

Pathway: Cloth, Thread, Paint

Pathway for Years 3 & 4

Disciplines:

Painting, Sewing, Drawing, Sketchbooks

Key Concepts:

- **That artists can combine art and craft using painting and sewing together to make art.**
- **That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.**
- **That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.**
- **That we don't have to use materials in traditional ways - it is up to us to reinvent how we use materials and techniques to make art.**

In this pathway children are introduced to artists that combine paint and sewing, art and craft, to make work.

Children explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes).

Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds.

Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and as a way to explore mark making, colour and composition.

Medium:

Fabric (Calico), Paint, Thread

Artists: **Alice Kettle, Hannah Rae**

If you use this resource in your setting, please tag us on social media: **#InspiredBy @accessart** (facebook, twitter) **@accessart.org.uk** (instagram) and share the url. Thank you!



AGES 5-8

Curriculum Links

Geography: Adapt to create imagery which explores symbols on maps.

History: Adapt to create portraits of significant individuals from history.

Maths: Pattern, repetition, pictorial representation, 2D/3D shapes.

Science: Adapt and use plants, trees, leaves, food chains, animals as inspiration to draw and make printed patterns.

PSHE: Peer discussion.

I Can...

- I have explored how artists combine media and use them in unusual ways to make art.
- I can share my response to their work.
- I can use my sketchbook to make visual notes capturing ideas that interest me.
- I can use my sketchbook to test ideas and explore colour and mark making.
- I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.
- I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.
- I can share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it onboard.
- I can appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work.

Pathway: Cloth, Thread, Paint

Aims of the Pathway

This pathway aims to introduce children to how artists use textiles and sewing to make art. The pathway explores how we can use cloth, paint and thread to explore colour and texture, creating imagery inspired by land and seascapes.

Week 1: Introduce Artists

Hannah Rae & Alice Kettle

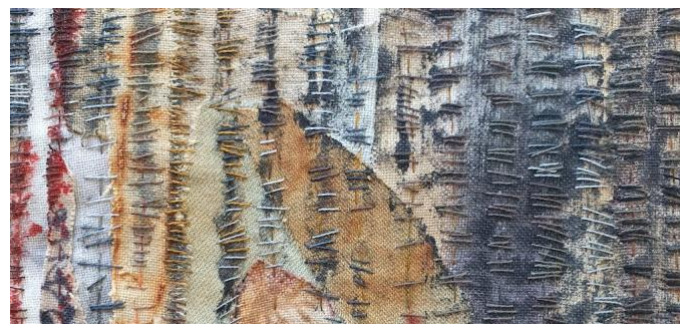


Odyssey by Alice Kettle, Odyssey, thread on canvas (2003)

Introduce children to the work of textile artists Alice Kettle and Hannah Rae through the [“Talking Points: Alice Kettle”](#) and [“Talking Points: Hannah Rae”](#) resources.

Use these artists to inspire class discussions about how artists use cloth, thread and paint to make work.

Use the [“Making Visual Notes”](#) resource to help children understand how they can use sketchbooks to collect, process and consolidate information absorbed while they look at artists work.



- I can take photographs of my work, thinking about lighting and focus.

Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

Materials

Soft B pencils, coloured pencils, handwriting pens, Calico or other neutral fabric cut into A4 or smaller rectangles, acrylic or poster paint, brushes, card for palettes, sewing thread, needles.

Volcano option: Large canvas sheet, white emulsion paint, acrylic or ready mixed paint, materials to create texture.

Week 2: Develop Mark Making

Finding Marks Made by Artists



Use the "[Finding Marks Made by Artists](#)" resource to help pupils understand how artists use a variety of marks, and to develop their own mark making vocabulary. Choose a landscape-based image from the resource as inspiration. The mark making that pupils develop will then be used later in the pathway when they work in stitch.

Work in sketchbooks or on larger sheets of paper. Use sharp soft B pencils or handwriting pens. If you need a further challenge explore pens of different line weight such as sharpies and marker pens.

Week 3, 4 & 5: Find your Focus

Find Your Focus

Decide as a class if you'd like your theme to be land or water. Adapt the resources below to suit. You can also adapt the theme to suit a curriculum theme such as volcanoes (below).

Start with
the Canvas



Use the second part of the "[Making Painted & Sewn Landscapes](#)" resource and use stitch to create texture, marks and energy on the painted canvas.

