



2nd year Screen printed patches

Sutton Park School is an independent co-educational multi-denominational day school located just off Saint Fintan's Road in Sutton.

Year group: 2nd year

Class Profile: 21 mixed students, mixed ability, 1 ASD student.



Aim of Unit of learning:

To create a travel patch by researching a location, mixing media of print and textiles to construct a patch.

Theme/Scenario

Travel patches – reflecting the international base in the school.

Develop a design based on research of a travel location to expand global cultural knowledge, critical thinking and autonomous learning skills.



Learning outcomes for scheme/unit of learning

- 3.2** use critical and visual language to explain their own designs and those of others
- 2.3** reflect on their own, or another's, craftwork through the use of critical and visual language
- 2.4** show they can use their drawings to observe, record and analyse
- 2.5** develop their ideas for craftwork through drawing
- 3.6** design a final work based on their drawings
- 2.9** assess the visual culture references that are incorporated into craftwork/s
- 3.10** explain the use of art elements and design principles in examples of design work
- 3.11** examine their own and others' design work through the use of art elements and design principles
- 2.12** justify the choice of art elements and design principles in their own or others' craftwork.
- 2.13** identify the role of media in the development of craftwork
- 2.14** use media to create craftwork
- 3.15** justify design concepts and the use of media in their own or others' work

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To create a travel patch by researching a location, mixing media of print and textiles to construct a patch.

Learning Layers / Cross Curricular Links /Literacy & Numeracy/Wellbeing

- Literacy – writing report on their location
- Numeracy – measuring and counting stitches
- Oracy – presentations
- Wellbeing – sowing as a life skill
- Geography – learning about locations through research and presentations.
- Understanding different cultures through listening to others' presentations.
- Learn about social and environmental issues from around the world through sharing research among peers
- Autonomous learning in researching their chosen location.

Statements of Learning

- 1** communicates effectively using a variety of means in a range of contexts in L1
- 4** creates and presents artistic works and appreciates the process and skills involved
- 6** appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
- 8** values local, national and international heritage, ~~understands the importance of the relationship between past and current events and the forces that drive change.~~
- 9** understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
- 16** describes, illustrates, interprets, predicts and explains patterns and relationships
- 20** uses appropriate technologies in meeting a design challenge
- 21** applies practical skills as she/he develop models and products using a variety of materials and technologies
- 23** brings an idea from conception to realization

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To create a travel patch by researching a location, mixing media of print and textiles to construct a patch.

Key Skills

Managing myself

- *Making considered decisions*
- *Being able to reflect on my own learning*

Staying well

- *Being social*
- *Being confident*
- *Being positive about learning*

Communicating

- *Listening and expressing myself*
- *Using language*
- *Performing and presenting*
- *Discussing and debating*

Being creative

- *Imagining*
- *Exploring options and alternatives*

Being creative

- *Implementing ideas and taking action*
- *Learning creatively*

Working with others

- *Respecting difference*
- *Contributing to making the world a better place*
- *Learning with others*

Managing information and thinking

- *Being curious*
- *Gathering, recording, organising, and evaluating information and data*
- *Thinking creatively and critically*
- *Reflecting on and evaluating my learning*

Aim of Unit of learning:

To create a travel patch by researching a location, mixing media of print and textiles to construct a patch.

Differentiation

- Printing with foam board for people who can't cut stencils.
- 3 levels of difficulty of stitch.
- Glue guns to assemble patches for people who can't stitch. (cut wavy fabric and glue in lieu of stitch as a design element).
- Embroidery, embellishment, painting, drawing and dying as additional elements of finish to patches for those who proceed quickly.

Managing Behaviours: Issues/Strategies

- Providing a safe 'walk around' space free of obstruction.
- Have tasks at hand to focus students who are easily distracted.
- Split groups who distract each other into separate groups for printing activities/demonstrations.



Lessons 1 – 3

Learning Intentions:

- Discuss other cultures through learning about their peer's origins through group discussion.
- Use the elements of shape, space and text to design a passport stamp.
- Translate their designs into a mirror version to demonstrate their understanding of the process of mirroring in relief printing.
- Expand their knowledge of cultures through questioning presentation of work.
- Use design elements of space and pattern in stamping into passports.



