

Session 7 A work of art: *Patterned rug*

Foundation Stage Profile

CD 1,2,3,5,7,8

PD 5,7

SSM 3,4

Early learning goal

- Exploring media and materials
- Responding to experiences, and expressing and communicating ideas

Learning objectives

- Work in the style of a craftsperson or designer.
- Select from a range of colours.
- Develop knowledge of craft and design.
- Talk about their own and a craftsperson's work.

Resources

- Ready-mixed or powder paint – appropriate to the carpet design and colours
- Brushes – thick and fine
- Aprons/protective clothing
- A2 and A3 paper – grey or buff
- Water pots
- Carpet samples, actual rugs, pictures or prints showing patterns and colours.
- **Flipbook page 8: African Textile with Shells**

The resources should be large enough for the patterns and colours to be clearly seen by children.

Stepping stones

Step 1

- Begin to differentiate colours

Describes and names colours in the work.

Step 2

- Differentiate marks and movements on paper
- Begin to describe patterns

Creates patterns using paint. Talks about the work and the materials it is made from.

Step 3

- Choose particular colours to use for a purpose

Uses paint to fill in between the lines of the drawing, selecting colours with reference to the work.

Step 4 (goal)

- Explore colour, texture and shape in two dimensions

Discusses the patterns, colours and shapes on their own and a craftsperson's work.



African Textile with Shells (cloth, thread and small conch shells 30 x 35 cm)

Vocabulary

Colours: black, blue, green, red, white, yellow

Shapes: rectangles, squares, stripes, triangles, zigzag

Tools and materials: brush, paint

Visual: background, colour, line, pattern, shape

Works of art: rug, textile, tile



Patterned Islamic tiles

Practical activities

This activity will take place over two or more sessions.

This activity can be managed as collaborative group work on a large scale, with children working on sections, or as smaller, more intricate, individual pieces. Throughout the activity encourage the children to talk about what they are doing.

Discussing a work of art

Show the children a patterned rug or tile or a photograph of a patterned textile. The children should be encouraged to take time to look at and talk about what they see in the work.

The following questions should be drawn upon as a starting point for using works of art with children:

- How do you think the work was made?
- Do you think that it is old or new?
- What might it be used for?
- Have you seen anything like this before?
- What colours can you see?
- Can you see lines/colours/textures/shapes/patterns in the work?
- How does the work feel?

The discussion and time to look at the work is intended to give children an insight into the world of art, craft and design work and how works are made.

Painting in the style of a craftsman

Introduce the resources for painting. Tell the children that they are going to make pictures using patterns like those they have seen and discussed.

Demonstrate the way in which bold patterns can be made on the surface of the paper using a dark colour.

Invite the children to try out the technique taking care with painting lines across the paper and then adding diagonal lines and zigzags. Explain the terms 'diagonal' and 'zigzag' if necessary. Leave the work to dry before adding colours.

When the initial lines and patterns have dried, talk with the children about the patterns and shapes they have created.

Return to the rug or picture showing the patterns and talk about the colours that have been used in the work. Point out the colours and encourage the children to make their own choices. More able pupils may be encouraged to incorporate work on colour mixing.

Demonstrate how to add colour by painting in between the dark lines. Encourage children to use thinner brushes as they apply the paint carefully between the lines and shapes.

Display the work alongside the patterned rug or photograph.

