



Art Investigation with Sustainable Travel Links for Years 1 and 2 Developing Techniques – Investigating Materials

| | |
|---|--|
| Objectives: | <ul style="list-style-type: none"> Investigate use a range of materials creatively in order to design and make products |
| Success Criteria: | <ul style="list-style-type: none"> Use of key vocabulary Descriptions of properties of materials. Ideas of how the materials might be used with in the design |
| <p>Teacher Input with key questions: QCA 1 B – investigating materials (http://webarchive.nationalarchives.gov.uk/20090608182316/http://standards.dfes.gov.uk/schemes2/art/art1b/?view=Download – this has the full QCA schemes of work)</p> <p>Explain that the children are going to be looking at a range of materials with a view to designing some clothing that would be suitable for cycling or scooting.</p> <p>Look at a variety of materials.<i>eg papers, fabrics and plastic packaging.</i></p> <p>Ask the children to discuss and explore the effects of:</p> <ul style="list-style-type: none"> folding scrunching tearing cutting deconstructing pleating joining in different ways, <i>e.g. tying, plaiting, twisting, using running stitch and gathering</i> colouring with dyes and water-based paint <i>e.g. with beetroot, using brown and red onion skins, blackberries, elderberries.</i> <p>Ask the children to describe the effects, <i>e.g. soft, spiky, and rough.</i></p> <p>Task Suggest that they work in groups of 3 to put together their designs for clothing or shoes suitable for cycling or scooting.</p> <p>What do they want to design? Who is it for? What properties will it need? What will be the best materials for it? What pattern/ logo/colours will they use? What techniques will they need to use?</p> <p>Allow time to plan and explore.</p> | <p>Resources: For practical work:</p> <ul style="list-style-type: none"> fabric strips looms, <i>e.g. card with notches cut out of the top and bottom edges,</i> natural materials, <i>e.g. twigs, rushes, grasses, leaves, creepers, feathers, ferns, sticks, withies</i> made materials, <i>e.g. straws, plastic packaging, card, flexible and rigid plastics, tinfoil, elastic, string, cotton wool</i> scissors, magnifying glasses dyes, paints <p>Vocabulary:</p> <ul style="list-style-type: none"> materials, <i>e.g. natural, made, recycled</i> types of textile and fabric, <i>e.g. velvet, net, lace, satin</i> visual qualities, <i>e.g. colour, form, texture</i> tactile qualities, <i>e.g. flexible, soft, shiny, smooth, coarse, texture</i> <p>Plenary Each group to present their ideas for what they wish to make, the processes they will use and the materials to be included in it.</p> <p>Assessment</p> <ul style="list-style-type: none"> Can use the key vocabulary to explain the process of the task. Can describe the properties of materials. Can explain the materials might be used with in the design |

Next steps - begin to use some of the processes that they will need to create their design.