

**Bryn Offa CE Primary  
School**

**Art & Design**

**Curriculum Map**

## **Art & Design Curriculum Intent**

At Bryn Offa, we believe that Art fires the imagination and is a stimulus for creativity.

The intent of the Bryn Offa Art & Design Curriculum is to develop the children's skills concepts and knowledge to allow them to express their own personal responses to ideas and experiences. Learning with art, craft and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world.

Children will be taught to use the mediums of drawing, painting, sculpture, textiles, collage and printing. The Art & Design Curriculum gives pupils the opportunity to explore their own ideas by experimenting, inventing and creating their own individual pieces of work using a range of materials.

## **Subject content**

### **Early Years Foundation Stage**

Children safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function. (*Exploring and Using Media and Materials*)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories. (*Being Imaginative*)

### **Key Stage 1**

Pupils should be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.

### **Key Stage 2**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example pencil, charcoal, paint, clay]
- About great artists, architects and designers in history

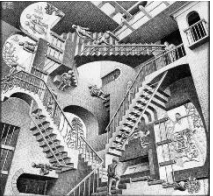






## **Aims**






The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.






## **Areas covered**






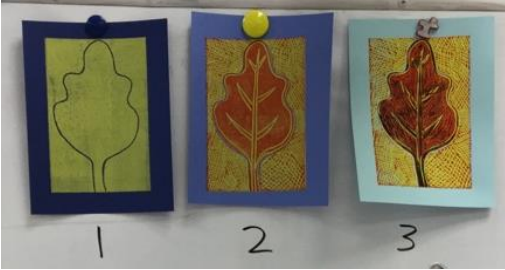

- Exploring and Developing ideas
- Drawing
- Painting
- Sculpture
- Collage
- Textiles
- Printing
- Work of other artists

Class 5	Autumn	Spring	Summer
<p>Cycle A</p> <p>Even academic years e.g.2018, 2020</p>	<p><b>Drawing</b> Children to continue to use a variety of drawing tools but introduced to new techniques e.g. creating perspective. Children will rely on their sketching books to improve their drawing skills.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>• Research, plan and design own pencil work based on <b>M C Escher</b>, developing shading, sketching and perspective work.</li> <li>• Explore the term <b>trompe l'oeil</b> – a visual illusion in art to create perspective used to trick the eye. Develop drawing skills to add colour.</li> <li>• Create a layered sketch of our local area- perhaps link to a visit to Llanymynech rock.</li> </ul> <div style="display: flex; justify-content: space-around;">   </div>	<p><b>Painting</b> They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colour with moods</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>• Explore the works of <b>Pablo Picasso</b>, specifically his blue period, linking to his emotions and feeling of the time. How does the colour used affect the meaning of the painting?</li> <li>• <b>Claude Monet</b> – Water Lilies. Children to use watercolours on cartridge paper to create their own Monet inspired pieces, by slowly layering paint and colours.</li> <li>• <b>Peter Thorpe</b>. Use layers of paintings as the artist does to create own pieces.</li> </ul> <div style="display: flex; justify-content: space-around;">    </div>	<p><b>Sculpture</b> Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>• Maya glyphs – research and copy the (meso-american) system of language and design. Create own Mayan glyph using a variety of tools to remove clay from a block and to add additional designs. Use slip and hatching to stick pieces together.</li> </ul> <div style="display: flex; justify-content: space-around;">   </div> <p><a href="https://mayas.mrdonn.org/hieroglyphics.html">https://mayas.mrdonn.org/hieroglyphics.html</a></p> <ul style="list-style-type: none"> <li>• Look at selection of work by <b>Henry Moore</b>. In sketchbooks, make initial sketches of a 3D sculpture. Use clay to create this sculpture using a range of skills.</li> </ul> <p><b>Work of other artists</b> Children continue to study the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their work.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>• This is covered throughout the year.</li> </ul>



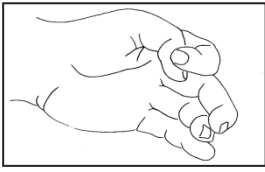
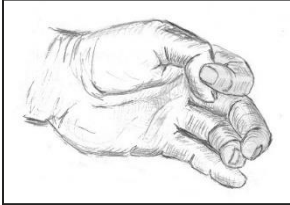