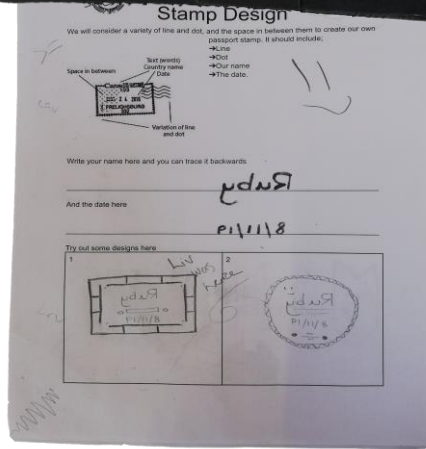
Success Criteria:

Must Have: Foam stamp embossed using a variety of line and dot containing their name and today's date in reverse.

Should have: Foam stamp embossed using a variety of line and dot and space between to create a design containing their name and today's date in reverse.

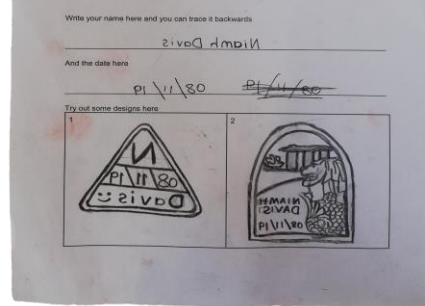
Could have: Foam stamp cleanly embossed using a variety of line and dot and space between to create a design containing their name and today's date in

Yet to meet
Expectations



In line with
expectations

Above
expectations



Exceptional

Lessons 4 & 5

Learning Intentions:

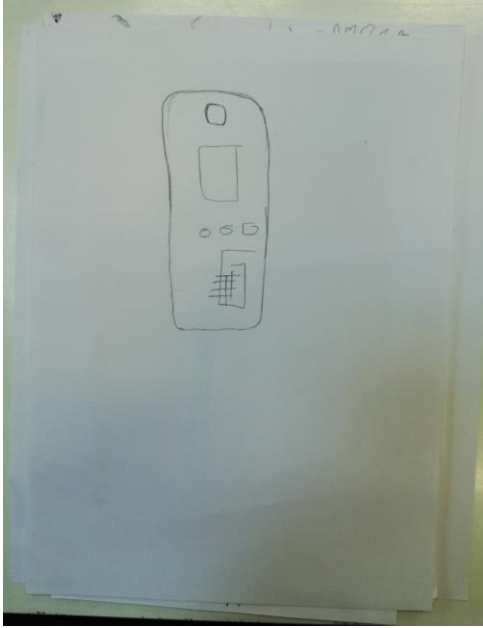


Success Criteria:

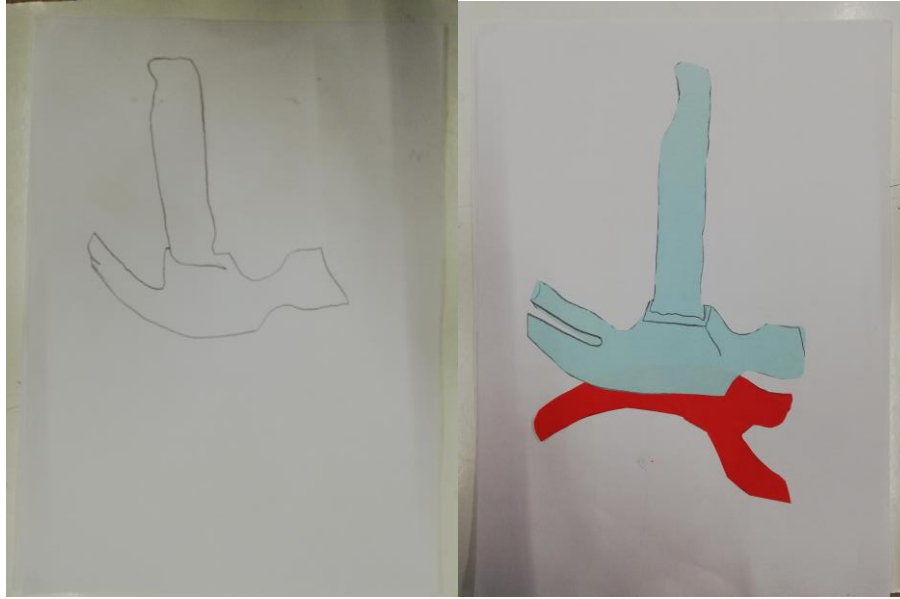
Must Have: one blind contour, 1 contour drawing and cut out paper drawing of object and shadow from two coloured sheets of paper accurately representing the outline shape of their object

