

Elm Class Art /weave/ 3 lessons 45mins to 1hr each session.

Overview

This is the first draft of remote lessons for art in Elm Class. I would welcome feedback! These are very difficult times but we hope that art will not be burdensome and in fact will be enjoyable for children and parents alike.

Firstly, the aim of any of this learning is that it is FUN and enjoyable. Secondly that children and adults DO THEIR VERY BEST WORK ☺

The JOURNEY is the important part of any art lesson NOT that the adults produce something for the children. Learning is through making mistakes and discoveries. No one is judging the final result, but feedback will be given on the learning journey.

Please ask the CHILDREN to record their work through photographs. I think film will probably be too large to send via school email, but you may like to record things for when this is all over.

As parents will probably working from home too, I suggest spend some time with your child explaining the input, and then let them complete the learning task independently- just as they would at school. Also, at school, children help with the clearing up and putting away!

As a plenary, ask your child to EXPLAIN their learning and ask them to write this in note form – or- please write notes yourself if this becomes too much of a battle.

BACKGROUND

We have been looking at MATERIALS and their PROPERTIES. What materials are needed for different tasks. EG No chocolate involved in making tea pots. No tin foil used to make baby clothes. Some materials are strong/brittle/supple/soft/delicate etc. There is a great deal of vocabulary to explore. How many words can you find to describe the materials you will be using?

We have looked at drawing objects made of different materials (glass/plastic/shell/paper/metal) –YOU COULD DRAW MORE AS AN EXTENSION ACTIVITY
We have looked at making a collage out of different kinds of paper.-YOU COULD MAKE DIFFERENT COLLAGES FROM DIFFERENT MATERIALS-MAYBE FROM THE GARDEN OR OUT OF FABRIC/PLASTIC/CARDBOARD AS AN EXTENSION. THIS COULD BE LEAVES OR GRASSES.

We have completed a weave using paper and looked at how weaving is the joining of the warp and weft threads. THE LINK IS INCLUDED. EXTENSION COULD BE TO MAKE A WHOLE FISHTANK FULL OF FISH!

Now, we are moving onto making a weave using different materials. The link is included as to how to make the loom. Please find attached the cardboard for making the loom and (Hopefully as I write this) some string for the warp.

All of the activities can be completed in the garden.