Class 5	Autumn	Spring	Summer
<p><b>Cycle B</b> <b>Odd academic years e.g.2019, 2021</b></p>	<p><b>Collage</b> Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learnt in Lower KS2 (e.g. overlapping, tessellation, mosaic and montage) and develop their ideas through planning.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>• Landscape collage. Recreate our local landscape using collage materials – newspapers, magazines, fabrics by adding layers. Foreground, background and order to be considered.</li> <li>• Research the artist <b>Henri Matisse</b>. Many of his ‘collage style’ works were created using paint. Children to plan and make their own Matisse inspired piece using collage to build up layers to create desired effect.</li> </ul>  	<p><b>Textiles</b> Children further develop their overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>• North American Art -Totem poles. Whole class project. Plan and design the different elements of a totem pole. Individually make a felt panel using sewing, gluing and a selection of fabrics and shapes to go on whole class pole.</li> <li>• Create a picture from a text being studied at school. Use a range of techniques as described above. Could create a class book through textiles. Share with KS1?</li> </ul>  	<p><b>Printing</b> Children have more opportunities to make printing blocks and tiles. They now reflect their choice of colour for prints and develop their accuracy with patterns.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>• Islamic art. Research Islamic art designs and using layers of design create a poly-bloc. Print using a plain base layer and then add design on top. Extend to group work to create a prayer mat – rotating tiles, colours, symmetry.</li> <li>• <b>William Morris</b>. Focus on small sections of his work. Create and draw own design onto poly-bloc tile. Links to IT. Scan and copy image – rotation, symmetry, drops, half drops etc.</li> </ul>  <p><b>Exploring and developing ideas.</b> Children continue to build their knowledge of techniques by experimenting and predicting what might happen. They continue to practise and share their learning and skills with others receiving and offering feedback to improve.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>• During any of this year’s lessons an opportunity should be made for children to comment on, receive and offer feedback on work completed.</li> </ul>









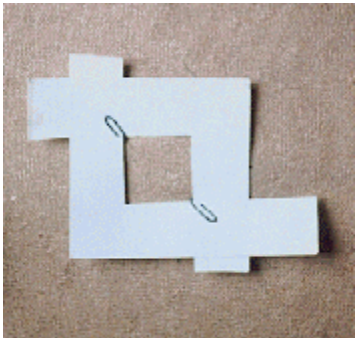
Class 4	Autumn	Spring	Summer
<p><b>Cycle A</b> <b>Even academic years e.g.2018, 2020</b></p>	<p><b><u>Drawing</u></b> They are introduced to new ways of making effect through light and shadow. They become more confident in techniques already learnt and use vocabulary learnt accurately (e.g. shading, thick and thin).</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>• Look at pictures of people standing, sitting. Discuss proportions of the body (e.g. person’s height is seven times head size) Discuss light and shadow on work. Use charcoal, sketching pencils and colouring pencils on different drawings. Sketching in different positions – PE lessons, reading, playing an instrument etc.</li> <li>• Using colour to represent light, shadow and different shades through the work of <b>Henri Rousseau’s</b> ‘Surprised storm in the forest’. Experiment with pencil, chalk and pastel.</li> </ul> 	<p><b><u>Painting</u></b> Children begin to experiment with colour for effect and mood. Children continue exploring a variety of brushes to see what happens.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>• Explore the work of aboriginal artists. How the art work tells a story of dream time. Plan own dream story and experiment with different brushes to create desired effects (cotton buds work well!)</li> <li>• Cityscape. Using different tools experiment with how the time of day or the weather changes the mood of the painting.</li> </ul>   <ul style="list-style-type: none"> <li>• Use a selection of Pop Art pictures by <b>Roy Lichtenstein</b> – develop work in this style experimenting with colour and techniques to create desired effect.</li> </ul> 	<p><b><u>Sculpture</u></b> Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>• Use Plaster of Paris to mould over the top of an old trainer. Recreate trainer over unit.</li> <li>• Nature walk. Select natural items that could be used to make an imprint on a clay tile. Add additional natural elements by building up on to the tile. Add details as required. Paint and air harden. Possible links with The Marches to use their kilns?</li> </ul>  <p><b><u>Work of other artists</u></b> Children continue to learn from the works of famous artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>• This is covered throughout the year.</li> </ul>

