

Y10 SOL – **botanical interior design**

Aim – pupils will research a range of artists and designers that use botanical designs such as plants, flowers & animals. Pupils will attend a trip to ‘Winter Gardens’ in Sunderland, to take their own photographs. The final piece will be an interior design piece (wallpaper, lamp shade, cushion, blanket, wall art, etc). Pupils must use a minimum of two textile/art techniques that have been explored in the research prior to completing the final piece. They are encouraged to work with other materials and processes.

Project context

- **Artists research** – Beatriz Milhazes, Helen Dardik, William Morris and additional artists pupils want to independently research.
- **Investigation drawings** – pupils will go on a trip to Winter Gardens. They will take photographs of the various plants that are on show. Primary observations will be carried out and developed further when back in school.
- **Material experiments** – pupils will explore surface textures using a range of materials and techniques – tie dye, felting, heat transfer, applique, printing, hand and machine embroidery, collage, Photoshop. Pupils will take inspiration from the artists they have researched and photographs they have taken. All samples should be presented and explained on A2 card.
- **Planning & designing** – pupils will create a minimum of 3 ideas based on the research they have already gathered. They will select their favourite design and further develop, explore materials and processes to show the best outcome. This will then be made in to the final produce to reflect the botanical interiors theme – lampshade, cushions, bedding set, throw, etc.



RESOURCES fabric, cold water dyes, elastic bands, sewing machines, scissors, glue, paint brushes, embellishments, water pots, polyblock, printing inks, rollers, fabric pens, 3D paints, wool, olive soap, netting, carders, double sided tape, iron, needles.

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Assessment – pupils receive 1-2-1 every lesson. Research sheets are marked out of 24, plus a working grade. Individual written feedback is provided on the back of each sheet (WIN). Work is remarked when changes/developments have been made.

Homework – all research sheets are expected to be completed at home or during afterschool club if deadlines are missed. Pupil should complete 2 hours of homework per week. Pupils are encouraged to explore new artists, techniques, drawings to extend their understanding and produce a diverse portfolio.

SMSC/British values

Spiritual – explore different style of artwork from various artists, express their ideas, meaning & feelings.

Moral – look, discuss & evaluate artwork that show different aspects of life. Discuss & share ideas about the message the artist maybe trying to give.

Social – explore artwork from different movements & discuss how this can show the lifestyle of people, changes over periods of time.

Cultural – work links with contextual themes that encompass cultures, civilization, beliefs & religions from around the world.

British values -take in to account the views of others, follow class rules – safe practice, understand the consequences if rules are not followed, make own choices, talk about artwork from different cultures, faiths & cultures from around the world, review each others work respectfully, help & advise others.

Keywords - tie dye, wool, felting, interior design, botanical, embroidery, fabric, embellishments, experiment, printing, applique, collage, colourful, layer.

CURRICULUM LINKS

Literacy – keywords displayed on the wall. Make notes from PP, YouTube clips. Write personal comments on the outcome of experiments. Research various artists/links to own work.. Evaluations.

Numeracy – measuring of fabrics. Scale up drawn ideas to make final piece. Measuring out fabric dyes. Symmetrical designs – printing. Repeat patterns. Knowledge of shapes. Threading the sewing machine & tension.

SEN/EAL

- Sentence starters.
- Keyword descriptors.
- 1-2-1
- Visual examples
- Digital research sheets
- Revisit, review, retrieve
- New skills in small steps
- Group work