Should have: one blind contour and 1 contour drawing with reflections written on their drawings discussing quality/media/technique Cut out paper drawing of object and shadow accurately representing the outline shapes with both images joining correctly.

Could have: one blind contour and 1 contour drawing with reflections written on their drawings discussing quality/media/technique and reflecting how media/technique could be used in future.



Yet to meet
Expectations



In line with
expectations



In line with
expectations

Lessons 6 & 7

Learning Intentions:

- Investigate and present information on a topic by collating research into a presentation.
- Speak about their own research of location through presentation.
- Discuss Different locations/cultures by asking questions and analysing each others presentations.

Location research

name: Mr. Bane

Location: My NANA'S HOUSE

What country is it in? IRELAND

What continent is it on? EUROPE

What is the capital city? DUBLIN → THE MAIN AREA IS THE KITCHEN
- IT'S WHERE WE SPEND ALL OUR TIME

What is the population? 2 - MY NANA + MY GRANDDAD.

What language is spoken? ENGLISH.... MOSTLY...

What currency is used? COIN, EURO'S, RESPECT, KINDNESS + COLD HARD CASH.

How big is it? 3 BEDROOM HOUSE. SEEMED BIGGER WHEN I WAS SMALLER

What is the national symbol? Or town mascot? MY NANA HAS LOTS OF ELEPHANT STATUES WE BOUGHT HERE OVER THE YEARS. → I ALWAYS REMEMBER

What is the weather like? MOSTLY GREAT, BUT WINDY. THAT'S PROBABLY JUST MY MINDING APPLE PIE. THERE ARE TREES.

What animals live there? BENDLEY MY NANA'S COCKER SPANIEL, SWALL'S

What trees/plants/flowers can be found there? ROSES, TOMATOES, BUSHES.

What environmental issues or social challenges are they facing? MY GRANDDAD IS QUITE OLD AT THE MOMENT.

Can you find anyone who is working to help? MY NANA TAKES CARE OF HIM + MY MAM + AUNT BEING HIM TO HOSPITAL.

What would you do to help? I BEING HIM TO HOSPITAL FOR APPOINTMENTS
* VISIT THEM + TAKE THEM OUT.



Success Criteria:

- Must Have:** have facts on a chosen location to answer questions on research worksheet.
- Should have:** have facts on a chosen location adapting questions on research worksheet to help their presentation.
- Could have:** have facts on a chosen location adapting questions on research worksheet to help their presentation, making a personal connection to their location.

Location: ~~Kenya~~ Sutton
 Country: Ireland
 Continent: ~~Europe~~
 Capital: Dublin
 Population: 6 million
 Language: english
 Currency: euro €
 How big: big
 Symbol: €
 Weather: all over the place.
 Animals: birds, bees, big bird,
 Plants: trees, white flower tree.
 Environment issues: needs to be cut back abit.
 Someone helping: No
 What would you do: cut it back the farms hv

In line with expectations

Location: ~~Kenya~~ Kenya Masai Mara

What country is it in? Kenya

What continent is it on? AFRICA

What is the capital city? NAROBII

What is the population? \$ 3 million

What language is spoken? Swahili

What currency is used? Kenyan shilling

How big is it? ~~Small~~ Big

What is the national symbol? Or town mascot? lions

What is the weather like? HOT

What animals live there? BIG 5

What trees/plants/flowers can be found there? Resistant grasses
red oat grass riparian forests

What environmental issues or social challenges are they facing? Poverty

Can you find anyone who is working to help? UNICEF

What would you do to help?

