

BRC KS3 Art Medium Term Planning



CLASS:	TEACHER: Ben Chambers
SUBJECT: ART TERM:	Scheme of Work: textiles little cushions
Unit objective: The 'little cushions' unit is designed to give students the opportunity to develop their imagination and understanding of art-textiles. The project focuses on developing their skills by looking at the work of others, basic stitching; fabric choices; design and application. They will be investigating their basic techniques to see what they can do well and how they can improve. They will also be introduced and in turn learn to develop an ability to critique the work of others. This Project serves to give the teacher an opportunity to introduce an artistic process of working whilst simultaneously improve the students' abilities, preferences, strengths and areas for improvement	
<u>Learning Objectives for unit:</u>	<u>Learning Outcomes for unit:</u>
Introduction to unit: <ul style="list-style-type: none">• Assessment of existing skills and areas for development• Development of fine motor skills, tactile awareness, colour perception, hand eye co-ordination• Development of observational skill• Development of decision making skills and assertiveness• Development in the ability to express a perspective (physical and cerebral or apparent)• Understanding of different techniques: drawing looking at the work of others, basic stitching; fabric choices; design and application; research.• Exploration and appropriate application of techniques• Awareness of creation of art work• Understanding of set parameters, brief or guidance notes• Production of works• Completion of set tasks.• To take part in communal critiques	

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Week	Activity focus	Learning objectives	Learning outcomes	Possible teaching activities & resources	Groups & Staffing	Resources
1	Free ideas and initial research (first look)	<p>Look at the work of an artist (selective). - Try to understand or interpret what the artist is trying to say.</p> <p>Reading and looking at the process the artist uses.</p> <p>Breaking the work down into parts in order to recreate (or produce a study)</p>	<p>To demonstrate ability to look at a piece of art and assess it at surface value</p> <p>To attempt to understand the why the artist created such a piece</p> <p>Select an image to study</p> <p>To produce a full or section study of an artist's work - trying to follow or mimic the process used.</p>	<p>Introduction and pictures by artist Discussion about 2 or 3 images</p> <p>Distribution of materials</p> <p>Choose an image to study</p> <p>Use of cardboard 'L's to isolate or study a part of an artist's work</p> <p>Draw or paint to follow the artist's process to produce a study.</p>	<p>Led by Ben who will support each pupil during the lesson</p> <p>TA support individuals appropriately</p> <p>Photographs taken of pupils by TA if required</p>	<p>2b pencils</p> <p>Scrap (sketch paper)</p> <p>Cartridge paper</p> <p>Research images</p>
2	Mounting work and Presentation	<p>Selecting a part of an image to display and/or what to 'crop'</p> <p>How to use a guillotine</p> <p>Choosing an appropriate mount (size and colour)</p> <p>How to use glue effectively to mount drawings</p> <p>Improve and develop pride of work and aesthetic appreciation</p>	Mount own drawing.	<p>Introduction to what when how and why pictures are mounted</p> <p>Demo of crop Student activity</p> <p>Demo of guillotine Student activity</p> <p>Demo of mount selection Student activity</p> <p>Demo of glue Student activity</p>	<p>Led by Ben who will support each pupil during the lesson</p> <p>TA support individuals appropriately</p> <p>Photographs taken of pupils by TA if required</p>	<p>Student artwork</p> <p>Glue</p> <p>'spreaders</p> <p>Guillotine</p> <p>Mounting paper</p>

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3	Thread type & purpose Threading a needle, tying knots	Identify different types of thread To learn how to thread a needle To learn how to tie a basic stopper knot Improve 'hand eye' co-ordination	To be able to thread a needle To demonstrate and produce a selected number of basic stitches To demonstrate and produce a selected number of basic knots To be able to 'cast on'	Distribute materials Demonstrate stitches Demonstrate knots Demonstrate casting 'on' and off Running stitch Back stitch	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	Needles Thread Square pierced fabric (cross stitch) Worksheets (simple stitches)
4	Basic stitches (simple worksheet)	Develop ability to thread a needle Develop ability to tie a basic stopper knot Improve 'hand eye' co-ordination To learn a selected number of different hand stitches	To demonstrate and produce a selected number of stitches on a piece of fabric	Distribute materials Demonstrate stitches: Whip stitch Blanket stitch Students practice stitches Ext: Use stitches to make a face or to write their name or a flower, car etc.	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	Needles Thread Square pierced fabric (cross stitch) Worksheets (simple stitches)
5	Designing my cushion	Produce a cushion design	To produce an ideal labelled diagram of a small cushion	My design ideas worksheet 5 Question about my design Choosing colours and fabrics for my	Led by Ben who will support each pupil during the lesson	2b pencils Paint Scrap (sketch paper)

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		Look at different fabrics and make appropriate selections for design	Making choices	design Appropriate Use of fabric glue	TA support individuals appropriately Photographs taken of pupils by TA if required	Cartridge paper Research images
6	Fabric choices and templates	Produce templates from cardboard / paper To cut fabrics to the appropriate shapes	Produce and cut out templates Experience cutting fabric Pinning fabric together (safety pins -adv; normal pins)	Discussion about fabrics and choices What is a template, how it is used? How to make a template How to draw around template Demonstration on how to cut fabric Demonstration on how to pin fabric Incorporating fabric orientation (face in)	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	
7, 8 and 9	Applying the stitches, I have learnt to make my cushion	Sewing all templates together Looking at stuffing	To sew all both sides of cushion together To create a cushion To appropriately apply stitches and techniques learnt	Add dots to indicate where stitches will go (aids transition from binka fabric to cotton) Leave space for reversal and in turn stuffing. Collect equipment Check fabric position and alignment Check pins Check again Collect needle and chosen thread Thread needle Knot end	Led by Ben who will support each pupil during the lesson TA support individuals appropriately Photographs taken of pupils by TA if required	

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				<p>Pierce fabric SEW IN SECTIONS Cast on Begin stitching Allow thread for casting off. Repeat as required Leave appropriate space for reversal. Reverse fabric Check stitches Ensure all corners are pushed through DESIGN ON FRONT OF CUSHION Cut pattern or design from desired fabric Use fabric glue or stitches to complete design on cushion being careful to not sew the two sides together; inserting cardboard if possible to aid this process. When design secure: Remove card Collect stuffing Stuff cushion Needle and thread. Cast on Sew up hole cast off cushion complete!</p>		

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<p style="text-align: center;"><u>SMSC</u></p> <p>Social Development: Moral Development: Spiritual Development: Students will learn to reflect on their own practice and that of their peers. Cultural Development: British Values:</p>	<p><u>ICT and web sites:</u></p>	<p><u>Opportunities for Problem Solving / Flexibility of Thought:</u> lots! Every objective! Changing and adapting ideas and perceptions taking and giving advice working independently working with others</p>	<p><u>Sensory Activities:</u></p>
<u>RWC&M</u>			
<p><u>Reading</u></p> <p>objectives outcomes worksheets visuals aids research information instructions</p>	<p><u>Writing</u></p> <p>lots of keywords!</p>	<p><u>Activities to Promote Interaction and Communication:</u></p> <p>listening working together giving feedback (taking) making choices</p>	<p><u>Mathematics</u></p> <p>Estimating, measuring, cutting, volume, sides, perimeter, width, depth, design, plan.</p>