Continue to use sketchbooks as a tool to experiment with mark making, looking back to the "[Finding Marks Made by Artists](#)" task earlier in the pathway.

Stitch:



Use the "[Making Painted & Sewn Landscapes](#)" resource to enable an exploration of how to make painted and sewn squares.

Use sketchbooks as a tool to develop ideas, explore colour and experiment with mark making.

You may like to use the following Drawing Source Material resources in your class:

[Wild Flower Meadow](#)

[Drone Footage Natural Landscape](#)

[Drone Footage Urban Landscape](#)

[Moving Water](#)

Or better still have the pupils explore their own environment and make work in response to the habitat/environment local to them.



Adaptation:

Volcano Adaption

If you wish to adapt this resource to a volcano theme:

Begin by introducing children to the work of Frank Bowling with our "[Talking Points: Frank Bowling](#)".



Explore the "[Volcano Painting Inspired by Frank Bowling](#)" resource and adapt to help you create a painted background. Use stitches to add lava/rocks etc thinking about energy and flow.

**Week 6:
Reflect &
Discuss**

Share, Reflect, Discuss



Tidy the room and make space to see the sketchbook work as well as the final outcomes. Remind the pupils of the progress they made, and the artists they saw along the way. Invite them to make links between the work they made in sketchbooks, on drawing sheets and final pieces, and the work by artists.

Encourage them to feel safe to share how they feel about their own work, and nurture an environment where pupils feel able to comment on their classmates work, treating everyone's work with respect.

Use the "[Crit in the Classroom](#)" resource to help you.

1 – Listen & Appraise: Three Little Birds (Reggae)

Structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

Instruments/voices you can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals.

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – C + D.

Bronze: no notes | Silver: C, sometimes D |

Gold: C + D challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. *Which part did you play?*

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge.

Which challenge did you get to?

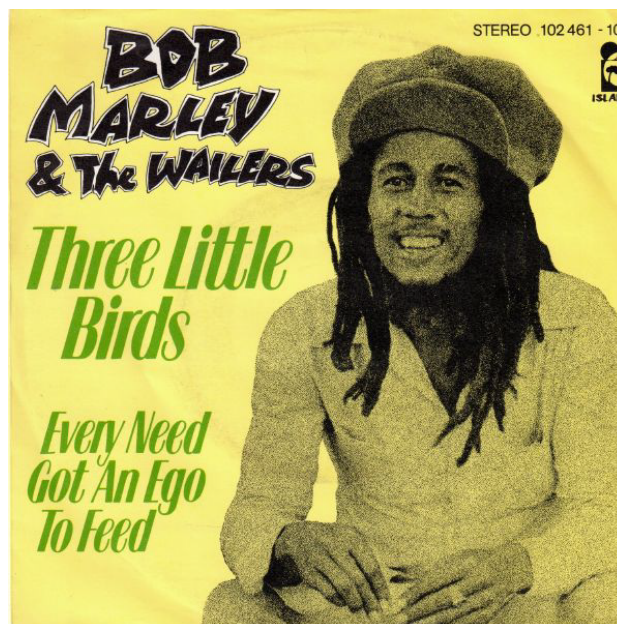
Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Themes: Reggae, happiness and animals.

Facts/info: Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.

Listen to 5 other reggae songs:

- Jamming by Bob Marley
- Small People by Ziggy Marley
- 54-46 Was My Number by Toots and The Maytals
- Ram Goat Liver by Pluto Shervington
- Our Day Will Come by Amy Winehouse

Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?


Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Reggae music?


How do you know this is Reggae music?




