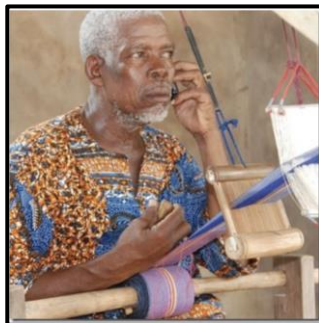


Year 4 Art: Printmaking and Textiles – Block C

- 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: |
| Kente cloth is a woven fabric from West Africa | Create printing to represent Kente designs |
| Tie dye is a method used to create designs and colour | Use tie dye to create colour designs |
| Textile artists use a range of materials to create textured designs and images | Combine media to create texture |



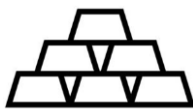
*Traditional Kente cloth
by Gilbert (Bobbo) Ahiagble*

In this block, pupils will respond to the traditional designs of Kente cloth. They will create a range of surfaces, combining colour, texture and pattern. Pupils will explore the symbolic significance of colour.

| 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:

Y4 Printmaking and Textiles – Block C



Prior Learning

Pupils will be able to:

- tell a story using textiles and collage
- use the dip and dye technique

- explain the effects created by dying fabric
- print and paint onto fabric

CUSP Connections:

No CUSP connections

Art History:

Gilbert (Bobbo) Ahiagble (Ah-hee-alig-blai) (1944 – 2012)

Gilbert Ahiagble was a master weaver who designed and created Kente cloth using traditional weaving techniques.

Born in Ghana, Bobbo (as he was nicknamed) learned the method of weaving thin strips of fabric to create large wraps of stunning colours and geometric designs. His influence has extended across the world, bringing attention to the Ewe (Ay-vav) culture and the creativity of the people of this area of West Africa.

The traditional designs and patterns have names and tell stories and the colours have symbolic significance. The Kente cloth is called the 'talking cloth' and through it, children learn about their culture and history. Bobbo's cloth is filled with symbols and colour. His cloths are both practical (as a traditional wrapper) but are also considered to be works of art in their own right, some of which are hanging in the Smithsonian National Museum of African Art.

Links to Literature:

The Spider Weaver (A Legend of Kente Cloth) by Margaret Musgrove and Julia Cairns

The Culture of Clothes (A Celebration of World Dress) by Giovanna Alessio and Chaaya Prabhat

Master Weaver from Ghana by Gilbert (Bobbo) Ahiagble and Louise Meyer

Materials:

Lesson 1 - white cotton cut into squares, elastic bands and pieces of string, dye, ink or watercolour paint, brushes, cardboard, strips of coloured and patterned paper, strips cut from magazines, glue, scissors, strips of fabric, natural objects such as twigs

Lesson 2 - squares of white paper, poster paint in yellow, red, blue and green, black permanent marker pens, brushes, two squares of cardboard per pupil, elastic bands, black paint mixed with PVA glue, sponges, different coloured and textured papers for printing, cotton fabric, cardboard for collagraph block

Lesson 3 - plastic trays, printing ink or thickened black paint

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:

Y4 Printmaking and Textiles – Block C


| Core Knowledge | Explanation |
|-------------------|--|
| Kente cloth | Kente cloth is made from thin strips, about 4 centimetres thick, woven together on narrow looms, typically by men. The strips are interlaced to form a fabric that is usually worn wrapped around the shoulders and waist like a toga. |
| geometric designs | Geometric or geometrical patterns or designs consist of regular shapes or lines. |
| symbolise | If one thing symbolises another, it is used or regarded as a symbol of it. |

| Technical Vocabulary | Definition |
|----------------------|---|
| tie dye | a method of making patterns on fabric by tying knots in it or tying string around it before dye is added, so that some parts receive more dye than others |
| weft | the threads that are twisted under and over the threads that are held on a loom |
| warp | the vertical threads that are held stationary in tension on a frame or loom |

| |
|--|
| Link to video: https://vimeo.com/578648823/d182a293e7 |
| <ul style="list-style-type: none"> • Explanation and demonstration of taught content • Lesson by lesson guidance • Exemplification of techniques and outcomes |





Point of delivery:

Y4 Printmaking and Textiles – Block C

| Revisiting prior learning  | Taught content  | Point of practice  | Point of reflection  |
|--|--|--|--|
| <p>1. Use the dip and dye technique</p> <p>Use collage materials to create texture and colour</p> | <p>Use tie dye technique to create coloured designs on fabric</p> <p>Select materials for use as weft and warp and comment on the effects achieved</p> <p>Learn and apply weaving techniques</p> | <p>Refer to lessons taught in Year 3 where pupils learned the dip and dye technique and experimented by painting and printing onto fabric.</p> <p>Introduce the key vocabulary and the Knowledge Note.</p> <p>Demonstrate how to twist and fold cotton fabric and secure with elastic bands and / or string. Ensure that some areas of cotton remain visible to allow the dye or ink to penetrate. Apply ink or dye to the fabric with a brush. Pupils experiment by twisting, folding and securing fabric in different ways and brushing with dye or ink of different colours.</p> <p>Question pupils about the effects they hope to achieve by their choice of colours and method of folding and securing the fabric. Allow to dry and set aside for use in Lesson 3.</p> <p>Introduce weaving techniques to the pupils, using rectangles of paper or card where cuts have been made to form the warp. Using strips of paper, fabric and lengths of string as weft, pupils create a woven textured surface. This activity could be extended by using looms made from cardboard boxes with string or yarn used for the warp and a range of materials used for the weft.</p> <p>Question pupils about their choice of colours and materials and the effects they have achieved.</p> | <p>Can apply tie dye techniques</p> <p>Can apply weaving techniques</p> <p>Can describe the effects created by weaving with a range of materials</p> |
| <p>2. Paint areas using controlled brushstrokes</p> <p>Create repeated patterns by printing</p> <p>Make a collagraph block</p> | <p>Respond to the work of artists and crafts people</p> <p>Create designs based on traditional West African patterns and colours</p> <p>Create repeat geometric patterns using printing techniques</p> | <p>Refer to books about traditional costumes and introduce pupils to the work of Gilbert Ahiagble. Discuss the traditional woven designs of Kente cloth and the symbolism of the colours and designs used.</p> <p>Provide squares of white paper, onto which pupils draw patterns inspired by Kente designs. These are then painted using traditional colours. Once dry, the designs can be outlined using a black permanent marker pen.</p> <p>Demonstrate how to make a printing block by wrapping elastic bands around squares of cardboard to create a raised surface, outlining geometric shapes. Using black paint mixed with PVA glue, pupils experiment by printing onto different coloured and textured papers. Remind pupils that ink or paint needs to be applied evenly and the block must be pressed down firmly to achieve a clear print. A smaller block can then be made which pupils use to create repeat patterns by rotating the block 90 degrees before each print. Once dry, paint can be applied to the prints using traditional Kente colours.</p> <p>Provide opportunities for pupils to evaluate their prints, express their preferences and make suggestions for improvements.</p> <p>Pupils make a collagraph printing block in readiness for Lesson 3.</p> <p>Pupils complete Vocabulary Task 1.</p> | <p>Can draw and paint designs based on traditional Kente cloth with accuracy</p> <p>Can apply pre-taught printing techniques to create repeat patterns containing geometric shapes</p> |

Point of delivery:

Y4 Printmaking and Textiles – Block C

| Revisiting prior learning  | Taught content  | Point of practice  | Point of reflection  |
|--|--|--|---|
| <p>3. Create repeat geometric patterns using printing techniques</p> <p>Learn and apply weaving techniques</p> <p>Use tie dye technique to create coloured designs on fabric</p> | <p>Combine printing and textiles to create a mixed media piece of artwork</p> <p>Respond to their own and others' work</p> | <p>Pupils will need the following items for this lesson:</p> <ul style="list-style-type: none"> • Tie dye samples from Lesson 1 • Woven samples from Lesson 1 • Collagraph block from Lesson 2 • Elastic band printing block from Lesson 2 • Painted Kente designs from Lesson 2 <p>Recap on the techniques and skills taught in the previous two lessons and refer pupils again to examples of traditional Kente cloth designs.</p> <p>Use the collagraph block to print geometric designs onto the squares of fabric that were tie dyed in Lesson 1. Place ink or thickened paint into a tray and dip the block into the tray to coat the surface.</p> <p>Demonstrate how to use the collagraph block to create repeat patterns on fabric. Remind pupils to mark the top of the block and then rotate it 90 degrees each time they print.</p> <p>Question pupils about the effects they have created and prompt them to suggest ways in which they might improve the quality of their prints.</p> <p>Pupils then create a mixed media piece of artwork using samples of weaving, painted Kente designs, and printed fabric created previously.</p> <p>Allow time for pupils to share their work and discuss the techniques they have used and the choices they and others have made.</p> <p>Finally, pupils complete Vocabulary Task 2.</p> | <p>Can evaluate their own and others' work, stating preferences and making suggestions for improvements</p> <p>Can combine techniques effectively to create interesting effects</p> |

Questions for assessment

What happens if fabric is not tied securely before dye is applied?

How would the colours react if dye was applied to wet fabric?

Why do some areas of fabric remain white?

What effects are created if you weave using different materials?

What would you do differently next time?

What adjustments can be made to get a clearer print?

What patterns can be made by rotating the printing block?

Why might a print be unclear?

Which techniques do you enjoy?