In line with expectations

cation research

name: Ruby

Location: Park outside my old house

What country is it in? New Zealand

What continent is it on? Oceania

What is the capital city? Auckland

What is the population? 4.44 million people always changes

What language is spoken? English

What currency is used? NZ Dollars

How big is it? Small (an island) 263.021 km²

What is the national symbol? Or town mascot? Tui Bird

What is the weather like? Humid, warm

What animals live there? native birds

What trees/plants/flowers can be found there?

What environmental issues or social challenges are they facing?
climate change, more frequent earthquakes

Can you find anyone who is working to help?

~~Location~~ the NZ government is helping

What would you do to help?

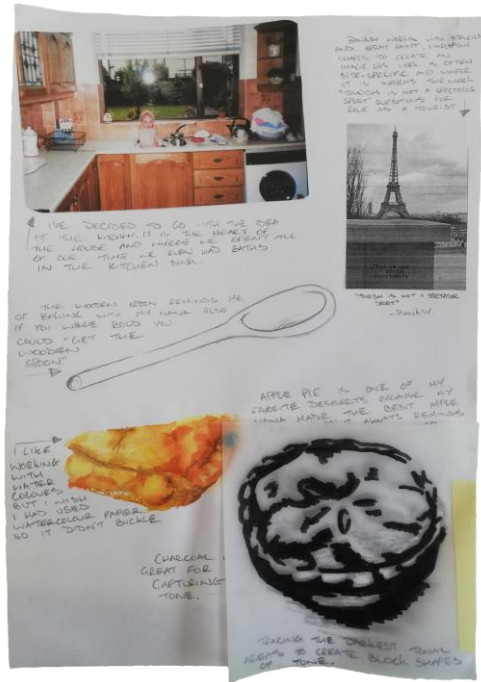
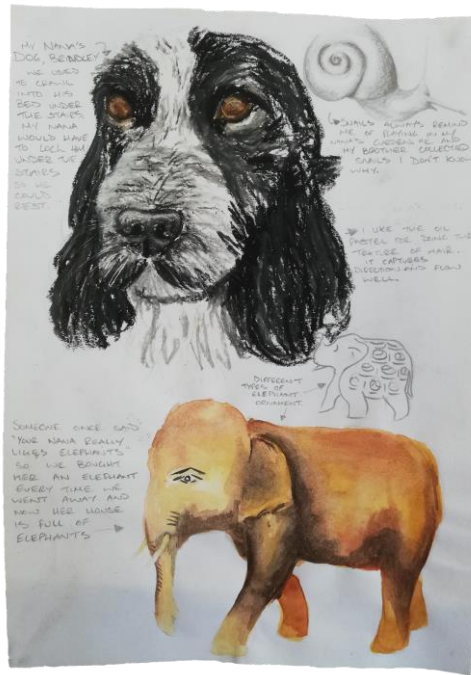
each protest



Lessons 8 – 11

Learning Intentions:

- Develop a theme by analysing the visual elements of their research.
- Make design compositions by combining visual elements.
- Use critical language when discussing their own and exemplar work.
- develop their theme by expanding mind maps visually through drawing.
- reflect on their work by annotating their sketches.
- Discuss and critique their work using appropriate terminology and language in discussion.
- properly set up, print and flood a by screen printing a paper stencil tester.



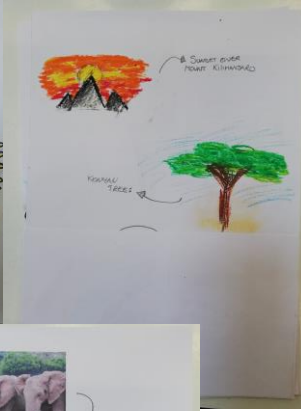
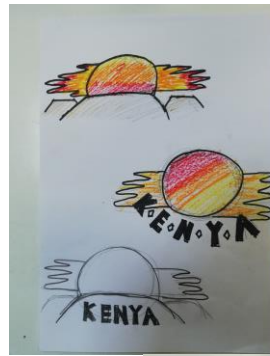
Success Criteria:

Must Have: Drawings of visual elements with annotations explaining their relevance and relation.

Should have: Accurate Observational sketches to reflect ideas, conveying info in presentation using a variety of media with annotations using critical language.

