

## Year 3 Art: Textiles and Collage – Block C

- This is a one-week block.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Exploration of materials and artform	Explicit teaching of techniques	Applying knowledge, skills and techniques

At the end of this block, pupils will ...	
Know:	Be able to:
<p>A mandala means circle in Sanskrit</p> <p>Mandalas are designs used in Hinduism and Buddhism</p> <p>Quilting is a way of conveying a message</p>	<p>Create collaged patterns within concentric circles</p> <p>Tell a story using textiles and collage</p>




*Tar Beach*  
by Faith Ringgold (1988)

In this block, pupils will explore colour, texture and pattern by combining textiles and collage. They will look at the work of artist Faith Ringgold and create a collaborative story quilt.

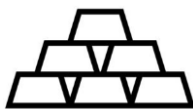
CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage		
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D		

# Point of reference:

## Y3 Textiles and Collage – Block C

Pupils will be able to:

- hold a paintbrush correctly
- paint using controlled strokes



Prior Learning

- identify primary and secondary colours

### CUSP Connections:

No CUSP connections

### Art History:

Faith Ringgold (born 1930)

Faith Ringgold was born in New York City and her family, like many African Americans, moved from the southern states to Harlem seeking employment and a better quality of life. Story telling is an important part of Faith's life and is core to her family history, just as it was for African slaves who told stories through the quilts they were permitted to make. *Tar Beach* is a story quilt which is displayed in the Guggenheim Museum, New York. It was created in 1988 and depicts the scene of the roof of the apartment building where her family would often go to cool off on hot summer nights.

### Links to Literature:

*The Quilt* by Valeriane Leblond

*Tar Beach* by Faith Ringgold

*Faith Ringgold (Getting To Know The World's Greatest Artists)* by Mike Venezia

*We Came to America* by Faith Ringgold

*Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold

### Materials:

Coffee filters or paper towels, off-cuts of patterned fabrics, magazines containing examples of patterns and textures, brushes, water-based marker pens in a range of colours, squares of white cotton or printed cotton fabric, dye (primary colours)

A4 paper, off-cuts from old books, maps, manuscripts to create a surface to work on, water-based paint, brushes, glue sticks, sugar paper in a range of colours, scissors

For the collagraph block needed in Lesson 3: cardboard, polystyrene tiles, string etc.

White cotton cut into rectangles (one per child), poster paint or watercolour paints, gummed tape, pencils, sponges, black printing ink

### Working Artistically

Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

# Point of explanation:

## Y3 Textiles and Collage – Block C

Core Knowledge	Explanation
mandala	A mandala, which is Sanskrit for 'circle', is a geometric design that holds a great deal of symbolism in Hindu and Buddhist cultures. Mandalas are believed to represent different aspects of the universe and are used as instruments of meditation and symbols of prayer.
dye	Dye is a natural or synthetic substance used to add a colour to or change the colour of something.
quilt	A quilt is a multi-layered textile, traditionally composed of two or more layers of fibres. The top layer is often created from smaller fabric pieces joined together in patchwork. The pattern and colour of these pieces creates the design. Quilts can contain historical information about the creator. Quilting was often a communal activity.

Technical Vocabulary	Definition
radial	spreading out from a central point towards the edge of a circle
pigment	a substance that gives something a particular colour when it is present in it or is added to it
symbol	a sign, shape or object that is used to represent something else

**Link to video:** <https://vimeo.com/578643583/6055f4eaf4>

- Explanation and demonstration of taught content
- Lesson by lesson guidance
- Exemplification of techniques and outcomes