Oracy and Vocabulary: Y4 Printmaking and Textiles – Block C

Task 1:

Organise these words according to their strength of meaning.

slack


tight

unfastened

firm

loose

taut

Exploration: 

What happens if
you tie string
loosely around
fabric before
adding dye?

Describe the effect created when
you use lots of string to bind fabric
tightly before adding dye.

Task 2:

Complete the tasks below, explaining the techniques you have learned and how
you feel about your artwork.

Choose a word from the emotions wheel that best describes
how you feel about your final piece of artwork.

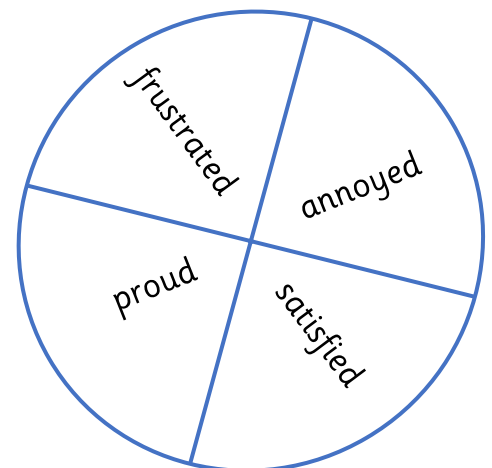
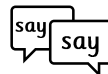
Explain to a partner why you feel this way.



Choose one technique you have enjoyed.

Explain the technique to a partner.


Explain why you enjoyed learning this technique most.





Write about one skill you can now do that you could not do before.




Vocabulary: Y4 Printmaking and Textiles – Block C

| OWN-it | Analyse  |
|--|---|
| <p>Underline the part of the word that means <i>to do again</i>.</p> <p style="text-align: center;">redesign</p> | |
| <p>Underline the root word.</p> <p style="text-align: center;">symbolise</p> | |
| <p>Add a prefix to the word <i>fold</i> to create a word that means the opposite.</p> <p>_____</p> | |

| KNOW-it | Definition  | | | | |
|--|--|------|---|------|--|
| <p style="text-align: center;">True or False?</p> <p>Tie dye is a method of printing on fabric.</p> <p style="text-align: center;">_____</p> | | | | | |
| <p>Tick the correct answer.</p> <p>What is Kente cloth?</p> <ul style="list-style-type: none"><input type="checkbox"/> woven fabric from the West Indies<input type="checkbox"/> printed fabric from West Africa<input type="checkbox"/> West African woven fabric | | | | | |
| <p>Match the word to the correct meaning.</p> <table border="0" style="width: 100%;"><tr><td style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 30%;">weft</td><td style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 70%;">threads that are held in tension on a frame or loom</td></tr><tr><td style="border: 1px solid black; border-radius: 10px; padding: 5px;">warp</td><td style="border: 1px solid black; border-radius: 10px; padding: 5px;">threads twisted under and over the threads on a loom</td></tr></table> | | weft | threads that are held in tension on a frame or loom | warp | threads twisted under and over the threads on a loom |
| weft | threads that are held in tension on a frame or loom | | | | |
| warp | threads twisted under and over the threads on a loom | | | | |

| LINK-it | Connect  | | | |
|--|---|--|--|--|
| <p>Write a word that also has the root <i>geo</i>.</p> <p style="text-align: center;"><u>geometric</u> - _____</p> | | | | |
| <p>Write two different meanings of the word <i>warp</i>.</p> <p>1. _____</p> <p>2. _____</p> | | | | |
| <p>Write three words that contain the root word <i>symbol</i>.</p> <table border="1" style="width: 100%;"><tr><td style="height: 20px;"></td></tr><tr><td style="height: 20px;"></td></tr><tr><td style="height: 20px;"></td></tr></table> | | | | |
| | | | | |
| | | | | |
| | | | | |

| USE-it | Use in context  |
|--|--|
| <p>Select the correct word to complete this sentence.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"><div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px;">vertical</div><div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px;">horizontal</div></div> <p>Warp is the _____ thread in a piece of woven fabric.</p> | |
| <p>Use this word correctly in a sentence.</p> <p style="text-align: center; font-size: 1.2em;">symbol</p> <p>_____</p> <p>_____</p> | |
| <p>Use these words to write a sentence explaining the tie dye technique.</p> <p>_____</p> <p>_____</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"><div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px;">fabric</div><div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px;">twist</div><div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px;">fold</div><div style="border: 1px solid black; border-radius: 10px; padding: 5px 15px;">secure</div></div> | |

Knowledge Note:

Y4 Printmaking and Textiles – Block C

Year 4: Printmaking and Textiles



Core content:

Look at the traditional designs of Kente cloth.

Create a range of surfaces by combining colour, texture and pattern.

Make links to the use of colour for symbolism.

