
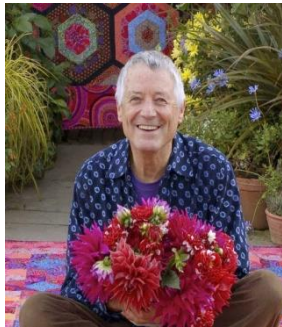



Year 3 – Kaffe Fasset- Textiles

<p>Inspiration</p> <p>Key Questions</p> <ul style="list-style-type: none"> -Who is Kaffe Fasset? -How can you show mood through colour? -How do you create a pattern? -Can you use different types of embroidery stitches? -How can you add a background colour to your fabric square? -What links can you make between your art and that of Kaffe Fasset? 		<p>Partnership with parents</p> <p>Workshop opportunity to create a section of embroidery for a patchwork class wall hanging</p> <p><i>Also covered in:</i></p> <ul style="list-style-type: none"> - Y1, Y2, Y5 <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> -understand that textiles is part of everyday life and another form of expression through art - explore composition through pattern -create a an original piece of embroidery on dyed fabric -talk about the work of Kaffe Fasset and make links with their own work
<p>Concepts</p> <p>Formal elements</p> <ul style="list-style-type: none"> - Line, colour, shape, pattern, texture, textiles <p>Skills</p> <ul style="list-style-type: none"> - generally a number of ideas are generated from a variety of starting points -generally, a good mix of sketches and other resources are collected to develop an idea -ideas are generally adapted and refined throughout the process of creating a piece visual language is generally used -Generally templates are created and textiles shaped effectively. - There is some independent stitching -There is a growing level of accomplishment in the use of back stitch and cross-stitch -There is some experimentation with dyeing fabric - Colour is effectively used to create mood and reasons for colour choices are explained 		
<p>Knowledge http://www.kaffefassett.com/</p> <p>Artist-Frank Havrah "Kaffe" Fassett, MBE is an American-born artist who is best known for his colourful designs in the decorative arts—needlepoint, patchwork, knitting, painting and ceramics. While still a child, Fassett renamed himself after an Egyptian boy character from the book <i>Boy of the Pyramid</i> by Ruth Fosdick Jones.</p> <p>Fassett's work attracts a considerable following worldwide. His work was the subject of a 1988 one-man show at the Victoria & Albert Museum in London, the first time a living textile artist had such a show there. The show toured nine countries.</p> <p>Being strongly concerned with colour and design, Fassett has also worked extensively in other textile arts. Working as a team with his design partner and studio manager, Brandon Mably, has enabled Kaffe to design quilts, fabric, stage sets, and costumes for the Royal Shakespeare Company, while staying engaged in making rag rugs, knitting, tapestries, and mosaics.</p> <p>Author of more than 40 books, Fassett concentrates on teaching the colour and design stages of craftwork rather than the construction stage. In addition to books, he has hosted craft-related television and radio programmes for the BBC and Channel 4, including his own show, <i>Glorious Colour</i>.</p> <p>His fabric prints are largely for the patchwork market along with Indian stripes fabric and shot cotton fabric range.</p> <p>An exhibition of Fassett's quilts, knitting and needlepoint at the Mode museum Hasselt, Belgium in 2007, followed a multimedia solo show in 2006 at the Prince Eugen's Waldemarsudde, Sweden. He made a workshop tour of Australia and New Zealand.</p> <p>In 2013, Fassett followed up his 1988 exhibition at the Victoria & Albert Museum with 'Kaffe Fassett - A Life in Colour' at the Fashion and Textile Museum in London. The exhibit features over 100 works including nine foot wide knitwear and throws, patchwork quilts, as well as items not seen before by the public. Fassett also designed a tactile installation for visitors to touch so that they would get a better understanding of the structure behind his work.</p> <p>Art- research & replicate</p> <ul style="list-style-type: none"> -to share and discuss the work of KF commenting on the artists use of the formal elements that the children can identify i.e. line, shape, pattern, colour, texture -To record facts and compare and contrast with the other influential artists used this year. This can also be linked to William Morris, covered in the previous year-repeat pattern, textiles, printing -to replicate KF's layered diamonds- children to be given diamond shaped cuttings of patterned fabric to piece together in a repeated patter or mosaic. This should be glued (PVA) onto card and shared with the class. What formal elements did they use? Does it look aesthetically pleasing? Complimentary or contrasting colours used? Was this an effective joining method? 	<p>Artipedia</p> <p>Kaffe Fassett 07/12/1937 – present American Textiles Fabric, knitting, needlework, patchwork, mosaic</p>   	

Art- explore and create

-Share examples of KF's embroidery- what do they notice? Repeated shape/flowers. Children to explore sewing along a coloured piece of rectangular (book mark sized) fabric. Children to use different colours of embroidery thread to sew from left to right in a line, experimenting with cross stitch, running stitch, back stitch etc. Revisit needle threading if needed.

-each child to be given an identical square of white fabric. Share the image of KF's Seed Packet Patchwork Quilt and discuss what they think they might use their square for. Share and discuss the process of patchwork including dying/painting/printing on fabric to create a background.

-children to draw a simple flower (seed packet could be given out for inspiration or images) on their fabric square using pencil or chalk and then colour using fabric paints/inks, this will form the background for their embroidery.

Final piece –Workshop with parents

-to add embroidery to their painted flowers to make them more detailed and aesthetically pleasing to the eye, this is an opportunity to be supported by parents to show the different types of embroidery stitches they can create.

-once complete the squares can either be sewn together or bonded using wonder web (process explained and shared with chn) to create a class wall hanging.

Final reflections: To take the opportunity to their sketchbook with parents, deciding on and labelling and framing their favourite artists and favourite piece of art.

Topic Specific Vocabulary- media, medium, line, shape, colour, tone, texture, paint, collage, needlework, fabric, knitting, patchwork, mosaic, repeat pattern, fabric paint, embroidery

NC Subject content

- To create sketchbooks to record observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials
- About great artists and designers in history

Subject Specific/Academic Vocabulary

This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.

Year 3	Year 4	Year 5	Year 6
Area, response, source	Concept, period, process,	Cultural, specific, theory	Complex, interpretation, significance,

We are artists/Being an artist/I am an artist

*Audience: parents invited after school (other possibilities invite expert etc.)*Pop-up gallery – to show and share work.