# Point of delivery:

## Y3 Textiles and Collage – Block C

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>1. Identify primary colours</p> <p>Identify secondary colours</p> <p>Know how to mix secondary colours</p>	<p>Experiment with the effects of adding water to marks made with pen</p> <p>Use the dip and dye technique</p> <p>Explore and explain the effects created by dying fabric using primary colours</p>	<p>Use questioning to elicit pupils' recall and understanding of work done previously on primary and secondary colours.</p> <p>Introduce the new vocabulary in the Knowledge Note.</p> <p>Direct pupils to select examples of textures and patterns from magazines and fabric off-cuts. Pupils add these to their sketchbooks, leaving room to add more at a later date.</p> <p>Demonstrate how colour pigments can be revealed by dripping water onto marks made on coffee filters or paper towels using water-based pens. Ask pupils to identify which pigments are revealed when water is added to particular colours. Demonstrate how a second filter can be placed on top to obtain a print from the original. Prompt pupils to describe the effects and colours created.</p> <p>Pupils experiment further by drawing patterns (using water-based pens) on both sides of a coffee filter which has been folded into sixteenths. Question pupils about the effects and colours created when water is added and the paper is unfolded.</p> <p>Provide pupils with primary-coloured dyes and squares of white and / or patterned cotton. Demonstrate the dip and dye technique and allow pupils time to experiment by using different colours and different amounts of dye on a range of fabrics. Use questioning to elicit pupils' understanding of how the primary colours react with each other. Leave to dry and store for use in Lesson 3.</p>	<p>Can describe the effects created by adding water to marks made with pen</p> <p>Can explain what pigment is and identify the pigments revealed when water is added to ink</p> <p>Can describe what happens when primary colours 'bleed' into each other</p>
<p>2. Understand the term concentric</p> <p>Apply paint using controlled brushstrokes</p> <p>Know how to make a collagraph block</p>	<p>Paint concentric circles to create a mandala</p> <p>Draw detailed repeating patterns and designs</p> <p>Create a concentric circle design using collage</p>	<p>Remind pupils about painting skills taught in Year 1 and 2 and revisit the term concentric, which was first introduced in Year 2.</p> <p>Firstly, pupils need to prepare a surface using old maps, books, manuscripts etc.</p> <p>Demonstrate creating a mandala (circular design of concentric circles) on the pre-prepared surface. Provide water-based paints for this activity and remind pupils about the importance of applying the paint using controlled brushstrokes. Starting at the centre of the circle, pupils then use handwriting pens or pencils to draw patterns and designs in each of the sections.</p> <p>Using the brightly coloured paintings of Alma Thomas as a stimulus, pupils create a collage based on concentric circles. Pupils tear and stick small pieces of sugar paper to A4 paper to build a concentric design. Question pupils about how their design would have been different if they had overlapped the pieces of sugar paper, chosen different colours, or added paint.</p> <p>Pupils complete Vocabulary Task 1.</p> <p>In preparation for Lesson 3, pupils make a collagraph block.</p>	<p>Can use controlled brushstrokes to paint a circular design</p> <p>Can draw in detail to create intricate patterns</p> <p>Can comment on the effects created by collage and make suggestions about alternative choices</p>

# Point of delivery:

## Y3 Textiles and Collage – Block C

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>3. Use dip, dip, dab method to mix colours</p> <p>Use controlled, slow movements to fill in blocks of colour in small spaces</p> <p>Create prints using a collagraph block</p>	<p>Print and paint onto fabric</p> <p>Respond to the work of artists</p> <p>Tell a story using collage and textiles</p>	<p>Pupils will need the colour experiments they created on coffee filters from Lesson 1 and the dipped and dyed pieces of fabric from Lesson 2. They will also need the collagraph printing blocks made in Lesson 2.</p> <p>Recap the techniques the pupils have learned in the previous two lessons. Refer also to the painting and printing skills taught in Year 2 and explain that pupils will need to apply these skills to work on fabric.</p> <p>Firstly, pupils use their collagraph blocks to print patterns onto their pieces of dyed fabric. Remind pupils to apply ink using a sponge and to press the block firmly onto the fabric to achieve a clear print.</p> <p>Introduce pupils to the story and work of artist, Faith Ringgold. Focus on <i>Tar Beach</i> as the stimulus for a collaborative piece based on the quilting tradition.</p> <p>Pupils create a design based on the theme 'My Favourite Place' in their sketchbooks. Pupils then draw their design onto a rectangle of cotton and paint the image using poster paint or watercolour paints. Pupils cut sections from previously dyed and printed fabric and arrange these to create a border for their image.</p> <p>Provide opportunities for pupils to share and discuss their work with a partner, stating their preferences and making suggestions for improvements.</p> <p>Pupils complete Vocabulary Task 2.</p>	<p>Can use appropriate pressure to create clear prints onto fabric</p> <p>Can apply previously taught painting techniques to paint accurately onto fabric</p> <p>Can express preference about their own and others' work and suggest improvements</p>

