' designs.	Unit 5C	Children to design their own scene thinking about composition, scale and effective techniques.	Children have designed an effective scene showing awareness of composition, scale and technique.	Maths	Children's designs.
5/6	How did William Morris create his main designs?	To make my own talking textile inspired by William Morris' designs, and evaluate by comparing ideas, methods and approaches.	Unit 5C	Children to complete their design on their calico.	Able to make appropriate colour and composition choices to create a talking textile.	History	Children's finished designs. Children's self-evaluation sheets.

Art and Design Unit 5C. Assessment grid

Talking Textiles (with a focus on William Morris). Based on QCA expectations for the unit.

Teachers to fill in the names of children in their class under the appropriate heading for assessment purposes at the end of the unit.

<p>Some children will not have made so much progress. They will be able to:</p> <p>investigate and use textile materials / processes to communicate ideas; comment on differences in their own and others' work; suggest ways of improving their own work.</p>	<p>Most children will be able to:</p> <p>Explore ideas and collect materials and information to support their work; investigate colour, shape and texture in textile materials / processes and use these to communicate ideas in a story; comment on similarities and differences in how events in a story are communicated in their own and others' work; adapt and improve their own work.</p>	<p>Some children will have made more progress. They will be able to:</p> <p>Collect visual and other information to help them develop ideas; investigate, combine and organise visual and tactile qualities and apply their knowledge of materials and processes to communicate their ideas; compare and comment on ideas, methods and approaches in their own and others' work in the context of the events of the story; adapt and improve their work to realise their intentions.</p>

UNIT 5C RESOURCES

Use these questions to help you discuss the images on your table:

**What do you think
of when you see
this textile?**

**Does the design
tell a story?**

**What country do
you think it is
from? Why?**

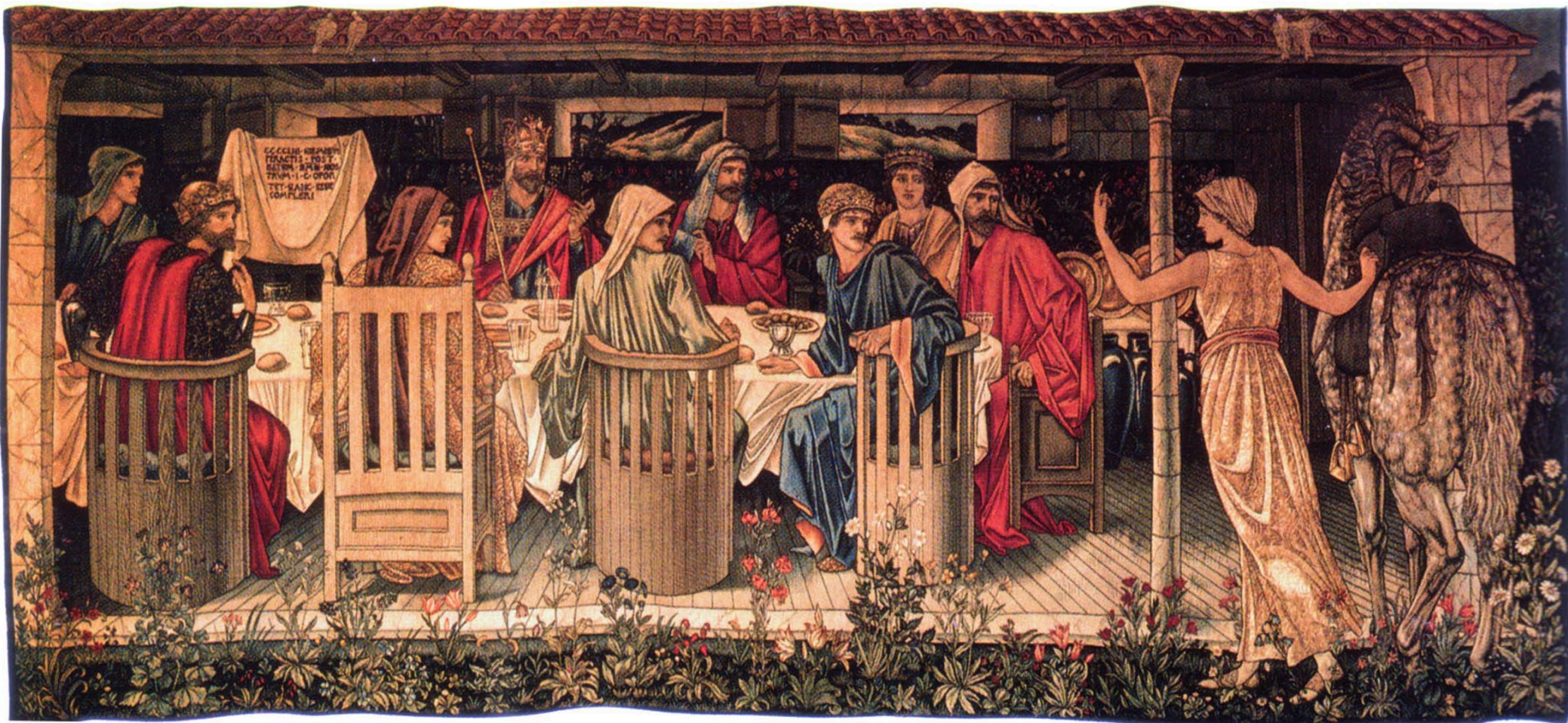
**When do you think
it was made?**

**What do you think
it was used for?**

**Does this textile tell
you anything about the
culture it came from?**

Look at the images on your table, and complete the boxes.

Image Number	What do you think of when you see this textile?	Does the design tell a story?	What country do you think it is from? Why?	When do you think it was made?	What do you think it was used for?	Does this textile tell you anything about the culture it came from?



Art and Design Unit 5C. IMAGE 1 HOLYGRAIL SUMMONS Lesson 1 TALKING TEXTILES (with a focus on William Morris)



Art and Design Unit 5C. IMAGE 2 NEFERTITI DRESS Lesson 1 TALKING TEXTILES (with a focus on William Morris)



Art and Design Unit 5C. IMAGE 3 DEPARTURE OF KNIGHTS Lesson 1 TALKING TEXTILES (with a focus on William Morris)



Art and Design Unit 5C. IMAGE 4 KIMONO Lesson 1 TALKING TEXTILES (with a focus on William Morris)



Art and Design Unit 5C. IMAGE 5 BAYEUX TAPESTRY Lesson 1 TALKING TEXTILES (with a focus on William Morris)



Art and Design Unit 5C. IMAGE 6 OWLS Lesson 1 TALKING TEXTILES (with a focus on William Morris)

Use these questions to help you discuss ideas for your scene with your partner:

**Who is in
your scene?**

**Where is your
scene set?**

**What happens
in it?**

**What are the key adjectives
you would use in your scene
(to describe the characters or
setting or events)?**

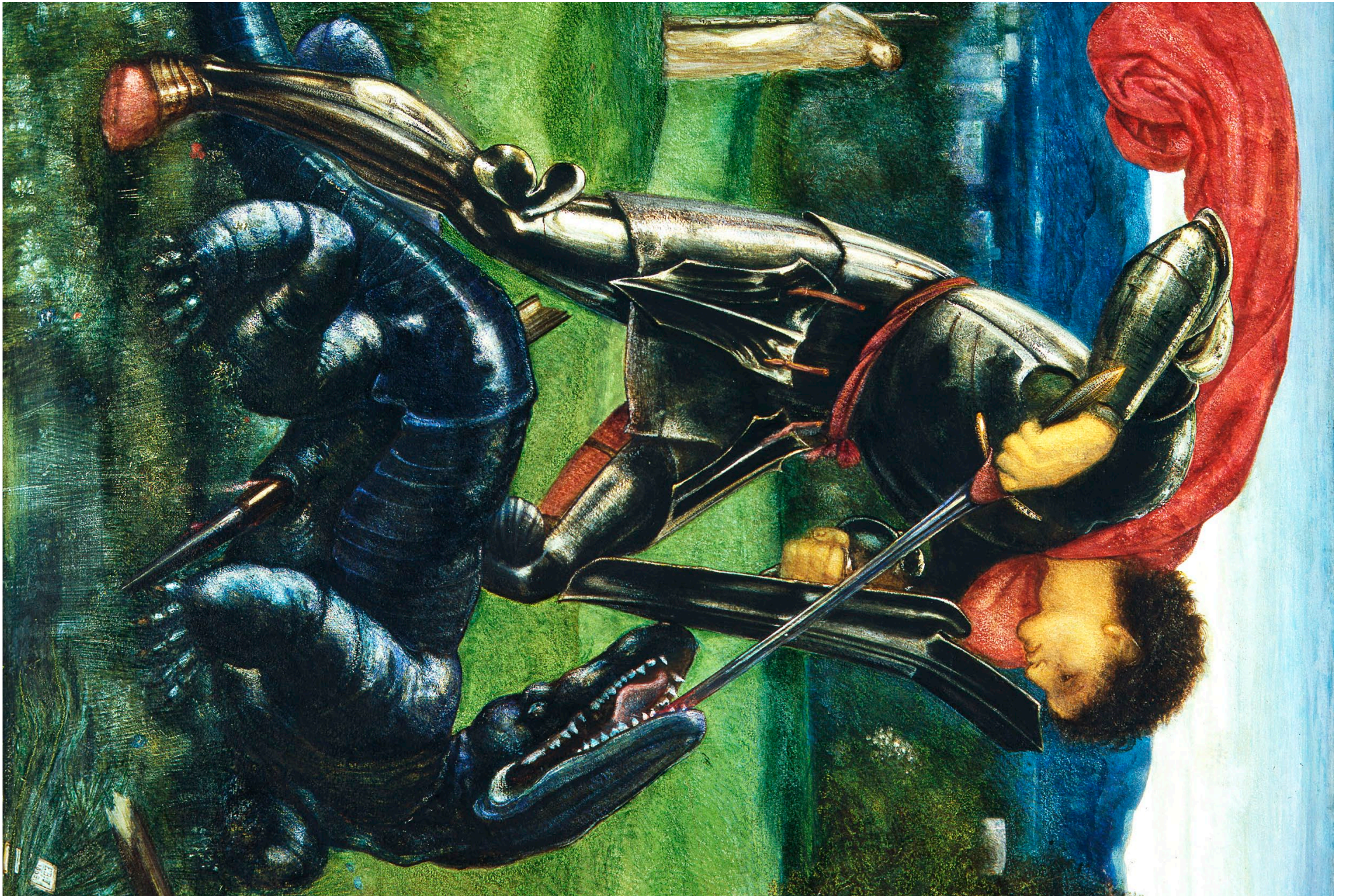
**How might you
represent these adjectives
using textiles?**

**What other things do you
need to represent in your
scene? (Think about textures
and sounds too)**

When you are ready, sketch some ideas, or make some notes in your sketchbook to help you when you come to make your final design plan. The main aim today is be clear about what you want to represent – we'll be thinking more about how in our next lesson.

The Legend of King Arthur





Art and Design Unit 5C. SAINT GEORGE IMAGE 7. Lesson 3 TALKING TEXTILES (with a focus on William Morris)

Well done for creating your own talking textile inspired by the legend of King Arthur, just like William Morris did!

What is similar about your design, ideas or methods and those of William Morris?

What is different about your design, ideas or methods and those of William Morris?

Which textile techniques did you use?

What do you think worked particularly well? Why?

What would you do differently next time? Why?

What have you learned that you didn't know before?

What did you enjoy most and why?
