



Art Unit Planner Year: 6

Title: Weaving

Unit Overview	In this unit, children will learn about the importance of weaving and making clothing during the Aztec times. Children will learn different styles and ways of weaving and how this has changed over time around the world. Children will then construct their own weave design using a circular weave.	
Prior Learning/ Links	Y1 & 3 Weaving in the Victorian times Y2 – The Bayeaux tapestry – sewing using Binca.	
Unit Title: The Aztecs and Mayan Societies	Substantive Knowledge	Disciplinary Knowledge
Key Questions: How has weaving been used in different cultures? How has weaving changed over time? What kinds of weave can be used for different purposes?	<ul style="list-style-type: none"> • Weaving has been used over many centuries to make clothing and art work. • There are examples of weaving from Ancient times – both as objects and included in paintings/ drawings. • Children know there are different types of weaving pattern – including plain weave, • Children know that materials for weaving were often natural materials such as silk, cotton and wool. Over the years many synthetic materials are now used too. • Children can talk about how materials are dyed and then used to weave for different purposes. • Children know how to create a circular loom and can describe how to create a weaving pattern – including how to keep torsion, how to weave. • Children know weaving is done by using a warp (vertical) and weft (horizontal). 	Art History: <ul style="list-style-type: none"> • Name of Artist/DOB+D • Era/ time period of Art (use specific names e.g. renaissance) • Medium • Materials they used • Methods they used • How has the method changed over time? • Inspiration • Which artists inspired them? Developing Ideas: <ul style="list-style-type: none"> • Use a sketchbook to plan out 2 – d and 3 – d pieces of work. • Use the book to plan out the sequence and build up of the piece. • Keep notes on how the piece will be developed – annotating work in the sketch book. • Show that work has been adapted where necessary. Drawing: <ul style="list-style-type: none"> • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Painting: 3-D: <ul style="list-style-type: none"> • Manipulate materials in different ways: rolling, pinching and weaving. • Use language appropriate to the skill and technique. Print making: Texture, pattern, colour, line and tone: <ul style="list-style-type: none"> • Consider the use of colour and tone to create mood and atmosphere. Responding to Art:



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		<ul style="list-style-type: none"> • Recognise the art of key artists, and begin to place them in key art movements. • Discuss and review their own and others work, expressing thoughts and feelings. • Compare the styles and approaches of different artists.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
<p>Substantive: torsion, weaving, textiles, plain weave, directional, uniform, basket, twill</p> <p>Disciplinary: pattern</p>	<p>Weaving and knitting - Textiles: Sources and properties - Eduqas - GCSE</p> <p>Design and Technology Revision - Eduqas - BBC Bitesize</p> <p>Weaving History - Bing video</p> <p>See How Indigenous Weaving Styles Are Preserved in Guatemala National Geographic - Bing video</p> <p>Weaving with Children: Circle Loom Weaving Part 3 - Bing video</p>	