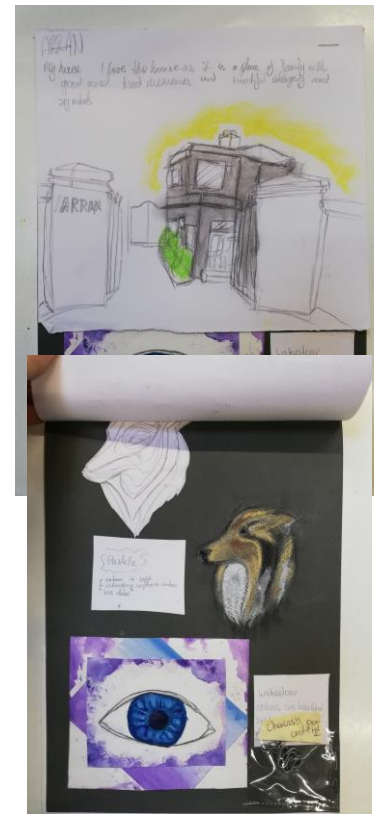
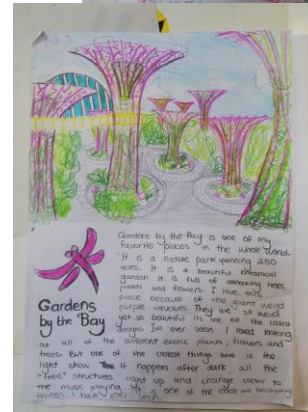
Could have: Accurate Observational sketches linking what they like about the location and engages the social/environmental issue. explored the theme with different media in their sketches composting the development pages well so the flow of ideas is well communicated.

Yet to meet Expectations



In line with expectations

Above expectations



Exceptional

Lessons 10 & 11

Learning Intentions:

- Develop a theme by analysing the visual elements of their research.
- Make design compositions by combining visual elements.
- Use critical language when discussing their own and exemplar work.
- develop their theme by expanding mind maps visually through drawing.
- reflect on their work by annotating their sketches.
- Discuss and critique their work using appropriate terminology and language in discussion.
- properly set up, print and flood a by screen printing a paper stencil tester.



Success Criteria:

Must Have: Screen print with two colours

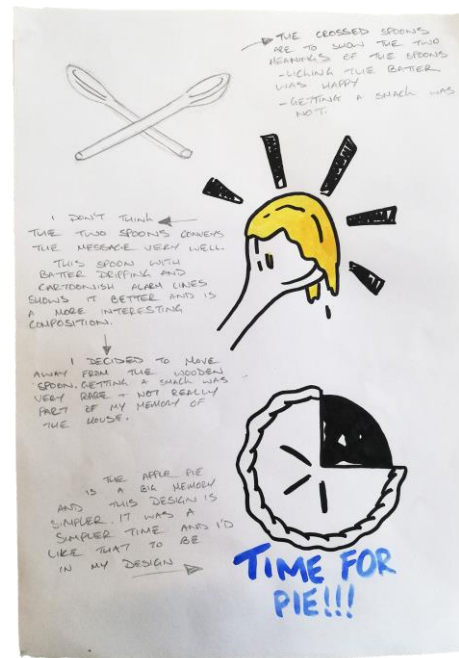
Should have: Explored composition by layering images over each other to create a composition.

Could have: Explored composition by layering images over each other to create a composition.

Lessons 12 - 14

Learning Intentions:

- translate tone into shape by tracing designs and cutting stencils.
- develop their theme by distilling development pages into design drawings.
- reflect on their work by annotating their sketches.
- Discuss and critique their work using appropriate terminology and language in annotations.

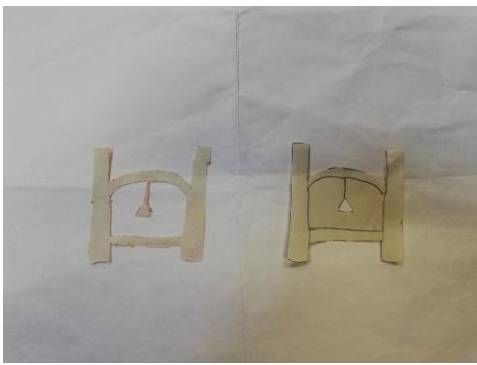


Success Criteria:

Must have: visual explorations of theme in sketches with annotations and one accurate tracing of a drawing transforming tonal areas into shapes.

