



Art Unit Planner Year: 2 Title: Tapestry - Sewing

Unit Overview	In this unit, children study the Bayeux Tapestry. They identify the variety of sewing techniques and purpose of the tapestry – to recount a historical event. They practise different stitches, before sketching and creating their own design. The children’s final piece will be a house which they cut and applique felt flames onto. They will be compiled into a whole-class final tapestry.	
Prior Learning/ Links	EY – Art – weaving, threading Y1 – children learn about pattern, appreciation of art. Y2 – History – Great Fire of London. Geography – Comparing London to Mombasa.	
Unit Title: Great Fire of London	Substantive Knowledge	Disciplinary Knowledge
Key Questions: What type of art are you learning about? How was the product created? What techniques have you used to create your piece?	<ul style="list-style-type: none"> • The Bayeux Tapestry is an embroidery made a long time ago. It tells the story of a famous battle in the past. • Children know there are different kinds of stitches including running stitch and back stitch. They know a running stitch leaves a gap and a back stitch does not. • Children will know that applique means attaching different things to a material. • Children know the names of the tools needed for sewing: needles/thread/binca/applique/cotton/wool/scissors/material • Children can use language to describe how a piece of art makes them feel and can express their likes and dislikes about a piece, including language associated with the ‘mood’ of a piece. 	Art History: <ul style="list-style-type: none"> • Name of Artist/DOB+D • Era/ time period of Art • Medium • Materials they used/ how • Inspiration Developing Ideas: <ul style="list-style-type: none"> • To record simple media explorations in a sketch book. • To use a sketch book to develop ideas. Drawing: <ul style="list-style-type: none"> • Experiment with a range of different media: pencils, rubbers • Demonstrate control over several different media and types of marks being made. 3-D: <ul style="list-style-type: none"> • Apply simple decorative techniques. • Cut shapes using scissors. • Manipulate materials in different ways: running stitch and back stitch. • Use tools correctly: needles, thread. Texture, pattern, colour, line and tone: <ul style="list-style-type: none"> • Look at an expanding range of patterns. • Start to link colours to mood and feelings in art. Responding to Art: <ul style="list-style-type: none"> • Look at and talk about own work and that of other artists. • Express likes and dislikes. • Explore the work of a range of artists, describing similarities and differences – make links to their own work.



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		<ul style="list-style-type: none"> • Reflect on their own work and explain the successes and challenges faced. • Explain how a piece of art makes them feel – linking to emotions.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
<p>Substantive: thread, linen cloth, tapestry, embroidery, stitch, running stitch, back stitch, applique, sewing, needle</p> <p>Disciplinary: Line Design Form Artist Pattern mood</p>	<p>https://www.youtube.com/watch?v=08zVsxiVEJY&t=133s</p> <p>https://www.youtube.com/watch?v=p_OGMeaoUPY</p> <p>https://www.bayeuxmuseum.com/en/</p>	<p>Embroidery and Tapestry are the same thing.</p>