

Sample lesson plan for exhibition **ARTIST TEXTILES Picasso to Warhol**

Exhibition organised by Fashion and Textile Museum
Fashion and Textile Museum, London: 31 January – 17 May 2014
Textiel Museum, Tilburg: 14 June – 14 September 2014

Textiles since 1945

Design a pattern repeat using block printing inspired by the exhibition



Learning objectives KS3 or KS4, to be adapted:

Lesson 1: At the exhibition

1. To understand what a pattern repeat and a placement are and the differences between the two.
2. To understand how to identify the various pattern repeats in the exhibition and reproducing them by drawing.
3. To design your own pattern repeats inspired by the exhibition.

Lesson 2: In the classroom

1. To understand what block printing is and how it can be used to repeat a multi-coloured pattern onto a textile.
2. To understand how to transfer a design idea into a decoupage in order to make a block.
3. To produce a multi-coloured pattern repeat on a piece of fabric with block printing.

Resources:

Lesson 1: Paper, tracing paper, pencils, coloured pencils, worksheets and help sheets (about pattern repeats).
Lesson 2: Paper, wooden blocks, brushes, paints or dyes, neoprene, scissors, fabric.

A description of the exhibition: <http://ftmlondon.org/ftm-exhibitions/artist-textiles-picasso-to-warhol/>
and http://ftmlondon.org/wp-content/uploads/2013/10/ArtistTextiles_Pressrelease.pdf

Exhibition book: *Artists' Textiles 1940–1976* by Geoffrey Rayner, Richard Chamberlain and Annamarie Stapleton (2012), ACC

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<p>Mini-plenary: peer assessment</p>	<p>inspired by the items in the exhibition.</p> <ul style="list-style-type: none"> - They can choose between geometric shapes, everyday objects or animals. <p>As pairs, students look at their drawings and choose the best of the three pattern ideas</p>	<ul style="list-style-type: none"> - Shows how they can use geometric shapes, everyday objects or animals. <p>Pair up students and organise a peer assessment</p>	<p>of repeat they used and why?</p> <ul style="list-style-type: none"> - Can pupil choose between shapes, objects and animals to design their patterns? - Can pupils show creativity in designing their patterns? - Do pupils work well as a pair sharing ideas and improving their work?
<p>Developing</p>	<p>Students develop and draw a final pattern repeat to be used in the next lesson.</p>	<p>Encourage each pupil to think about the difference between the different repeat pattern and a placement.</p> <p>Q: How might the pattern design appear on a garment or an accessory?</p>	<p>Can pupils create a final pattern repeat and explain how they might use it on a garment or an accessory?</p>
<p>Tidying up and Evaluating Group assessment</p>	<ul style="list-style-type: none"> - Pupils talk about their work and explain their understanding of pattern repeat and the patterns they have designed. - Pupils need to comment on the work of others, being critical and justifying their view. 	<ul style="list-style-type: none"> - Students need to talk about their drawings, explaining them in detail. - Pupils can then comment on the other patterns produced in the class. 	<ul style="list-style-type: none"> - Can students explain their work using art and design vocabulary? - Are the works creative and imaginative? - Can pupils talk about others' work, justifying their opinions and suggesting improvements.

Lesson 2: Back in the classroom

Lesson sections	Pupils learning and interaction	The role of the teacher	Assessment for learning
<p>Introduction</p>	<ul style="list-style-type: none"> - Look at their drawings from the exhibition and discuss what they remember about patterns, placement and pattern repeats. - Class discussion 	<p>Organises a discussion to remind students what they learnt during their visit to the exhibition.</p>	<ul style="list-style-type: none"> - What do the pupils remember about patterns, placement and pattern repeats? - Are pupils able to name and explain the different pattern repeats? - Do their answers show an understanding of the importance of research to the design process? - Do they engage with and show an understanding of the designer's role in translating ideas into designs?
<p>Activity: Translating one of their ideas into a pattern to be block printed.</p> <p>1. Try out their ideas with paper decoupage.</p> <p>2. Mini-plenary</p>	<p>Look at the demonstrations. Class discussion</p> <p>Using paper and scissors, they turn their final idea or one of their research ideas (if more appropriate) into a decoupage.</p> <p>As pairs, students look at their drawings and say "What is going well" "What could be improved".</p>	<ul style="list-style-type: none"> - Demonstrates block printing: how to make a block and how to print. - Demonstrates how to turn a drawing into a decoupage to the size of a block. - Demonstrate how to repeat a pattern with the blocks. - Goes around, asks questions, replies to questions and advices. <p>Pairs students up and organises a peer assessment.</p>	<ul style="list-style-type: none"> - Do pupils understand the technique of block printing? - Do their answers give an indication of how they might translate their ideas into a decoupage that they can use to make their final block print? - Do pupil understand how to turn their drawings into a decoupage to be used for block printing? - Do pupil understand how they can use different colours? <p>Do pupils work well as a pair sharing ideas and improving their work?</p>

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<p>3. Make their blocks</p> <p>4. Make their printed design</p>	<p>Using neoprene students make their final blocks .</p> <p>Using their blocks, student print their final designs onto fabric.</p>	<p>Goes around, asks questions, replies to questions and advices.</p>	<p>Can pupils give the name of the repeat they chose?</p> <ul style="list-style-type: none"> - Are students able translate their decoupage into blocks safely and competently? - Are students able to print their designs with various colours safely and competently? - Are students able to repeat their patterns? - Are students able to name and explain which repeat they used?
<p>Tidying up and evaluating</p>	<ul style="list-style-type: none"> - Pupils need to talk about their work and explain their block printed design. - Pupils need to comment on the work of others, being critical and justifying their view. 	<ul style="list-style-type: none"> - Students need to talk about their designs, explaining them in detail. - Pupils comment on other patterns produced in the class. <p>Q: How might the pattern design appear on a garment or an accessory?</p>	<ul style="list-style-type: none"> - Can students explain their work using art and design vocabulary? - Are the works creative and imaginative? - Can pupils talk about others' work, justifying their opinions and suggesting improvements

Image credits:

Left to right:1. 'The Rooster' by Picasso for Fuller Fabrics,1955. 2. 'A Fish is a Fish is a Fish', designed by the painter and designer Ken Scott and illustrated in *Interiors* magazine, September 1951. Shown here is a border printed version for dresses and skirts. It was also printed as a furnishing textile by W.B. Quaintence of New York and was marketed in the United Kingdom through Sanderson & Son Ltd. 3. 'Lipstick' a screenprinted silk crêpe dress fabric by Zandra Rhodes,1968. Inspired by adverts for Christian Dior beauty products, it was one of the most popular prints sold through Rhodes and Sylvia Ayton's Fulham Road Clothes Shop. 4. Water Melons', a printed cotton textile produced by D B Fuller & Co, (Fuller Fabrics) circa 1956.