### Questions for assessment



**What** happens when water is added to water-based pens?

**What** pigments are revealed from green or orange marks when water is added?

**Why** are different colours created when primary colours 'bleed' into each other?

**Which** secondary colours were created when primary colours merged together?

**How** have you created a mosaic effect in your mandala design?

**What** would happen if you added paint to your mandala design?

**What** effect would overlapping the paper have made to your design?

**How** would you improve your work?

**How** is your work similar or different to your partner's?

**What** would you do differently next time?

# Oracy and Vocabulary: Y3 Textiles and Collage – Block C

Task 1: In Lessons 1 and 2 you have been exploring what happens to colours when water is added and when one colour merges with another.

Sort the verbs into these two groups.

*blend join separate part combine absorb mix divide mingle*

Synonyms for the word *merge*.

Antonyms for the word *merge*.

Exploration:



What happens when all three primary colours merge together?

How can you stop different coloured dyes merging together on fabric?

Task 2:

Match these expressions to emotion words. Choose two words that best describe how you feel about your artwork.


*sad frustrated satisfied surprised cheerful disappointed unsure*





Explain to a partner which two words you have chosen and why.





Tell your partner about the favourite place you have chosen and why.

# Vocabulary: Y3 Textiles and Collage – Block C

OWN-it	Analyse 
Underline the root word.	
absorbed	
Write this word in its <i>plural</i> form.	
symbol _____	
Change this verb to the present tense.	
emerged _____	

KNOW-it	Definition 
Tick the correct meaning of the word <i>dye</i> .	
<input type="checkbox"/> not alive <input type="checkbox"/> to add colour	
Explain what <i>pigment</i> is.	
_____ _____ _____	
Write a sentence to explain the meaning of the word <i>symbol</i> .	
_____ _____	

LINK-it	Connect 						
Tick the word that means the opposite of <i>reveal</i> .							
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hide	<input type="checkbox"/>						
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Write a word that means the same as <i>collaborative</i> .							
_____							
Tick the words that are associated with circles.							
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USE-it	Use in context 
Complete this sentence.	
A mandala is a _____ design, used to _____ the universe.	
Write one sentence using these words: <i>quilt story history</i>	
_____ _____	
Use the word <i>symbol</i> correctly in a sentence.	
_____ _____	

# Knowledge Note:

## Y3 Textiles and Collage – Block C

### Year 3: Textiles and Collage



#### Core content:

Explore colour, texture and pattern by combining textiles and collage.

Look at the work of artist Faith Ringgold and create a collaborative story quilt.

#### Technical vocabulary:

**Mandala** – meaning ‘circle’ in Sanskrit. Believed to represent the universe in Hinduism and Buddhism.



**Dye** – a natural or synthetic substance used to add a colour to or change the colour of something.



**Quilt** – fabric made from several layers with a decorative patchwork top layer.



**Radial** – spreading out from a central point towards the edge of a circle.



**Pigment** – a substance that gives something a particular colour.



**Symbol** – a sign, shape or object that is used to represent something else.



#### Connections:

Faith Ringgold  
(born 1930)

American painter, writer,  
mixed media sculptor  
and performance artist



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## Exemplification:

## Create a collage collection of textures, patterns and colour

Look for images that include both man made and natural objects





# Exemplification:

## Fold and dip fabric into dye

## Explore the effects of folding the fabric in different ways

## Fold and dip fabric into dye

## Explore the effects of folding the fabric in different ways

Use paper  
towels or coffee filters,  
felt pens and  
water to  
explore  
colour.

- Colour
- Fold and dip in water.

Ask pupils:

Can you identify pigments emerging from some colours?

What happens when certain colours are placed next to each other?