Lesson Sequence



1. Explore the 5 key food groups




2. Learn about the nutrition in the food we eat




3. Learn about the different types of skeletons



4. Learn about the human skeleton

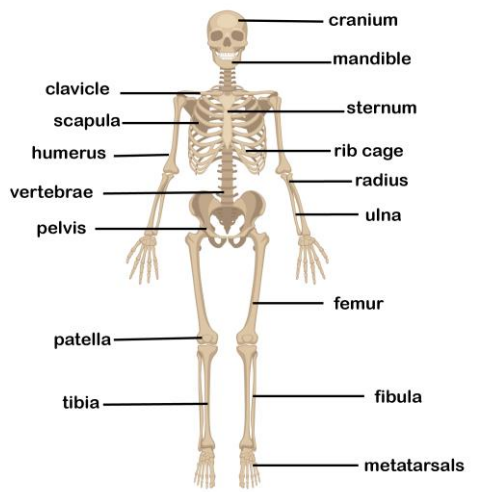


5. Learn about animals and their skeletons



6. Explore the role of muscles

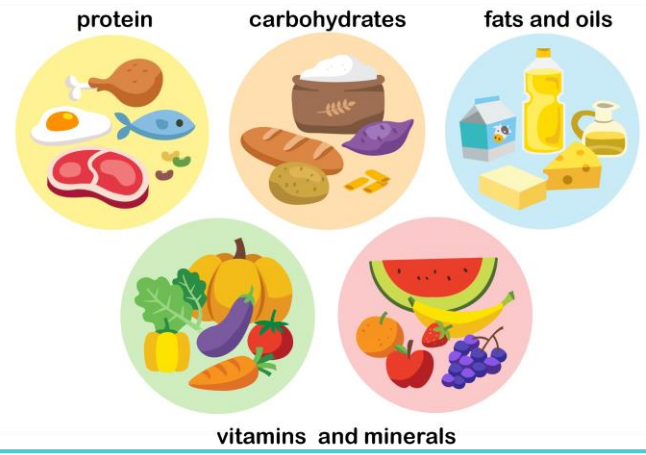
Human Skeleton



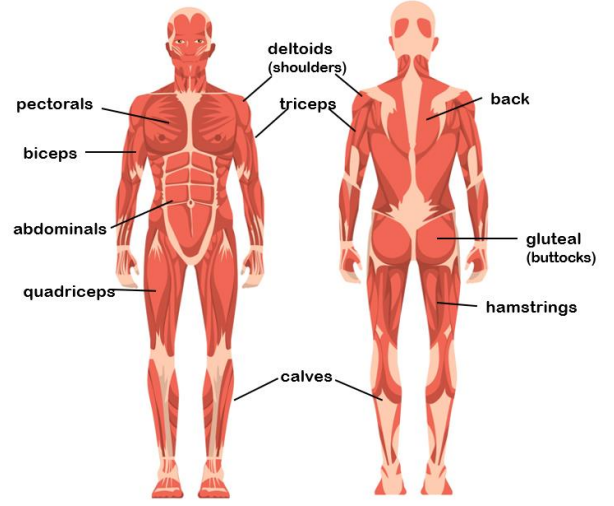
Animal Skeletons



5 Food Groups















Human Muscles





Rocket Words

| | | |
|--|------------------------|--|
|  | vitamin | found in foods and are essential for the body's growth, repair and building immunity |
|  | mineral | found in foods and help build strong bones and teeth |
|  | nutrition label | gives information about what the food contains |
|  | balanced | in good proportion |
|  | endoskeleton | animals with skeletons inside their body |
|  | exoskeleton | animals with skeletons outside their body |
|  | radius | one of the bones found in the lower arm |
|  | tibia | one of the bones in the lower leg |
|  | rib cage | the structure of bones protecting the lungs and heart |
|  | spine | the structure of bones that runs up the centre of the back |
|  | hamstrings | muscles that run down the back of the leg |
|  | biceps | muscles found in the upper arm |



Get Set 4 Education

Knowledge Organiser

Dance Year 3

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

Machines

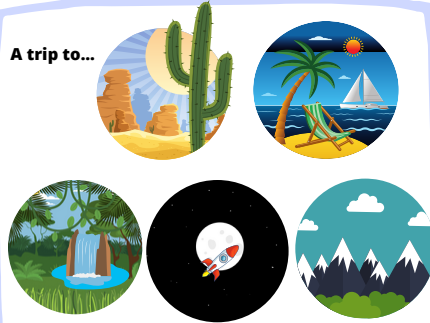
There are an estimated 10 million factories in the world.

Industrial factories use big machinery to build things such as aeroplanes, cars, computers and electrical goods (like toasters, microwaves and washing machines).

Machines are made up of different parts that make them work and control their movements...

...such as levers, cogs, pistons, pumps and chains.

A trip to...