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Lesson 1	Welcome to Art Textiles.	Introduction to the textiles room. H&S, using a sewing machine, equipment, etc. Introduction to 'botanical interior' project 1.	Look at a full collection of past pupils work.	Pupils will gain an understanding of expectations, H&S concerns. Pupils will be aware of projects that will be covered and how it will be assessed.	Be able to implement H&S rules at all times. Understand the meaning of the project 'botanical interiors'. Develop knowledge of AO1-AO4, marking/feedback.	NA	H&S information provided on handout. Assessment objectives simplified – pupil speak.
Lesson 2-10	Exploring textile techniques.	<u>Fabric manipulation</u> pupils will explore various textile techniques – slashing, Suffolk puffs, pleating, printing, machine stitching. Each sample will be documented.	Group critic. Sharing of good practice. Discuss areas for improvement.	Pupils will explore various materials and techniques to develop their skills, knowledge & confidence. Pupils will present their outcomes on A2 card with written annotations.	Be able to explore different materials and equipment to complete the fabric samples. Understand how to use the sewing machine to secure the fabric & create a decorative surface. Use knowledge of arty words to create detailed annotations.	Complete the samples with a step-by-step description about the process, materials & equipment used.	Samples of past pupils work. 1-2-1 with preparing of materials, using the sewing machine, writing annotations. List of arty words.
Lesson 11	Artist influences <u>Beatriz Milhazes</u> Discuss images of his artwork.	PP introduction, YouTube clips on Beatriz Milhazes. Group discussions about her work & botanical influences. Pupils will create a research sheet.	Q&A about the artists work.	Pupils will gain a knowledge & understanding of Beatriz Milhazes artwork. Pupils will create a research page to present their findings and give personal opinions.	Be able to explore artists work that use 'botanicals' as an influence. Know how to study the artists work and make a personal response – drawings, photographs. Understand how to use materials & processes in the style of the artist.	Research further facts about the artist, take photographs, complete studies.	Question prompts to help with personal annotations.
Lesson 12-14	Beatriz Milhazes research page. Recap	Pupils will continue with their research page. They must add a title, images, facts, opinions, studies.	Group critic. Show good examples of pupils work & areas to improve.	Pupils will complete their Beatriz Milhazes research page. The focal point should be an enlarged study influenced by the artist, Suffolk puffs, stencilling.	Be able to create an eye catching study, in the style of the artist. Ensure annotations are detailed, factual, personal & use formal elements.	Complete the research page if unfinished in class.	1-2-1 when writing personal comments. Formal elements on the wall.

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Lesson 15	Artist influences <u>Helen Dardik</u> Discuss images of her artwork.	PP introduction, YouTube clips on Helen Dardik. Group discussions about her work & botanical influences. Pupils will create a research sheet.	Q&A about the artists work.	Pupils will gain a knowledge & understanding of Helen Dardik artwork. Pupils will create a research page to present their findings and give personal opinions.	Be able to explore artists work that use botanicals as an influence. Know how to study the artists work and make a personal response – drawings, photographs. Understand how to use materials & processes in the style of the artist.	Research further facts about the artist, take photographs, complete studies.	Question prompts to help with personal annotations.
Lesson 16-18	Helen Dardik research page. Recap	Pupils will continue with their research page. They must add a title, images, facts, opinions, studies.	Group critic. Show good examples of pupils work & areas to improve.	Pupils will complete their Helen Dardik research page. The focal point should be an enlarged study influenced by the artist, polyblock printing of floral designs.	Be able to create an eye catching study, in the style of the artist. Ensure annotations are detailed, factual, personal & use formal elements.	Complete the research page if unfinished in class.	1-2-1 when writing personal comments. Formal elements on the wall.
Lesson 19	Artist influences <u>William Morris</u> Discuss images of her artwork.	PP introduction, YouTube clips on William Morris. Group discussions about her work & architectural influences. Pupils will create a research sheet.	Q&A about the artists work.	Pupils will gain a knowledge & understanding of William Morris artwork. Pupils will create a research page to present their findings and give personal opinions.	Be able to explore artists work that use botanicals as an influence. Know how to study the artists work and make a personal response – drawings, photographs. Understand how to use materials & processes in the style of the artist.	Research further facts about the artist, take photographs, complete studies.	Question prompts to help with personal annotations.
Lesson 20-23	William Morris research page. Recap	Pupils will continue with their research page. They must add a title, images, facts, opinions, studies.	Group critic. Show good examples of pupils work & areas to improve.	Pupils will complete their William Morris research page. The focal point should be an enlarged study influenced by the artist, A3 painting, gutta on fabric, Photoshop.	Be able to create an eye catching study, in the style of the artist. Ensure annotations are detailed, factual, personal & use formal elements.	Complete the research page if unfinished in class.	1-2-1 when writing personal comments. Formal elements on the wall.