- Dip and dye fabric
- Fold and dip in the dye
- Leave to dry.
- Keep the paper that they rest on while drying.
- Use those to print on.

- Colour
- pattern

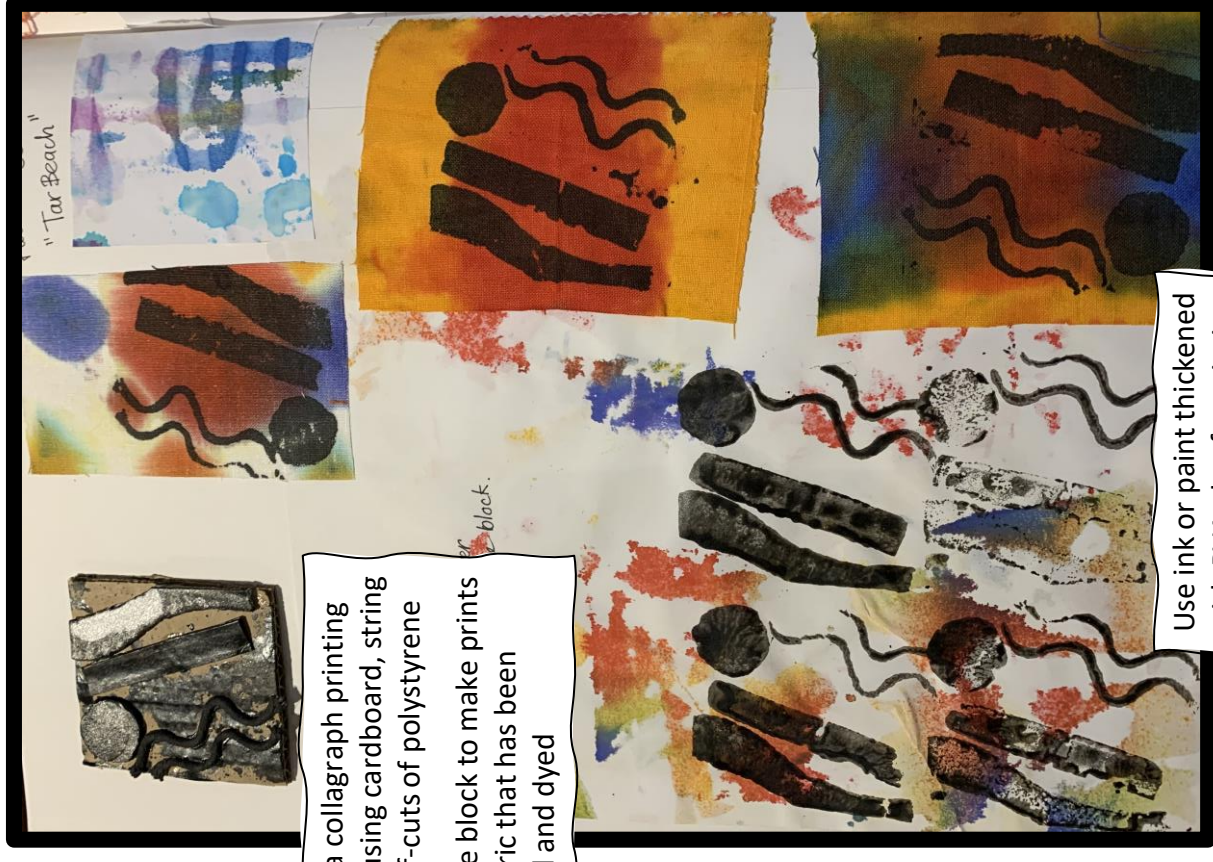
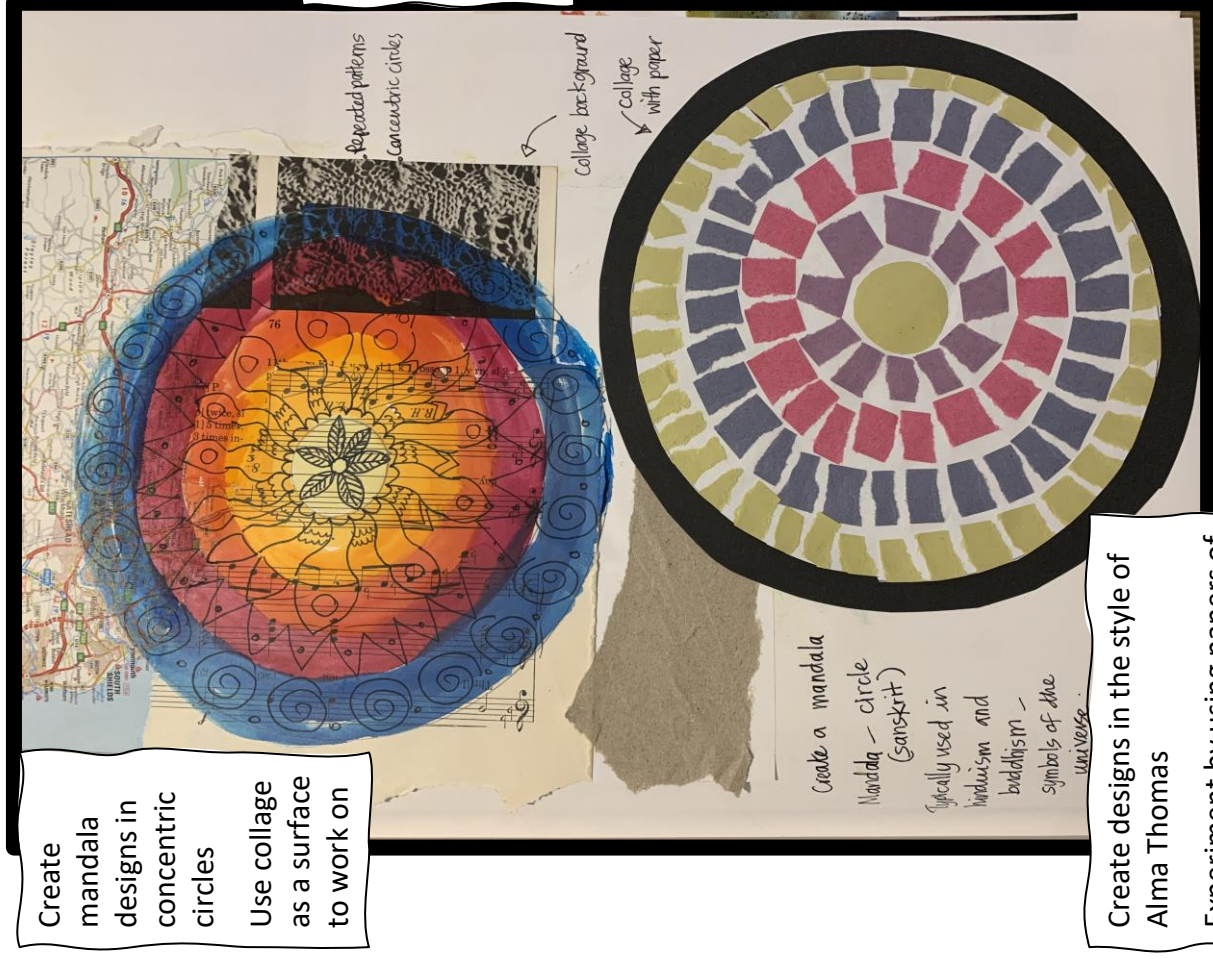
Look at the work of Alma Thomas

Look at the work of Alma Thomas

Discuss the colourful concentric patterns in her work



# Exemplification: Y3 Textiles and Collage – Block C





## Exemplification:

Work in the style of Faith Ringgold to create a 'story quilt'

## Combine fabric, card and paper

Writing, embroidery, beads, appliqué or other embellishments could be added to the 'quilt'

Consider creating a collaborative piece of work by joining 'quilts' together

Attach fabric to a surface and paint directly onto the fabric

Remember that the colours may  
‘bleed’ into one another

Images could be outlined in black

Make a sketch of the central block

Select a theme such as  
'my favourite place'