

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: UKS2 - Year 6

### Textiles- Quilting

**Grayson Perry** – Artist 24.3.1960 -

**Sue Benner** Textile artist 1955-

**Josie Russell** Textile artist. 1987-

NC/PoS:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### 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.

### 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

Prior Learning (what pupils already know and can do)

Sewing, threading a needle, using wool, cross stitch and running stitch, pattern, colour, shape, texture

End Points (what pupils MUST know and remember)

Know that art can be made from fabrics, fibres and wool by stitching or weaving and that quilting, wet felting and wax batik techniques are also used by textile artists.  
Know techniques are often combined in a single piece of art.

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Know quilting is the process of sewing, using a sewing machine or a needle and thread to join two or more layers of fabric together to make a thicker padded' textile'. Usually, constructed in three layers.

Know that in Britain, quilting was most popular in the 17th century, when it was used for quilted silk doublets and breeches worn by the wealthy and later for petticoats, jackets and waistcoats. Quilts were produced professionally in major towns and cities like London. Know that many of the English quilted items in Museum's collections are the work of women sewing at home for their own use. While some were made by necessity, others were made to mark specific life occasions, such as a birth or wedding, or were perhaps made for a dowry for a marriage.

Know the earliest known quilted garment is depicted on a carved ivory figure of a Pharaoh of the Egyptian First Dynasty, about 3400 B.C. The art of quilting has been a traditional practice in many cultures for many centuries.

Know Wet Felting- is the process of using a combination of friction/agitation, soap and water to make felt fabric out of wool fibres called wool tops. The hot water and soap, changes the pH of the wool and allows the scales on the fibres to open up and adhere together.

Know that the process of wax batik is where the pattern or design is drawn with hot wax onto fabric that when dry, forms a barrier that will not be affected when the coloured dye is applied

Know Grayson Perry, Sue Benner and Josie Russell are textile artists.

Know Grayson Perry makes large scale quilted artwork example 'A portrait of Great Britain'

Know Sue Benner makes quilted textile art of landscapes and abstract patterns and is world famous.

Know Josie Russell is a Welsh commercial textile artist making pictures, cushions, hangings etc. Prints of her work are transferred to items like bags, purses, mugs and tea towels.

Key Vocabulary

Key Vocabulary to teach each session; Written In bold at the beginning of each session. To be revisited in following sessions.

Session 1: **textiles, quilting, padded, batting, insulated, layers,**

Some artists specialise in textile techniques to create their art – Learn that textile artists develop their work from a starting point such as an idea, a visual stimulus, an ideal.

[Grayson Perry | Artist | Royal Academy of Arts](#)

**Sue Benner** [Sue Benner](#)

**Josie Russell** [About me | Josie Russell](#)

Introduction to quilting.

Quilting is -The process of sewing, using a sewing machine or a needle and thread to join two or more layers of fabric together to make a thicker padded' textile'. Usually, constructed in three layers. The top fabric or quilt top, the batting or insulated middle layer and the backing material. The earliest known quilted garment is depicted on a carved ivory figure of a Pharaoh of the Egyptian First Dynasty, about 3400 B.C. The art of quilting has been a traditional practice in many cultures for many centuries.

In Britain, quilting was most popular in the 17th century, when it was used for [quilted silk doublets](#) and breeches worn by the wealthy and later for petticoats, jackets and waistcoats. Quilts were produced professionally in major towns and cities like London.

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Quilting also has a domestic history. Many of the English quilted items in Museum's collections are the work of women sewing at home for their own use. While some were made by necessity, others were made to mark specific life occasions, such as a birth or wedding, or were perhaps made for a dowry.

At the beginning of 3 sessions. Use sketchbooks and drawing exercises to improve observational skills and recording accuracy. (Continuous line/forward-backwards drawing) Objects can be anything unfamiliar example so children do not draw from memory. Investigate landscape in sketchbooks.

Sketchbook work. **Friendship Tree Theme.**

Children start to compile images that represent themselves, their friends or how friendship feels. This can include, favourite things, food, – music, sport etc. Images or symbols that can be transferred to the Friendship Tree Quilt. Patterns, colours, names, Initials, words can be included. Consider colour/ shape/ and symbolism of the symbols.

Design tree shape options.

### Stages & Techniques

Quilt Background- Wax Batik pattern – dyed with fabric dye.

The trunk and branches of the tree – running stitch on pieces of felt – combined to make tree shape.

Children's individual pieces of stitched images to be incorporated into the branches.

Extra leaves with embellished patterns.

Felted flowers – Wet felted small flowers added to tree.

### Session 2. **Blanket stitch,**

Stitching – Revisit techniques already learned. Threading a needle, running stitch and cross stitch. Learn new stitch - Blanket Stitch which sews two pieces of fabric together - Known as the 'secure stitch'. Learn how to stitch on sequins or beads.

Select fabrics for the images to be stitched. (Felt, floral, checked)

How to Blanket Stitch <https://www.youtube.com/watch?v=S9zegUYdPmg>

How to Quilt <https://www.youtube.com/watch?v=vOWSp0mTTqE>

What is Quilting? <https://www.createandcraft.com/gb/>

Quilting with Children <https://www.youtube.com/watch?v=WfdD4-WepJo>

### Session 3: **Wet felting, merino wool tops, tease out fibres, agitate, shock the fibres**

On-going - Children work on stitching work-

Wet Felting Materials

-merino wool tops- bubble wrap (2 pieces each) Washing up liquid.

Hot water and bowl, paper towels.

Tease out wool top fibres and lay them vertically in a square shape on a piece of bubble wrap (bubble side up). Then a second layer horizontally. Layer 3 is laid out like the spokes of a wheel with some crossing the centre of the circle so there are no gaps. Layer extra thin layers of fibres (5

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layers) Spray on soapy water and add another layer of bubble wrap (bubble side down) Agitate the fibres by rubbing hands over the bubble wrap. (10mins)  
This makes the fibres lock on to each other. When the fibres are locked together. Submerge in hot water to shock the fibres. Squeeze out water and leave to dry.

### Session 4: **Wax batik, tjanting, wax kettle**

Create Collaborative background- wax batik- fabric dye.  
Predict the effect of the dye over the wax. What effect will be created?  
How can the wax be removed once the fabric is dry?  
Heat the wax in the wax kettle, use tjantings to apply patterns to the cotton fabric,  
On-going - Children work on stitching work-

### Session 5: **Tacking**

Put quilt layers together, layer the front of the quilt over the middle batting layer and the piece that is the reverse side of the quilt. Like a quilt sandwich! Secure with pins or safety pins. Tack together before stitching.  
Bind the edges of the quilt with binding to seal in the raw edges.  
Evaluate the final product. Does it have 3 well attached layers?  
Is the stitching secure?  
Did the children learn new stitches?  
Can the children remember the quilting stages?  
Can they recall the wet felting process?  
Record stages of making in sketchbooks and evaluate their learning progress.

Future learning this content supports:  
Develop textile and stitching skills .