

**Key Vocabulary:** Manipulation, smocking, ruching, batik, embellish, accentuate, enhance, detract, Practicality, aesthetic.  
**Media/tools:** Coloured felting wool, bubble wrap, washing up liquid, embellishments.

**Key Artists:**

Tracey McCracken Palmer



**PRIOR LEARNING**

Most children can:

Explore and work from images from the natural and designed world to produce textured pieces (selecting fabrics, papers and stitches that relate to these images)  
 Use a range of colours, shapes, stitches and textures and materials to create an image to represent elements of the natural and designed world – creating a stitched and quilted autumn leaf, constructing a collage of a window frame or an image based on a landscape/cityscape/rainforest.  
 Refine and alter ideas and explain choices using an art vocabulary.  
 Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.

Curriculum Skills	Learning Intention	Knowledge
<p><b>EY LEARNING:</b>  <b>SKILLS AND KNOWLEDGE</b>                      Collect ideas for work in sketchbooks - including photographs, colour swatches and combinations of textiles.                      Engage in opportunities to increase awareness of colour, pattern, shape and texture by manipulating and combining textiles – soft sculpture in a range of matching tones to convey an abstract image of the sea.                      Extend skills of changing fabric through dyeing, rolling, twisting and appliqué.                      Be expressive and analytical to adapt, extend and justify their work.</p>	<p><b>Artists – evaluating, analysing and contextual knowledge</b>  <b>Why has the artist used this medium?</b>                      Explore the felt work of Tracey McCracken Palmer.                      Discuss the subject/theme in the picture.                      Discuss the effectiveness of the medium used.  <b>Which piece do you think is most effective?</b>                      Explore felt artwork, including comparing to other felt artists.                      Form opinions about favourite work and what it is that makes it effective.</p>	<p><b>INTENDED END POINTS:</b>  <b>UNDERSTANDING</b>                      Plain cloth may be altered, manipulated and enhanced in a variety of ways - printing, dyeing, weaving, stitching, textures, embroidering.                      Certain colours and textures complement each other.                      Basic skills must be mastered and built upon in order to achieve a successful result – neatness and accuracy are essential.                      Colours and images from nature can be used as a starting point.                      Intended outcome: collage landscape scene using own-made felt</p>

	<p><b>Accumulation of Technical Skill</b>  <b>How can I design a work in this style?</b>  Sketch ideas for a landscape felt collage in a similar style. Reflect on how it could be created with a particular medium (felt) and alter designs appropriately</p> <p><b>How can I develop my artwork?</b>  Using a range of materials, children to create a collage to develop their sketch design. Children to consider any changes necessary prior to making their final piece of felt artwork. Reflect upon changes that could be made before completing a final piece.</p>	
	<p><b>Innovation and application</b>  To complete a final collage using felting</p>	
	<p><b>Creative Reflection</b>  <b>What are aesthetic qualities of your artwork?</b>  Reflect on the overall outcome of the collage. Are the shapes defined? Have they achieved what they designed and envisaged?</p>	
<p><b>Thinking Deeper:</b> How could felt making be applied to other products?</p>		
<p><b>Links to other subjects</b></p>		
<ul style="list-style-type: none"> <li>• <b>Subject Specific Links:</b> Literacy – annotations and reflections.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Personal Development:</b> Considering sustainability and the use of materials.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>S.M.S.C:</b> Developing knowledge of significant artists and works, and their contributions to British culture.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Cultural Capital:</b> Be aware of folk crafts used in design for items around the home - American quilting tradition, batik.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>British Values:</b> Mutual respect for the individuality of artworks completed.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Careers:</b> artists, felt-makers/where does our material come from?</li> </ul>		

- **Equality:** *As new techniques are introduced, provide support to ensure equal access*