

Unit:	Textile Design unit	Lesson:	Textiles -Batik and painted fabrics from the Natural Environment
Lesson Outcomes:	<p>Pupils will Demonstrate</p> <p>An Understanding of the Design Process by producing solutions to a design brief</p> <p>Sills, Knowledge and Understanding of Sketching and Layout techniques</p> <p>Stylisation techniques</p> <p>Appropriate use of Source material.</p> <p>Appropriate use of materials</p> <p>Evaluation of solution and techniques</p> <p>Complete and Produce a finished design piece that answers a design problem set by the design Brief.</p>	Success Criteria:	<p>Pupils have Demonstrated Ability to Understand the brief</p> <p>Pupils have Expressed their Opinion/Choice in relation to the development of fabric design with reference to current designs and developments, styles and methods.</p> <p>Pupils have Responded to Stimuli and produced Design Ideas</p> <p>Pupils have Consider the implications of a design brief with regard to the production of a final idea or image.</p> <p>Pupils have Shown Evidence of Observation</p> <p>Pupils have demonstrated control of medium and materials</p> <p>Pupils have produced Designs work that communicates their intentions ideas and solutions.</p> <p>Pupils have shown evidence that the chosen aspect of the Natural environment has been investigated.</p> <p>Pupils have produced a folio of drawings and images that display an investigation of sources</p> <p>Pupils have selected an idea for further development which is suitable for translation onto fabric</p> <p>Pupils have produced a fabric design/or Batik</p>

Learning Activities (including differentiation):

Pupils will demonstrate their awareness of the Design Process and in the creative potential of Fabric Craft and Batik.

Investigation – Introduction to elements of the design process i.e. Design brief through discussion sessions, exemplar notes, viewing visual resources, previous students work, and the in depth review of the Dept design student pack and guides. Preliminary sketching and layout exercises. Evaluation of above and the selection of appropriate source material relevant to the pupils chosen theme. –the Natural Environment.

Consideration- (of Possibilities) – Application of investigative drawing techniques and appropriate colour choice, personal interest, development of various approaches. Stylisation exercises, Inventive use of materials, Arrangement, Function, and Communication of students' ideas.

Solution- Providing a solution to the design brief through the Production of a Fabric design and /or a finished design showing examples of stylisation, inventiveness, Personal selection and Creativity. Appropriate use of materials, handling skills, colour answering the design brief's requirements.

Evaluation- Assessing and amending the solution where necessary through the Dept Evaluation report. Completion of the Dept Moderation and Evaluation guide along with student Learning log and students Progression statement.

Purpose is to engage pupils in the creative process and the potential of Batik and fabric design. It enables pupils to express, ideas, and feelings by providing the opportunity to develop skills in the production of samples and final fabric designs in paper, cotton or silk. The stimulus for the lesson is the line shape and pattern of the Natural Environment.

Teaching Approaches; The activities of our young people will be centred on Assignments. Teacher will demonstrate the potential of fabric design as a medium for producing expressive images yet answering a design brief.

Assignment One. Pupils will produce a series of investigations and experimental studies on paper and cotton/silk using a variety of sources and equipment.

Assignment Two. Using a display of visual materials which reflect the suggested topics in the natural environment, such as photographs, objects, books, and computer imagery. The will produce a folio of work consisting of at least 3 studies from the chosen aspect of the natural environment. The collection of drawings, photographs, examples of designers work, will demonstrate that the pupil has explored the stimulus and theme.

Assignment Three .With reference to assignment 2 pupils will use it as the basis for developing their ideas of a decorative or expressive design. They will produce at least two different visual ideas, dealing in line, shape and pattern. From this collection of considered designs pupils will use these to produce a final piece.

Assignment Four. Pupils will produce a final batik /fabric craft which has been developed from the selected idea.

The finished textile should demonstrate that,

- 1 The techniques have been understood
- 2 The Textile has been interpreted appropriate to the fabric craft
- 3 The final piece is of a acceptable standard
- 4 That the pupil has evaluated the final design and completed the Dept Moderation and Evaluation guide.

Assessment:

The primary purpose of C f E Design Activity is to be able to investigate, record visually ideas and feelings at a personal level, to communicate ideas use visual elements and to produce a solution to a design problem Referring to the Departments Moderation and Evaluation statement guides, will determine levels on Developing, Consolidating and Secure. Assessment will be based on two A2 size pieces of work that display Investigation, Consideration & Development and a Final Outcome and a Solution to the Design Brief. Evidence will be presented in a Folio of work along with an Evaluation statement that outlines the pupils choice, selection and opinion of their work

Subject Outcomes:

Discussion on the work of selected designers, their place in history, Their World they lived in. The Target Market they aimed for. By Comparing /contrasting and discussing the work of these Designers. Pupils will Identify styles, and relate their work to that of the selected designers. Compare their work with other pupils and discuss .Evaluate their work and the unit of work. To see Connections in this subject to other subjects

Literacy Outcomes:

Collect, Collate, and Select information and use these skills in producing a comparative study of specific packaging, Designers and Designs.
Viewing of selected designers through Glow, slides, DVD, Wikipedia, and other relevant sources.
Gathering of information/references/and the selection of specific designers
Selection and Justification of examples styles, stylisation, design proposals and the

Assessment will be in the form of Questionnaires, notes, and collated visual and written materials. A personal written response on two Designers, comparing and contrasting their styles and work and relating it to their own, will be presented along with their design folio.

production through notes completion of assignments in written form, will be assessed

Numeracy Outcomes:

Health and Wellbeing Outcomes:

All work will be pupil centred and individually based. The lesson will follow the Normal Art & Design ethos and environs Identifying areas for improvement and next steps for learning.-Personal learning Thinking Skills Understanding and Applying and Creativity.
 Investigating, researching, producing, analysing, evaluating Creating
 Developing original ideas and solutions to problems in art and design work
 Analysing, understanding how others develop their ideas and work.
 Understanding how materials, techniques, composition and/or technology can be used expressively for visual impact and to communicate design ideas.
 Applying knowledge and understanding when developing expressive art work and design ideas,
 Apply and observe safe working practices throughout the duration of the unit.