Class 4	Autumn	Spring	Summer
<p>Cycle B</p> <p>Odd academic years e.g.2019, 2021</p>	<p><b>Collage</b> Children experiment with sorting and arranging materials with purpose to create effect. They learn new techniques (e.g. overlapping, tessellation, mosaic and montage).</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Roman mosaics using small paper tiles – a Roman Emperor or geometric patterned tiles with links to symmetry and rotation.</li> <li>Stained glass windows using tissue paper and laminator to recreate a class text – linked to current curriculum or an RE story.</li> </ul>  	<p><b>Textiles</b> Children are introduced to the skill of stitching. They also further develop their weaving techniques.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Dreamcatchers. Research Native American dreamcatchers and their purpose. Use circular cardboard weaving looms to create own versions, adding embellishments as desired using stitching and threading.</li> <li>Bayeux Tapestry. Link to history. Recreate own sections of the tapestry and put together as a whole class.</li> </ul>  	<p><b>Printing</b> Children use a variety of printing blocks (e.g. objects glued to a block). They explore what effect making their own block has on shape and texture.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Nature walk. Focus on textures. Choose natural items from walk which could be recreated on a block e.g. the bark on a tree or the patterns on a leaf. String, wool, hessian, anything with a good texture could be used. Double sided tape is usually a good way of sticking.</li> <li><a href="http://dolvinartknight.blogspot.com/2016/12/reduction-printmaking-5th-grade.html?m=1">http://dolvinartknight.blogspot.com/2016/12/reduction-printmaking-5th-grade.html?m=1</a></li> <li>Reduction printing. Nature also works well with this. It requires many layers to be built up adding different colours and patterns as you go along.</li> </ul>    <p><b>Exploring and developing ideas.</b> Children start collecting more information and resources to present in sketchbook. They practise and share learning and skills with others giving feedback to improve.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>During any of this year's lessons an opportunity should be made for children to comment on, receive and offer feedback on work completed.</li> </ul>


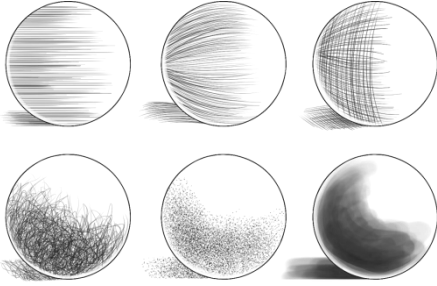



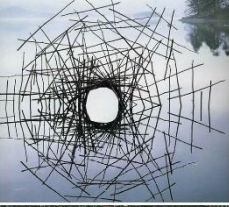




Class 3	Autumn	Spring	Summer
	<p><b>Drawing</b>            Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1 (e.g. pencils, felt tips, charcoal, crayons, chalk and pastels).            They are introduced to new ways of making effect through tone and texture.            They have opportunity to use the vocabulary learnt in KS1 accurately (e.g. shading, thick and thin lines, patterns and shapes)</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Start by looking a range of cave paintings. Discuss the use of line drawings and charcoal to create them. Explain that although they are line drawings charcoal can still be used to develop tone. For the activity children are to create their own cave drawings. Encourage them to experiment with applying more or less pressure to create light and dark tones, allowing some of the lines to remain 'broken' or slightly unfinished to emulate the aged surfaces of the cave walls.</li> <li>Discuss the use of crosshatching to develop tone and texture. Look at 'Study of hands' by <b>Leonardo Di Vinci</b>. Either give children a pre drawn outline of a hand or allow them to draw rhier own. Their task is to use a variety of line, layers and cross-hatching to add light, medium and dark areas to the outline of the hand.</li> </ul>    	<p><b>Painting</b>            Children continue exploring using a variety of different brushes to see what happens.            They use the language of colour accurately when mixing (e.g. shade, primary, secondary and tint).</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Basing the work on 'Starry Night' by <b>Vincent Van Gogh</b> children can experiment by creating different tints/shades of blue and yellow (colour mixing). This painting can also be an opportunity to try using a range of different brushes.</li> <li>Children to choose one colour (primary or secondary). Their challenge is to complete a painting using only one colour, white and black. The white and black can be used plainly or used by adding them to that colour to create different tints.</li> </ul>    	<p><b>Sculpture</b>            Children still have the opportunity to use a variety of materials for sculpting.            They experiment with joining and construction, asking and answering questions such as 'How can it go higher?' (possible link to D&amp;T)</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Basing their work on famous human sculptures such as <b>Antony Gromley's</b> Iron men, the task is to create their own human sculptures using 'recycled' or 'household' materials. For example the sculptures could be create from newspaper or foil. How tall can you make your sculpture?</li> <li>Using cardboard and forming different colourful shapes children (in small groups) create a tall sculpture. Children need to overcome the problem of how to join the sculpture together.</li> </ul> <p><b>Work of other artists</b>            Children continue to study the works of famous artists. They have more opportunity to offer opinions and to compare and contrast artists. (Artists being referred to throughout both cycles appear in bold throughout the plan)</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Focusing on 'The Alamo' by <b>Bernard Rosenthal</b> children could create their own 3d shape, balance based sculpture. Could compare to stone balance sculptures often found at the beach.</li> </ul>   









