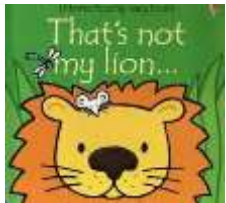



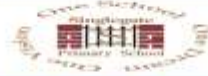
Curriculum Themed Days

Art and Design

Sew much Fabric!

Summer 1

Year group	National curriculum objectives	Suggested activities / Useful links
Nursery	<p>CL- Builds up vocabulary that reflects the breadth of their experiences.</p> <p>EAD-Constructs with a purpose in mind, using a variety of resources</p>	<p><u>What is fabric and how can we create a fabric collage?</u></p> <p>Read: one type of touch and feely which contains fabric or a book made of fabric that you have in class</p> <p>e.g.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>What is 'fabric'? Have you heard this word before? When did you hear it?</p> <p>Go on a fabric hunt. Ask children to explore classroom resources and bring the items they think shows what 'fabric' is back to the carpet.</p>



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Sort different materials that children brought back into 'fabric' and 'not fabric'. Ask children to feel different types of fabric. How do they feel? What do people do with fabric? What can people make with it?

How do artists use fabric to create artwork?



What can you see? Can you spot the fabric in the picture? How did the artist use fabric to create a picture like this? Did they use the same fabric or lots of different types of fabric? What shapes can you see? How did they make those shapes using the fabric? Expected answer e.g. artists cut different types of fabric and stick it (or sew it) on the paper or on other large fabric. Tell children that this type of artwork is called a 'collage'- A **collage** is a [picture](#) that has been made by [sticking](#) pieces of [coloured](#) paper and cloth onto paper.

Provide children with different types of fabric to create their own



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fabric collage.

e.g.



Reception

M- Uses familiar objects and common shapes to create and recreate patterns and build models

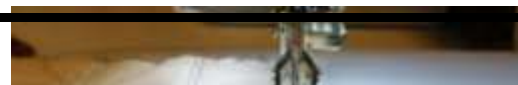
EAD- Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources

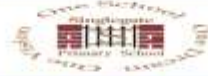
UW- Shows interest in different occupations and ways of life.

Who is a textile designer and what do they do to put a pattern on fabric?

What is fabric and what do people do with fabric? What are the things that you have seen made from fabric? Can you find fabric in the classroom?

Prepare different patterned fabrics or pictures and show them to children. Can you spot the pattern on these fabrics and describe what the patterns are? How do you think people have put the patterns on the fabrics? E.g. sewing, printing, dyeing, painting etc.. What tells you this/ why do you think so?





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What do we want to design?
You are a designer.
Activity 1.

Can you design your own pattern? Give children the 'pattern planning sheet' to create 3 patterns for their fabric. With their partner, they describe their patterns and choose the best one to copy on their fabric. (worksheet saved on google drive for you to tweak and use)



Activity 2. Make your idea happen.



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Use 'fabric paint' to put the pattern on the fabric. Use Sharpies to sketch.

(Perhaps we can ask children to bring their clothes without a pattern for the Art-themed day)



Year 1

- ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ♣ evaluate and analyse creative works using the language of art, craft and design

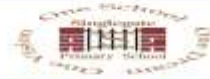
Design and create personalised bunting.

Children will develop the skill of cutting. They will have a focus on shape, cutting fabric, creating a design, and the design process.

Possible learning opportunities

Looking at different uses for fabric. Where do we see it? What is it most commonly used for?

Look at different types of materials Woven, synthetic, lace, cotton,



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Great templates for design planning.

<https://www.twinkl.co.nz/resource/tp-d-021-planit-dt-ks1-fabric-bunting-unit-pack>

stretchy, smooth, soft, rough, plain decorative . What do you notices does this change what it might be used for? Why might this be? Explain your thinking.