Dance Actions



LINE DANCING STEPS

Step 1: The Fan 2 4 6 8
counts: 1,2,3,4,5,6,7,8

Step 2: Heel,Toe counts: 1,2,3,4,5,6,7,8
heel x2 toe x2 heel toe heel toe

Step 3: Step Kick, Step Touch counts: 1,2,3,4,5,6,7,8
2 6 1 5 3 7 4 8

Step 4: Grapevine counts: 1,2,3,4,5,6,7,8
1 3 7 5 2 4 8 6

step forward right foot, kick with left step backward left foot, touch toe back right

Key Vocabulary

- action:** the movement a performer uses e.g. travel, jump, kick
- canon:** when performers complete the same action one after the other
- create:** to make
- dynamics:** how an action is performed e.g. quickly, slowly, gently
- explore:** to try out and discover ideas
- expression:** actions or gestures used to share thoughts or feelings
- extend:** to make longer

- feedback:** information given to make improvements
- formation:** where performers are in the space in relation to others
- interact:** to communicate with others
- pathway:** designs traced in space (on the floor or in the air)
- perform:** to present to an audience
- pose:** a position, usually still
- timing:** moving to the beat of the music
- unison:** two or more people performing the same movement at the same time



Ladder Knowledge



Actions: If you share ideas with other people in your group and work collaboratively, you can try ideas before deciding on the best actions for your dance.

Dynamics: All actions can be performed differently to help to show effect.

Space: Use space to help your dance to flow.

Relationships: 'Formation' means the same in dance as in other activities such as football, rugby and gymnastics.

Movement Skills

- actions
- dynamics
- space
- relationships

Social

This unit will also help you to develop other important skills.

share ideas, respect, collaboration, inclusion, leadership, work safely

Emotional

confidence, acceptance, sensitivity, perseverance

Thinking

select and apply actions, creativity, observe and provide feedback

Strategies

Use canon and unison to create different effects in your dance. Listen carefully to the music you are dancing to. Dancing with an awareness of the music will make your dance look more complete.

Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

If you enjoy this unit why not see if there is a dance club in your local area.



How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Name Dance

How to play:

- Imagine that your body is a paint brush.
- Move as though your body it is writing your name in space.
- Once you have created a movement for each letter, join them all together so that it becomes one dance.
- Add music to your dance and try to move in time to it.

Show your dance to a family member or friend.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

Knowledge Organiser

Tag Rugby Year 3

About this Unit

Tag rugby is a fun game where two teams play against each other. It's called an invasion game because you try to enter the other team's space to score goals.

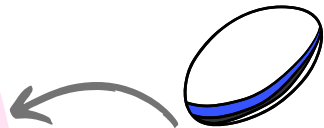
Rugby started in 1823 at a school called Rugby School. A pupil named William Webb Ellis picked up the ball while playing football and ran towards the other team's goal. This new way of playing became rugby!

In tag rugby, you wear tags on your waist that opponents try to pull off instead of tackling. It's all about teamwork, running, dodging and passing.

Invasion Games Key Principles

| attacking | defending |
|----------------------------|-----------------|
| score goals | stop goals |
| create space | deny space |
| maintain possession | gain possession |
| move the ball towards goal | |

Rugby balls are different because they are shaped like an egg. They became oval by accident because of the rubber tubes used to make them.



Can you think of any other invasion games that share these principles?



Key Vocabulary

- attack:** the offensive action of trying to score goals or points
- communicate:** sharing information with others
- control:** with good technique
- defend:** try to limit the opposition scoring by marking a space or player to gain possession
- dodge:** change direction quickly, often used to lose a defender or avoid being caught
- opposition:** the other team

- pitch:** the space used for a tag rugby game
- receiver:** the person catching the ball
- tactics:** a plan that helps you to attack or defend
- teamwork:** working with others to achieve
- technique:** how you apply a skill
- tournament:** a competition of more than two teams



Ladder Knowledge



Sending & receiving:

Swing your hands to your target when throwing to help to send the ball accurately.

Space:

Spread out as a team to help you to move the defenders away from each other.

Attacking and defending:

As an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

Movement Skills

- throw
- catch
- run
- change speed
- change direction

This unit will also help you to develop other important skills.