Class 3	Autumn	Spring	Summer
<p>Cycle B</p> <p>Odd academic years e.g.2019, 2021</p>	<p><b>Collage</b> Children continue to explore creating collage with a variety of media e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Using a range of newspapers and magazines the children can create an individual collage. The collage should represent them. Their likes, dislikes, hobbies, family, friends etc. They can add as much as little, and can develop their own backgrounds. It's collage of them!</li> <li>Children can use words from magazines and newspapers to create a collage. The words must relate to the image being created. Could create/generate further words to add to the collage using word art.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">  <span style="font-size: 2em;">or</span>  </div>	<p><b>Textiles</b> Children further develop their weaving and colouring fabric skills.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Class project – tie dye bunting. As a class a set of tie dye bunting could be created. Could develop colour knowledge, shall we use primary or secondary colours? If we mix the two primary colour dyes what colour will it make?</li> <li>Paper plate weaving – A paper plate gives a sturdy block to create a weaving pattern. Children can develop their designs to create a picture involving weaving.</li> <li><b>Terra Fuller</b> creates beautiful tapestry using a range of patterns. Could a class tapestry be made using weaving?</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<p><b>Printing</b> Children use a variety of printing blocks (e.g. coiled string glued to a block).</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Create a topic based print page using a printed block and glued string. Glue string in a pattern onto a printing block. Allow it to dry before using it to print.</li> </ul> <p><b>Exploring and developing ideas.</b> Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>During an educational visit (Llanymynech rock, Heritage area) using a view finder children to sketch in their sketchbook. This can also be an opportunity for children to peer evaluation.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>



Class 2	Autumn	Spring	Summer
<p><b>Cycle A</b> <b>Even academic years e.g.2018, 2020</b></p>	<p><b>Drawing</b> Children will begin to explore different techniques involved in drawing such as shading and patterns as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, charcoal, crayons and chalk.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Using dots and lines to demonstrate pattern and texture children could create their own self-portrait in and <b>Andy Warhol</b> style. Could use crayons for the colours.</li> <li>Shading – Looking at the range of techniques. Shade circles in sketch books to show the range of techniques.</li> <li>Using charcoal for landscape drawing – could use heritage area as a focal point. Could also be comparison landscapes – one in charcoal, one completed in pencil (link to topic).</li> </ul>   	<p><b>Painting</b> Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colour.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Children to each create a colour wheel which shows the mixing of primary colours. To extend children with then mix each colour with black and white to create a range of tones.</li> <li>Using the process of colour mixing – children to use these colours to complete a mandala pattern. Ensure that the origin of mandala patterns is discussed, linking to Buddhism and Hinduism.</li> </ul>  	<p><b>Sculpture</b> Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Link to natural sculptures and work by <b>Andy Goldsworthy</b>. Discuss his past projects before moving outdoors and using only natural objects create their own sculptures following the patterns and ideas from Andy Goldsworthy.</li> </ul> <p><b>Work of other artists</b> Children have the opportunity to learn from the works of other artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. (Artists being referred to throughout both cycles appear in bold throughout the plan)</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Leonid Afremov – Link to colour mixing lessons. Children to create their own versions possibly using school as a focus.</li> </ul>   