- What is Bunting? (shapes, colour, purpose)
 - How is bunting constructed? (pattern, shapes, decorative) Many shapes one string)
 - How could we attach the two piece of fabric?
 - Introduce the design process
Plan, Revise, Execute, Evaluate.
 - Using plain white sheets give the children creative licence to decorate the pennants on their bunting. It could be individual or a class.
 - If fabric is hard to source could be done using old clothing or even paper,
- Extension-** Children could use running stitch attach the penants to string

Year 2

- ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ♣ evaluate and analyse creative works

Design and Create your own reusable shopping Bag

Children will develop the skills of cutting and tying to join two piece of fabric together. Children will explore different types of fabrics and their properties and what this might mean when



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using the language of art, craft and design



joining them together.

- Introduce the design process
Plan, Revise, Execute, Evaluate.

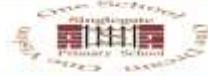
Possible Learning Opportunities

- Explore different types of fabrics (possibly how they are made)
- Look at the sustainability of fabrics.
- Explore ways to use fabrics in additional ways to their primary form .
Eg Food mesh turned into pot scrubbers. Old towels turned into cleaning cloths
When should we mend? When should we through it out?
- Pose a challenge to children.

Can you turn a t-shirt into a shopping bag? Could be individual or small groups. <https://mommypotamus.com/no-sew-t-shirt-tote-bag-tutorial/>

Can you turn a sock into something new?

- Practice cutting different types of fabrics what happens? How can we mitigate this?
- How can we join two pieces of materials together just using scissors?



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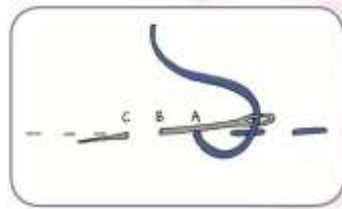
Year 3

- ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ♣ evaluate and analyse creative works using the language of art, craft and design



Design and Create a swimming bag or marble bag.

<https://www.kids-sewing-projects.com/drawstring-bag.html>

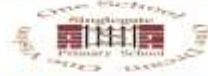


Children will learn how to do the running stitch and use this skill to join two pieces of fabric. Also to then use this skill to create patterns or designs on their final piece.

- Introduce the design process
Plan, Revise, Execute, Evaluate.

Possible Opportunities for learning

- Threading a needle.
<https://www.youtube.com/watch?v=S6u173Ap2mc>
- Learn and practice the running stitch.
<https://www.youtube.com/watch?v=i1-B01FB56s>
- How do you think t-shirts are made?
- Explore how our PE kit bags are made.
- If making a swimming bag? What sort of material might be best why?
- Why might it be useful to know how to stitch simple things?



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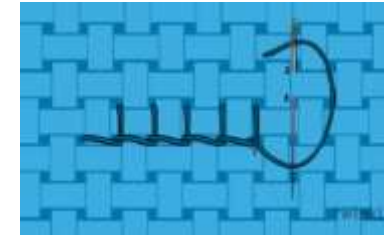
- Do you think sewing is a dying craft?

Year 4

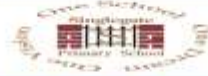


How do different cultures represent art through textiles?

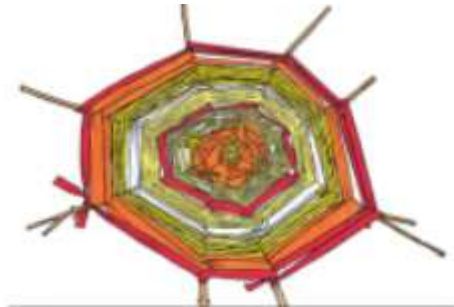
Looking at different types of stitching to create different patterns and effects. Look at native American art and patterns for inspiration. Zig zag designs. Experiment with different stitches to create patterns. Cross stitch and running stitch.



Suggestion 1 Using different coloured felt create a patchwork effect class blanket. Children can have up to 2 squares each to create patterns and use skills learnt



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through out the day. With a partner, stitch their patchwork pieces together.

Suggestion 2 Look at weaving threads to create a small piece such as a Gods eye. See picture to the side OR use threads to loop and weave to make a dream catcher.