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Lesson 24-26	What is tie dye Tie dye in fashion	Pupils will explore tie dye using folding, ruching, twisting techniques. Colour combinations must be considered. Research presented on an A2 sheet.	Show pupil examples that demonstrate good practice. Discuss success of colour mixing, patterns, impact.	Pupils will explore tie dye techniques. Pupils will create a selection of samples and present on A2 card. Pupils should document the tie dye process, use formal elements, evaluate their outcomes.	Understand how to fold, twist, ruche fabric to create different patterns when tie dyeing. Use H&S knowledge of cold water dyes when mixing colours. Be able to present the tie dye samples with a clear explanation of the processes and outcomes.	Upload and print out pictures of the tie dye process.	Simplified tie dye techniques. Coldwater dyes already mixed.
Lesson 27-31	Introduction to felting History of felting	Pupils will learn about the history of felting. Pupils will use traditional methods to transform wool in to felt. Pupils will use embroidery to add botanical designs.	Knowledge of equipment. Group critic – how can the felt samples be developed? Discussion of other materials that could be incorporated.	Pupils will gain an understanding of felting and learn how to use specialist equipment to transform wool in to felt. Pupils will experiment with colour & layers. Felt samples will be developed through mixed media & embroidery.	Be able to create a range of felt samples using traditional methods. Use knowledge & understanding of felting to write a detailed step-by-step. Know how to develop the felt samples by adding embroidered botanical shapes and mixed media.	Research botanical designs to influence embroider. Complete felt samples with written annotation.	Botanical shapes printed out. Writing frames. Use of machined felt when practicing embroidered shapes.
Lesson 32-33	Mind map - interiors	Identify the meaning 'interiors'. Research images and information on the internet.	Sharing of styles, products, influences found on the internet.	Pupils will gain an understanding of 'interiors' and the products they could produce as their final piece. Pupils will collect images & information from the internet.	Be able to understand the meaning 'interiors'. Use the internet to research a variety of interior design styles to help influence their work. Know how to present images & information in a creative way.	Continue to collect images and information on architecture. Cut out images to present on research page.	Examples of past pupil work. Keywords explained. Literacy resources to help with explanations.
Lesson 34	TRIP – Winter Gardens Sunderland	Explore the building & take photographs that link to botanicals.	N/A	Pupils will observe the various plants/flowers. Sketches & photos to be taken.	Be able to use photos taken to influence the final piece. Document photographs with personal comments.	Present photographs on a PP document.	Make suggestions on different compositions and areas to photograph.

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Lesson 35-37	Initial ideas (previous examples) Good & bad points.	Pupils will create 3-4 initial ideas that would be consider to make as their final piece.	Group critic.	Pupils will use previous learning to help inspire their initial ideas. Each ideas must be drawn and explained.	Be able to design 3-4 ideas themed on botanical interiors. Make links to artist research, experiments & own photographs.	Complete initial ideas with tonal colour.	Discuss with pupil their strength & favourite materials. 1-2-1 planning of ideas appropriate to ability.
Lesson 38	Recap of skills – how they could be implemented on the final piece	Pupils will select their favourite design to make as their final piece. Make a plan, materials to experiment, designs to develop, colour choices.	Discussion of skills that would best suit final designs.	Pupils will pick one design that they will develop and make as an interior product. Pupils must make links to previous learning.	Be able to select the best initial ideas and transform in to an interior product. Understand that material experiments must be explored to ensure the best outcome. Ensure the final idea reflects the botanicals theme.	Research materials and processes that could be used to further develop the final design.	1-2-1 to decide the best idea and discuss potential outcomes. Enlarge the initial idea on the photocopier to scale up as the final design.
Lesson 39-43	The importance of exploring all 4 assessment objectives	Pupils will explore various materials and process that they potentially will use on the final interior product. Pupils must document each sample, good/bad points, impact, etc.	Recap of how to annotate samples using arty words and descriptive language.	Pupils will experiment with various materials & processes. Pupils will identify good & bad points about their outcomes and present on A3 card. Pupils should make links to artists they have researched.	Be able to use previous knowledge & understanding of textile skills to complete a range of samples. Ensure each sample is documented AO2. Understand that the final idea may change due to the experiments carried out.	Continue with material experiments.	Make a step-by-step list of the materials and processes the pupil should explore. Writing frames to evaluate the samples.
Lesson 44-64	Final piece checklist	Pupils will use all previous learning/research to complete their final product. Pupils work must reflect the 'botanical interior' brief.	Group critic. Sharing of good practice.	Pupils will create an interior product themed on 'botanicals'. Pupils must make links to previous learning. They should document the step-by-step process of the final outcome by taking photographs and written annotation.	Be able to create an interior product, themed on botanicals. Use previous knowledge & understanding of artists, materials, processes to ensure the best outcome is achieved. Show evidence of two textile techniques.	Complete any missing coursework.	1-2-1 assistance. Written step-by-step instructions. IWB to help with the outline of final design.

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Lesson 68-70	How to evaluate your work.	Evaluate the interior product by answering questions.	Discuss how to Photoshop images onto a back drop.	Pupils will photograph their work and make comments about their final outcome.	Be able to answer questions about the interior product. Understand how to implement arty words.	Ensure AO1-AO4 are complete.	Writing frames. List of formal elements.

Extension task – pupils will use Photoshop to superimpose their interior product in to a bedroom/living room/kitchen etc. They should also consider creating an advert for a magazine/website, like they were selling their product to real people.