Class 2	Autumn	Spring	Summer
<p style="text-align: center;"><b>Cycle B</b> <b>Odd academic years e.g.2019, 2021</b></p>	<p><b>Collage</b> Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media (e.g. paper, magazines, etc.). Children experiment with sorting and arranging materials and refining their work.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Using a range of different materials, papers, colours etc children to create their own homes. Could be used as a new class activity. Could be changed to creating a collage of the school/new classroom.</li> <li>As children start the year in their new class, each child creates a collage a bird (could be changed to a puzzle piece, 'we fit together'). Link to PSHE and the discussion of how we are all different but we work well together.</li> </ul>  	<p><b>Textiles</b> Children have the opportunity to look at and practice a variety of techniques e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best results. Children will also explore decorating and embellishing their textiles to add detail and colour.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Dyeing - On a spring walk children to collect a range of flowers (must talk about sustainability). Children to all bring a white t shirt into school. Place flowers under the t-shirt and using a mallet bash the flower pattern to create a print or dye onto the T-shirt.</li> <li>Children could then add decorations and embellishments to their t-shirts to add to the patterns that they have created.</li> <li>Weaving - Children to practice the art of weaving by trying stick weaving using wool or ribbon as its thicker and could be weaved more easily.</li> </ul>  	<p><b>Printing</b> Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture (e.g. sponges).</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>Using printing tiles children to create animal prints (could be linked to science and safari topic if applicable). Children paint their background before creating a tile to show the shapes of the animal pattern.</li> <li>Linking to <b>Claude Monet's</b> waterlily pond children could create a sponge painting using pegs and different sizes and textures.</li> </ul> <p><b>Exploring and developing ideas.</b> Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>Lesson ideas:</p> <ul style="list-style-type: none"> <li>This can be completed during any of this cycles projects where children can offer and receive feedback on outcomes – could take the format of two stars and a wish.</li> </ul>  



**Class 1**

**Autumn**

**Spring**

**Summer**

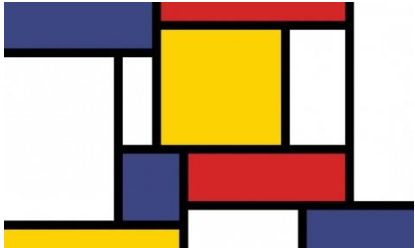
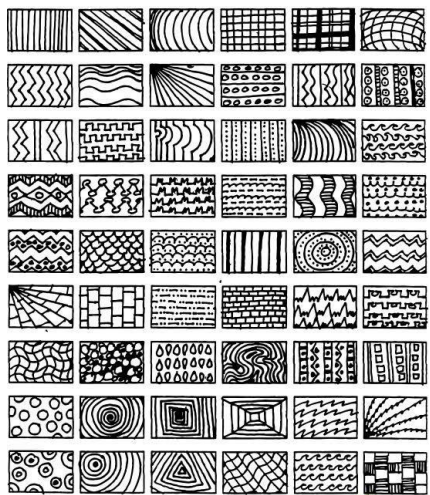
**Cycle A**  
**Even academic years e.g.2018, 2020**

**Drawing**

Children will begin to explore different techniques involved in drawing such as thick and thin lines and shapes as well as using different surfaces to draw on.  
 Children are also exposed to using different materials to draw with such as pencils, felt tips and pastels.

Lesson ideas:

- How many different patterns can we make only by using lines? Lesson could begin with nature walk looking for thin and thick lines in our school environment. In sketch books, children to show as many different forms of lines as they can (book could be split into sections to display different ways)
- Linking to the work of **Piet Mondrian**, could we recreate similar work using different choice shapes? Follow the same rules of white and the primary colours.
- As a start to the year children could draw self-portraits using different shapes for their facial features.



**Painting**

Children will explore using a variety of different brushes and tools to see the effects and what happens.  
 Children begin to learn the primary colours and explore what happens by mixing them.