Social communicate, support, collaboration, respect

Emotional perseverance, self regulation, honesty, determination

Thinking make decisions, comprehension, application of rules and tactics

Rules

Tagging:

- Players wear two tags, one on each side.
- Players cannot push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
- When tagging, stand still, hold up the tag and shout 'tag' then give the tag back. The attacker needs to pass then place the tag back on their belt before re-joining the game.

Forward pass:

- Forward passes are not allowed, the ball must be passed sideways or backwards.

Offside:

- Defending players must try to stay in front of the ball carrier.
- Onside is in front of the ball carrier, offside is behind the ball carrier.

Tactics

Using simple tactics will help your team to achieve an outcome e.g. we will defend in a line to help us to gain possession of the ball.

Healthy Participation

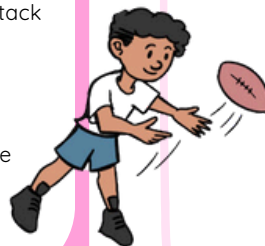


- Make sure any unused equipment is stored in a safe place.
- Tag rugby is non-contact.

If you enjoy this unit why not see if there is a tag rugby club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed, stamina



Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Hats

What you need: a paper plate or cup per player

How to play:

- Players place their plate or cup on their head.
- Aim of the game is to knock the oppositions object off their head whilst keeping your own.



Who's the last one left?

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



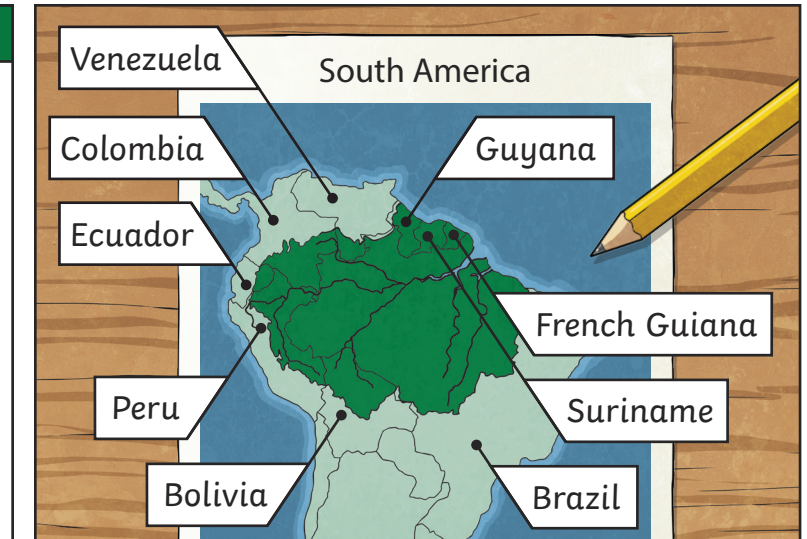
@getset4education136

Key Vocabulary

| | |
|----------------------|---|
| climate | The average weather conditions over a long period of time. |
| deforestation | The cutting down and clearing of forests. |
| equator | An imaginary circle running round the centre of the earth. |
| humid | Feeling very damp due to water vapour in the air. |
| native tribes | The original settlers of an area. |
| species | A group of similar animals or plants |
| weather | The specific condition on a given day. |

The Amazon Rainforest

- 5.5 million square km (previously covered a much larger area)
- Parts in Brazil, Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname and French Guiana
- 2.5 million insect **species**
- 40 000+ plant **species**
- 3 000 edible fruits
- 2 000+ **species** of birds and mammals



- 2 million tourists per year
- 170 different languages spoken
- 250 000 **native tribes** currently live there

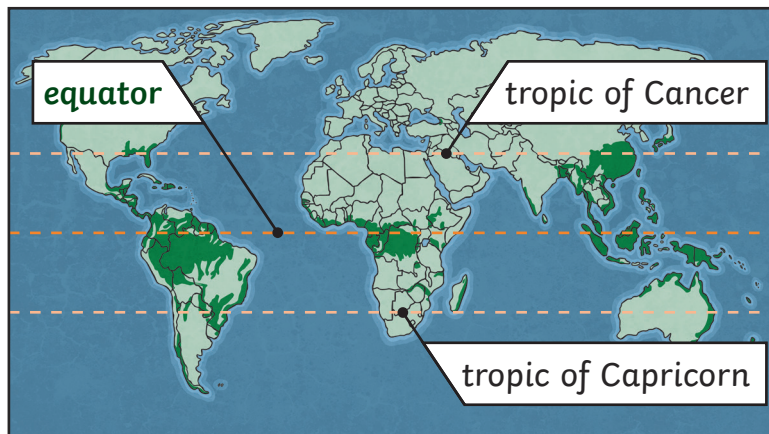


Where in the World?