<https://blog.treasurie.com/how-to-sew-felt/> -great link which shows all types of stitching and tutorials.

<https://www.redtedart.com/basic-hand-stitches-beginners/>

<https://www.twinkl.co.uk/resource/cfe2-t-2545598-sun-burst-weaving-craft-instructions>

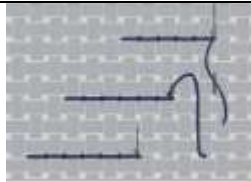
*Use hessian fabric to create sample pieces for children's books.



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Year 5



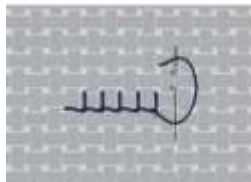
9 Split Stitch

Good for making lines to create letters or picture outlines. Start with one long running stitch that is two holes long. After going back down, come up through the middle hole of the long stitch you have just made. As you come up, make your needle split the thread and sew through it. Now you are up, continue with another two-hole running stitch and repeat the process.



10 Chain Stitch

Start from underneath the binca. Come up and down through the same hole, but do not pull the thread all the way through - leave a 1cm loop. From the back, push the needle through the next hole but while coming through, pass the needle through the loop. It will also tighten up as you pull, but don't pull too tight! For the next stitch, you have already done the first part! - now go back down the same hole you came up and leave that loop again... continue.



11 Blanket Stitch

Start from underneath and come up through the bottom left hole of a square of four holes. Next, go down through top right and up through bottom right before the thread is all pulled through. As the needle is pulled, make sure the loop that is tightening on the top stays below the needle and this will make a backwards 'L' shape as it tightens. You are now in position for the next stitch (already up through bottom left hole). Continue.

The above is from sewing club guidance. Its very good.

Do textiles always have to have a purpose?

Focussing on chain stitch.

Looking at nature and creating pieces of overlapped fabric to create flowers. Also looking at different types of stitching and experimenting in the morning, using thread and coloured felt to create a practise piece or using binca and thread. Refer to the twinkl sewing club guidance.

https://content.twinkl.co.uk/resource/0a/99/t2-t-470-sewing-club-guidance-and-plans-for-teachers_ver_2.pdf?token_exp=1586796632~acl=%2Fresource%2F0a%2F99%2Ft2-t-470-sewing-club-guidance-and-plans-for-teachers_ver_2.pdf%2A~hmac=a441bf8707487ce6302648bcdf788e4439e5654f954c7ff249acb50039b75cdc



Suggestion 1 Make a bookmark. Create patterns or create objects like flowers and leaves by using different types of stitches and colours. Use the binca fabric to create these.



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Suggestion 2 Create a flower to create a class mural. Use different materials to create a flower. Look at the shapes of different flowers. Use different stitches to create them making them look effective, through different coloured threads. You could also look at wax resisting to create leaves. Look at Rosie James via this link

<https://www.accessart.org.uk/wax-resist-autumn-leaves-by-rosie-james/>

Year 6



What is design? How does design help to create an end product?

Look at where stitching is used. Why are things stitched together? Explore design and why certain stitching may be used for certain items. Look at zips, buttons, loops, hooks. What does design mean when we think about fabrics?

Can the children create a piece, joining two pieces together using a type of fastening.

Suggestion 1 Design and make their own phone holder, joining fabrics together and using materials to create a fastener. (buttons) Create a step by step plan of their design. How they have to follow steps to reach the end product. What is a prototype? Can this help to decide if your design is effective and



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fit for purpose?

<https://www.twinkl.co.uk/resource/tp2-d-043-planit-dt-uks2-felt-phone-cases-unit-pack>



Suggestion 2 Create a class banner.
Class of 2020. Using felt fabrics, create a bright and colourful banner to celebrate their classes! Maybe cut out felt hands and sew them together. Cut out letters to create the class name.

During the morning practise sewing techniques. Using threads and felt experiment with different stitches and shapes.