Lesson ideas:

- Begin by focusing on the primary colours (red, blue, yellow) how many of these colours can we find in our classroom, outside etc. What other colours can we find? How do we make those colours? Using sealable food bags, add two of the primary colours and children mix the colours together to see which secondary colour is made. Could extend by mixing all primary colours together.
- Using the colours mixed in the previous lesson show children the wide range of brushes which can be used to paint. Children to create a rainbow using their mixed colours and a different brush for each colour. Could also use different objects around the classroom to paint with, for example pencils, feathers, cubes etc or create own paintbrushes from natural materials.



**COLOR MIXING ACTIVITY**



**Sculpture**

Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing.

Lesson ideas:

- Using objects around the classroom children begin to create their own sculptures and develop an understanding of sculpture. Extend by creating own resources to build sculptures for example, cardboard discs.



**Cardboard Disc SCULPTURES**



**Work of other artists**

Children have the opportunity to learn from the works of other artists, studying their techniques and processes.  
 (Artists being referred to throughout both cycles appear in bold throughout the plan)

Lesson ideas:

- **Steven Brown** – Scottish artist whose work is based around using a range of different colours to create paintings of animals. Animal outlines can be used. Could be linked to Spring term colour mixing.





**Class 1**

**Autumn**

**Collage**

Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media (e.g. paper, magazines, etc.)

Lesson ideas:

- Children can create faces using facial features found in magazines. Can also use a range of different pictures for the face shape for example plates/bowls of food.
- Animal focus for using newspaper cuttings to create their bodies. Usually works best when the chosen animal is grey and features are added on. Could be linked to a topic based project by changing the focus.



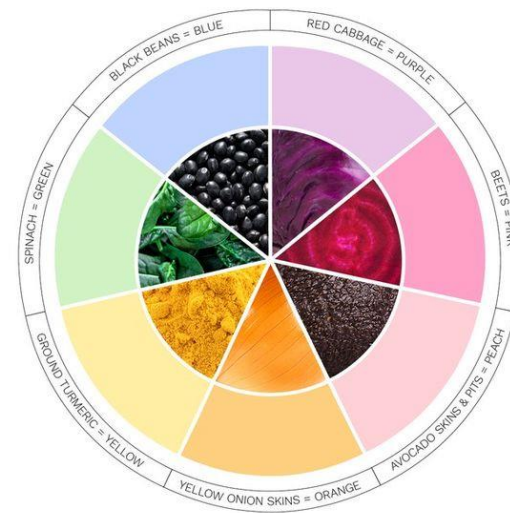
**Spring**

**Textiles**

Children have the opportunity to look at and practice a variety of techniques (e.g. weaving, dyeing and plaiting).

Lesson ideas:

- Paper weaving (powerpoint and lesson plans available on twinkl). Start with A4 paper size and could extend to completing the weaves in different shapes.
- Plaiting – could be linked to the story of Rapunzel or perhaps making friendship bracelets for each member of the class. Possibility of using white material which could then be dyed.
- Dyeing – Children to experiment with natural dyes, using different fruits, vegetables and spices to create a colour to dye white material.



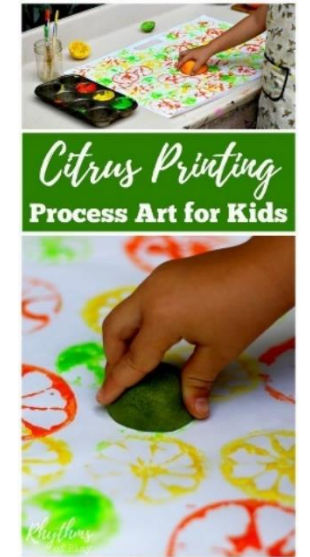
**Summer**

**Printing**

Children experiment with shape and pattern, looking at repeated patterns.

Lesson ideas:

- Printing using a range of vegetables and fruits. Discussing the shapes created by each item and encourage repeating patterns. Could be used a borders round a display.
- Leaf printing could be completed in a forest school session. Gives children a great chance to look at the wide range of shapes and patterns made by the different leaves in our school environment.



**Exploring and developing ideas.**

Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again.

Lesson ideas:

- Completed during any of the activities this year by planning or predicting the outcome of a process. For example, could plan the repeating pattern for the fruit and vegetable printing.



Cycle B  
Odd academic years e.g.2019, 2021