Rainforests are found near to the **equator** between the tropic of Cancer and the tropic of Capricorn.

They can be found in every continent except Antarctica.


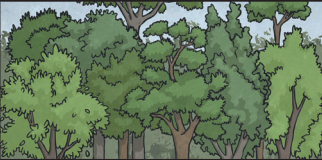

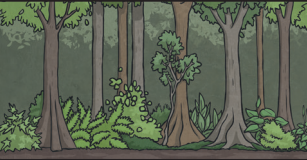

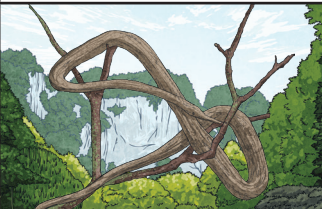


They are located in countries such as Brazil, India, Peru, Mexico, Australia and Malaysia.



Climate

The **climate** in the rainforest is the same all year round.

- Average rainfall of 6cm each month
- Usually rains every day
- Hot and **humid**

| Emergent Layer | Canopy Layer | Understorey Layer | Forest Floor |
|---|--|---|--|
|  |  |  |  |
| Trees can be up to 60m tall | Trees form a roof over the plants below | Trees grow to less than 4m tall | Very few plants |
| Lots of sunlight | Lots of sunlight but also plenty of rain | Very little sunlight | Almost no sunlight |
| Cold and windy | Lots of food for animals | Warm and humid | Leaves and debris decompose quickly |
| Birds, bats, monkeys and butterflies | Snakes, toucans and tree frogs | Lots of insects | Gorillas, anteaters, leopards and tigers |
|  |  |  |  |

| Deforestation | |
|---|---|
| <p>Trees are cut down:</p> <ul style="list-style-type: none"> • to create fields for farming cattle and growing crops, • to produce timber and wood pulp to make furniture and paper, • to create space for housing. | |
| Positive Impacts | Negative Impacts |
| <ul style="list-style-type: none"> • Jobs are created in logging and transporting timber and manufacturing products. • Selling land raises money for local people. | <ul style="list-style-type: none"> • People's homes are destroyed. • Animals and plants may become extinct through habitat loss. • Plants that may have been useful could be lost. |

| What Can Be Done to Protect the Rainforest? | |
|---|--|
| Use both sides of a piece of paper, and use pencils until they are stubs. | Use ebooks or a library rather than buying new books. |
| Turn off lights and electrical items when not in use. | Buy Fairtrade fruit, vegetables, chocolate and coffee. |



Y3 PSHE Jigsaw Knowledge Organiser Dreams & Goals

Puzzle Outcomes

- I can tell you about a person who has faced difficult challenges and achieved success.
- I can show respect and admire people who have overcome obstacles to achieve a success.
- I can tell you about a dream or ambition that is important to me and imagine how it feels to fulfil this.
- I can explain why I enjoy new learning challenges and can work out the best ways for me to achieve them.
- I can break down a goal into a number of steps and can explain how others can help me to achieve it.
- I am motivated and enthusiastic about achieving our new challenge.
- I can explain that I am responsible for my own learning and what learning strengths I have to achieve a challenge.
- I can recognise obstacles which might stop me from achieving a challenge and can take steps to overcome them
- I know how to share my successes with others positively, and can store these feelings in my internal treasure chest.

Weekly Celebrations

- Week 1- Stay motivated.
- Week 2 – Keep trying even when it's difficult.
- Week 3 – Work well with a partner or in a group.
- Week 4 – Have a positive attitude.
- Week 5 – Help others to achieve their goals.
- Week 6 – Are working hard to achieve their own goals and dreams.

