

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: Art Year Group: Year 5		Area of learning: Materials and Textiles – Ancient Egyptian Montage
Links to previous work/Remember when	<p>Materials and Textiles</p> <ul style="list-style-type: none"> Follow a clear design brief to achieve an effect in techniques such as sewing (cross stitch, running stitch and stem stitch) appliqué, embroidery, plaiting and finger knitting. Using more advanced printing and dyeing techniques, combining different processes. <p>Drawing</p> <ul style="list-style-type: none"> Observing how shape, colour and tone can be used to describe form. Using observational drawings as opening studies for more developed work. (To be kept in a sketch book) Using line, tone and texture to represent objects in three dimensions. (Remind them of the fruit work completed in the summer term) 	
Term	Year 5	Key Skills to be taught
Autumn 2021 What the children should know at the end of this series of lessons		<p>Materials and textiles</p> <ul style="list-style-type: none"> Display precision in work. Combine a range of sewing, printing, dyeing and joining techniques to good effect. Developing more control over the making process. Collecting materials and ideas for work and experiment with materials before using them. <p>Drawing</p> <ul style="list-style-type: none"> Continue to use observational drawings and their sketch book to review and revisit ideas. Describe shadows and reflections using light and shade. Combining different pressures and shading techniques.


Vocabulary

Weave, fabric, stitching, texture, stem stitch, running stitch, back stitch, embellished, textiles, natural fabrics, man-made fabrics, needle, pins, thread, decorative, fraying, pattern, fabric scissors, binca, Appliqué, transfer print, Sequins, tie dye, reverse appliqué, hand embroidery, batik, fabric pens/paints/crayons, plexi glue and foil, tassel, block, printing, screen printing, transfer printing.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	i). To build an understanding of what a fabric montage celebrating the history of Ancient Egypt might look like.

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	<p>ii). To review understanding of Foam/Poly-block printing, weaving, Fabric Transfer painting/stencilling and oil pastel resist.</p> <ul style="list-style-type: none"> • Background knowledge of Ancient Egyptian civilisation is assumed as part of the autumn term history topic. Spend some time researching Egyptian symbols, cartouches, head dresses and other components that might be used to show a mixed media piece of fabric art. https://www.artyfactory.com/egyptian_art/cartouche_lesson/cartouche_lesson.htm • Use line, tone and texture to practise drawing different versions of the hieroglyphics needed to spell out their name (Note example of MIKL from above website) • Collect small hieroglyphics to be used within montage. • Select appropriate techniques of die and adding fabric to the design.
2	<p>i). Revise various stitches used in previous textile work. ii). Experiment with ideas and a combination of techniques prior to using them.</p> <ul style="list-style-type: none"> • Using sections of binca, revise running stitch. https://www.youtube.com/watch?v=W4nhj8kMpAI • Then chain stitch https://www.youtube.com/watch?v=BslGFb4L7To • Then back stitch https://www.youtube.com/watch?v=rZ_wVC84UmM
3	<p>i). To investigate and combine visual and tactile qualities of materials / processes and to match these qualities to the purpose of the work. ii). To design our art piece, including which stitches will be used to attach portions of fabric and which parts of the montage will be fabric and attached and which will be printed using foam or block printing or dyed.</p> <ul style="list-style-type: none"> • Trial fabric print with bright primary colours as a way to use a combination of techniques. • Trial attaching of fabric sections using different types of stitching. • Finalise what the finished piece of art work will look like. • Practise weaving, to ensure children can weave using cardboard loom. <p>Please note, children may need more than one lesson for each of stages 2 and 3, especially if they are using a lot of techniques, which is what we want them to do.</p> 
4&5	<p>i). To complete our own Ancient Egyptian montage, with hieroglyphics spelling out the children's' names, headdress design and, attached using a variety of techniques (printing, Dyeing, stitching, weaving)</p> <ul style="list-style-type: none"> • Construct each section of the montage separately as appropriate prior to arranging as part of the final piece of work. • Children need to show a combination of techniques
6	<p>i). To evaluate their art work in terms of the content or subject, the composition, colour and range of technique used, as well as the degree to which it represents the Ancient Egyptian Civilisation.</p> <ul style="list-style-type: none"> • Use paired evaluation so each child evaluates both their own product and that of a partner. • Emphasise that evaluating art is more than just liking it or disliking it. You need to be able to look more closely at the elements of art and the principles of design that they have used to be able to comment on how

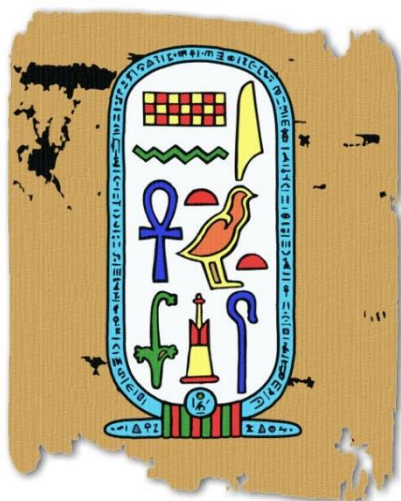
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	effectively the artist has used them to communicate his or her message. It's okay to not like a piece of art but still appreciate the artist's use of elements and design.
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Learning Outcome/product

The end of this series of lessons our completed art work will be a printed / dyed / weaved / stitched piece of art which can be described as a celebration of Ancient Egyptian historical images, includes cartouches, hieroglyphics and headdresses. As this is the final fabric product for KS2, the children will need to demonstrate understanding of a combination of techniques such as those shown on the right below, in order to build a piece of work which is multi layered with any printing first and then the strong, rhythmic and fluid lines from the shapes of the headdress or weaving being superimposed over the main background. Essentially this will be a multi-stage piece of work.



Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question

E.g. How successfully have a range of techniques been used to create the montage and what is the standard of work associated with each of these techniques?