Technical vocabulary:

Kente cloth – made from thin strips, about four centimetres thick, woven together on narrow looms, typically by men.



Geometric designs – designs that consist of regular shapes or lines.



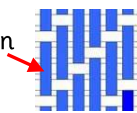
Symbolise – if one thing symbolises another, it is used or regarded as a symbol of it.



Weft – the threads that are twisted under and over the threads that are held on a loom.



Warp – the lengthwise threads that are held in tension on a frame or loom.



Tie dye – a method of making patterns on cloth by tying knots in it or tying string around it and then adding dye, so that some parts receive more dye than others.

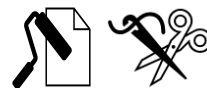


Connections:

Gilbert (Bobbo) Ahiagble
(1944 – 2012)
West African master weaver



Year 4: Printmaking and Textiles



Core content:

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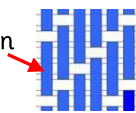
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Connections:

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(1944 – 2012)
West African master weaver



Exemplification:

Y4 Printmaking and Textiles – Block C

Experiment by tying, twisting, wrapping and binding small pieces of white cotton with string, elastic bands or yarn

Fabrics with a nylon mix may produce a different effect

Y4 Printmaking & textiles

Experiment with tie-dye : twist, fold, wrap and bind.



Use ink, paint and dye to colour the bound fabric. Knot with elastic bands or string. Think about colour combinations.



Folded

Dye : Red, blue, yellow

Dab ink, paint or dye onto the bound and tied fabric

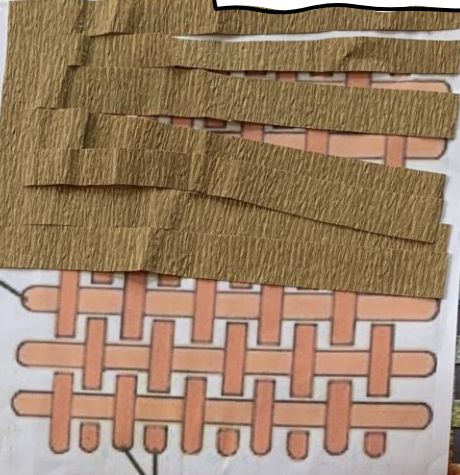
Leave to dry and then remove the binds to reveal colourful and patterned effects

Make warp 'threads' by cutting slits into paper

Stick the warp 'threads' to a paper surface to give greater stability whilst weaving

warps

wefts



Use a range of textured and coloured strips of paper to weave with

Strips of fabric and lengths of yarn or string can also be used

where there's room for it to be attached from the top. i.e. not loose threads

Warp - vertical ↓
Weft - horizontal →



Exemplification: Y4 Printmaking and Textiles – Block C



Ask pupils:

What happens if you use just black and white paper in your weaving?

What would happen if the warp 'threads' were made from a large portrait?

What would happen if the weft 'threads' were uneven (wavy or zig zag lines)?

Ensure pupils understand the meaning of warp and weft
Warp 'threads' run vertically
Weft 'threads' run horizontally

Weave with textured papers, off-cuts, fabric, paper and string

Exemplification: Y4 Printmaking and Textiles – Block C

Experiment by using different widths of weft 'threads'



Build experiment with different sizes and widths of "threads"
Pick the "What happens if..."



Create a loom using a box, small container or empty picture frame
Use ribbons, string, yarn and strips of fabric to weave and knot between the warp 'threads'

Create a loom from card board box or a picture frame

This could be a large collaborative piece.

Use a range of yarn, fabric, ribbons + paper.

Include knotting on individual warp threads.

Add in beads or buttons.

Don't throw anything away!
Even the paper you have used to protect work surfaces provides interesting images

Save the "mistakes!"

This was under the tie-dye as they were drying



Look at Kente cloth designs from West Africa and the work of Master Weaver "Bobbo"
Note the use of specific colours and patterns which have symbolic significance

Look at Kente cloth designs.

Look at the symbolism of colours



Exemplification:

Make collagraph

Use ink or thick poster

Rotate, flip and turn the

Remind pupils that to

The space created

between the printed lines

traditional Kente colours

... rough surface

Sugar foot
is a good texture to print on.

Experiment on different surfaces

Exemplification: Y4 Printmaking and Textiles – Block C

Repeat the printing process using a collagraph block
Use geometric shapes to represent the patterns and images of Kente cloth

Turn the block 90° and print directly onto pre-printed fabric
Look at the spaces and shapes in between the prints

Combine techniques to create a textured, textile piece of work. Name, print and overlap the tops of materials & marks.

Combine techniques to produce a mixed-media textured surface using a range of fabrics
Include printing and markings with black paint or pen

You may choose to restrict colours or include symbols to convey a specific meaning

Use geometric shapes

Talk about the balance of textures, weights of fabrics and colours