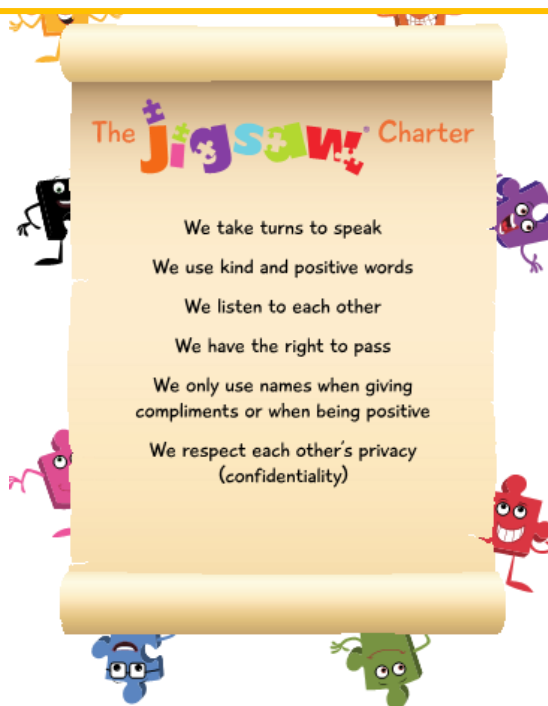
Dreams & Goals at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that it is important to set challenging yet realistic goals. We try our hardest to reach our potential.



Our Values of the term:

Quality & Love



Key Vocabulary

| | |
|--------------|---|
| Dream | A cherished aspiration, ambition, or ideal. |
| Goal | The object of a person's ambition or effort; an aim or desired result. |
| Perseverance | Persistence in doing something despite difficulty or delay in achieving success. |
| Ambition | Desire and determination to achieve success. |
| Aspiration | A hope or ambition of achieving something. |
| Challenge | Something new and difficult which requires great effort and determination. |
| Obstacles | Something that blocks you so that movement, going forward, or action is prevented or made more difficult. |
| Overcome | Succeed in dealing with a problem or difficulty. |



Discovery RE Knowledge Organiser

Optional Year 3 or 4 Islam enquiry: Allah



This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry.

The summaries must not be taken as the beliefs of ALL members of the particular religion.

| | | |
|--|---|--|
| Religion /Worldview: Islam | Enquiry Question: How Special is Allah to Muslims? | Age: 7-9 Year Group: Lower KS2 Optional |
| In this enquiry, the children look at some of the key beliefs about Allah and how important it is for Muslims to put Allah first in their lives. | | |

| Core Knowledge (see also background information documents) | Link to other aspects of belief | Personal connection / resonance |
|--|--|---|
| <p>This enquiry goes to the root of Islam. Islam is the religion of Muslims. Although there are many different groups in Islam with different beliefs about certain things, they all agree that Allah is God. He is One God and is the most important part of their lives.</p> <p>Some key points</p> <ul style="list-style-type: none"> • Muslims always treat the name of Allah with respect. • To disrespect Allah is deeply offensive • Muslims do not draw Allah – Allah is perfect and therefore can never be drawn • Muslims have 99 names or attributes of Allah • These are mentioned in the Muslim holy book, the Qur’an <p>Muslims are not allowed to draw pictures representing God – sometimes they use beautiful writing called Calligraphy to show Allah respect.</p> <p>This beautiful writing can be used to form pictures. The picture relates to the words. These pictures are called Calligrams</p> | <ul style="list-style-type: none"> • Mosque decorations: calligraphy and tiles/patterns • The Qur’an: composition – how it is respected when read and not read • Madrassah: school in the Mosque to help people learn Arabic, the language Allah chose to reveal the Qur’an | <ul style="list-style-type: none"> • Why is it important to treat people with respect? • How would I feel if someone disrespected someone important to me? |
| Key Terms and definitions | History/Context | Impact on believer/daily life |
| <p>Qur’an: Holy book -word of Allah</p> <p>Calligraphy: beautiful writing</p> <p>Calligrams: beautiful writing formed into pictures</p> | <p>Islam began at a time where people had moved away from God and were worshipping idols in Makkah – Muhammad was very clear that this should not happen.</p> | <p>The 99 names of Allah help Muslims keep Allah close in their minds. Names such as ‘the guide’ and ‘perfect justice’ will give them some idea of what they should do each day</p> |
| Spiral curriculum link | | |
| <p>The Yr2 Spring 1 enquiry on prayer and a Muslim’s commitment to this, will help to illustrate how Allah is respected and how Muslims hold him central to their lives.</p> | | |
| Home learning ideas/questions: | | |
| How can we treat other family members with respect? Do we believe in God? | | |