<p>1 LO: Experiment with different materials to design and make products</p> <p>Success criteria:</p> <p>to review what they have done and say what they think and feel about it</p> <p>to consider what they might change in their current work or develop in their future work</p>	<p>Think about the fabrics that we have seen so far. Some fabrics are made by rolling or felting. Some are knitted but most are woven. Show the children some examples of weaving. https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks3--gcse-the-craft-of-weaving/zk27vk7 Hand loom</p> <p>mechanised loom. (last 20secs of this clip) https://www.youtube.com/watch?v=B8ww6rZUYkM</p> <p>Introduction: Review warp and weft and the skill of over and under to create a plain weave. https://www.youtube.com/watch?v=TyhDkd8Iabs very complicated explanation but good graphics of warp and weft</p> <p>Main learning: (Including differentiation/ SEND/ Disadvantaged/ group adaptations)</p> <ul style="list-style-type: none"> • Show the children how to make a simple card loom that has the same number of notches at either end. <p>https://www.youtube.com/watch?v=AWLIy-Um7_0</p> <p>Show them how to 'dress the card loom' (make the warp). Please let the children do this. Help them if they are stuck, but this is a good fine motor skills activity. Remember to keep the warp threads quite tight- but not so tight that its impossible to weave.</p> <p>Ask them to practise the act of weaving to make the weft.</p> <p>IF YOU DO NOT HAVE ANY WOOL OR STRING- YOU CAN USE CUT UP PLASTIC BAGS,BITS OF FABRIC, ROLLED FOIL, ROLLED CLING FILM OR- GO OUT INTO THE GARDEN AND FIND GRASSES OR TWIGS OR ANY NATURAL BITS.</p> <p>IF YOU REALLY GET INTO THIS, YOU CAN PAINT THE FABRIC TO TEAR UP OR PAINT THE GRASSES BEFORE YOU WEAVE.</p> <p>Children complete small individual loom using fabric rather than only paper and using some of their painted fabric from previous weeks.</p> <p>PLEASE REMEMBER THAT IF YOU ARE NOT USING WOOL OR STRING YOU WILL NOT BE ABLE TO CUT YOUR LOOM.</p> <p>Review</p> <p>Look at results and notice which materials worked well and which didn't.</p> <p>What are some of the PROPERTIES of materials that make good weaves?- flexible, soft, waterproof? Beautiful? Delicate? Resilient? Talk about different weaves for different jobs. Maybe your weave is just beautiful and that is great too!</p> <p>CHILDREN EXPLAIN THEIR LEARNING AND THINK WHAT THEY COULD IMPROVE NEXT TIME. WHAT DID THEY ENJOY? WHAT DID THEY INITIALLY FIND TRICKY BUT MANAGED TO OVERCOME.</p> <p>PLEASE PHOTOGRAPH FINISHED RESULT AND ASK CHILDREN TO WRITE OR DICTATE WHAT YOU THOUGHT THEIR BEST ACHIEVEMENT WAS.</p>	<p>Precut and strung looms. Fabrics for weaving (I may not have time to do this)</p>
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<p>Session 2</p>	<p>For this session, revise last session. Revise warp and weft. Think about the materials that were used and if they were a success.</p> <p>Look at PPT and discuss- likes/dislikes/how did they do that? 'I wonder' questions</p> <p>In this session, children will need to FIND something for a loom. They may need help making a rough warp, or they may be able to weave bits in and out of twigs of a chain link fence, chicken wire (mind sharp edges) garden net, etc</p> <p>Children work independently or collaboratively to weave fabric in and out of found 'loom' objects- eg bicycle wheels , bits of garden net/ fencing/ in and out of branches and twigs.</p> <ul style="list-style-type: none"> • Show the children unconventional looms, <i>eg spokes of a wheel, picture frames, and twigs/small branches.</i> <p>Ask them to develop a weaving using something they have found, <i>eg a branch, a wheel, a picture frame.</i> Use this as a structure for the warp and make warp threads. Ask the children to use a variety of found natural and made materials to create the weft of their weaving.</p> <p>As the children make their weavings, ask them to describe what they are making and how they are using materials in their work.</p> <ul style="list-style-type: none"> • Encourage the children to identify qualities that are developing in their work. Ask them to say what they find interesting and like about the textures and colours they have used. <i>Are these the qualities they were trying to achieve?</i> • Ask the children to match the outcomes to their feelings about the weavings they have created. How does it make them feel? <p>SEE PPT WITH THESE PLANS- WEAVING WITH FOUND OBJECTS.</p> <p>EXTENSION- CHILDREN FIND DIFFERENT MATERIALS IN THE GARDEN- STONES/TWIGS/LEAVES/MOSS AND WEAVE TOGETHER ON THE GRASS OR PATH. POTOGRAPH RESULTS. A TEMPORARY SCULPTURE/WEAVE.</p>	<p>PPT with these plans. Weaving with found objects</p>
<p>3</p>	<p>Inside activity</p> <p>Look in the ironing basket. (I hope all ironing baskets are as full as mine!)</p> <p>How many different types of fabric can you find?</p> <p>Can you find a cotton fabric? (Look at the labels)</p> <p>A polyester fabric?</p> <p>A cotton and polyester fabric?</p> <p>A viscose fabric?</p> <p>A wool fabric?</p> <p>What do they feel like?</p> <p>What properties do they have?- soft/warm/crisp/smooth/textured.</p> <p>Can you sort the clothes into knitted and woven (Even your school sweat shirt is knitted) What properties do knitted fabrics have?</p> <p>Look at all the coats and jackets your family have and see what you can find out. What properties do coats and jackets have?</p> <p>Finally, see if you can find some special delicate fabrics. Look at how they are made.</p> <p>When you have finished, pair all the socks and sort the clothes to help mum or dad iron.</p> <p>EXTENSION- FIND OUT WHERE COTTON/POLYESTER/WOOL /VISCOSE AND SILK COME FROM. HOW ARE THEY MADE? SILK IS ESPECIALLY INTERESTING.</p> <p>Write a few lines about what you found out.</p>	