Should have: explored their theme with different media in their sketches with consistency of ideas and one accurate tracing of a drawing transforming tonal areas into shapes, creating a balance of contrast to make an interesting stencil composition.

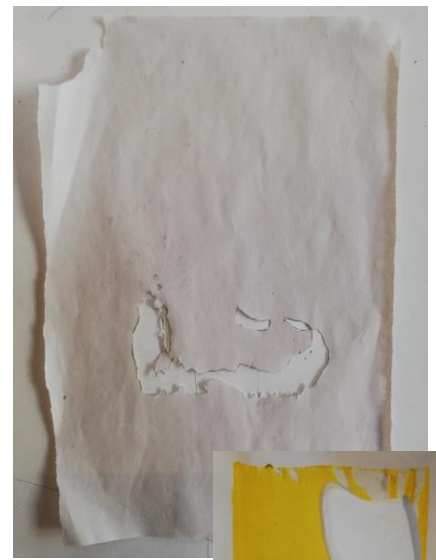
Could have: explored the theme with different media in their sketches composting the development pages well so the flow of ideas is well communicated and accurate tracing of a drawing transforming tonal areas into shapes, creating a balance of contrast to make an interesting stencil composition.



Yet to meet
Expectations



Above
expectations



Above
expectations



In line with
expectations



Lessons 15 & 16

Learning Intentions:

- develop their theme by distilling development pages into design drawings.
- reflect on their work by annotating their sketches.
- Discuss and critique their work using appropriate terminology and language in annotations.
- translate tone into shape by tracing and cutting stencils.
- Use shape to create an image by screen printing.



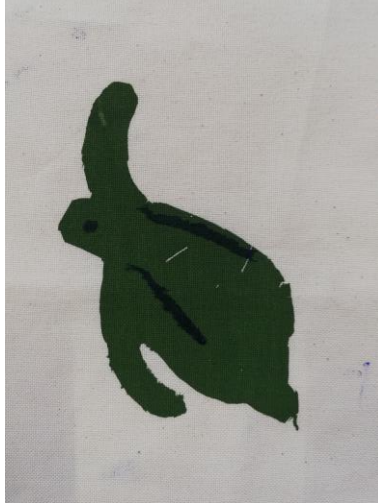
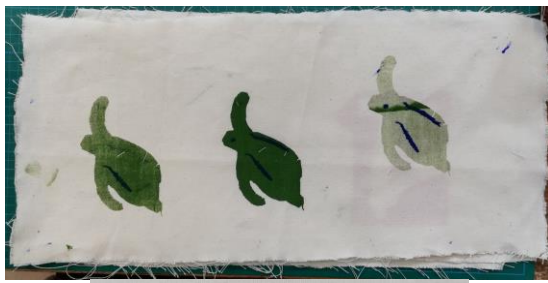
Success Criteria:

Must have: Multiple prints on canvas sheet of their 2 layer screen print design reflecting their chosen location.

Should have: Multiple prints on canvas sheet of their 2 layer screen print design reflecting their chosen location, printed cleanly and solidly.

Could have: Multiple prints on canvas sheet of their 2 layer screen print design reflecting their personal connection to their chosen location, printed cleanly and solidly.

Yet to meet
Expectations



In line with
expectations

Above
expectations



Exceptional

What worked well

- Location research presentations gave them the autonomy to find an avenue they would be interested in drawing over the course of the project.
- Presenting their information gave them a chance to evaluate their findings.
- Students who struggled with writing the information had much more interest in their location after being able to speak about it.
- Stamp embossing intro was a great introduction to a print project.
- Theme gave students the scope to make it as personal to themselves as they were able.
- Screen-printing was a new and engaging medium for students

What would change

- Separate the unit into three units for planning purposes.
- Extend the passport stamp embossing to focus on line, dot and shape more, with the research project happening as homework, finishing with the presentations of locations and objects as unit one.
- Unit two would begin with the observational drawings of the relevant objects with reflections leading into the development pages and designs, finishing with assembling the pages into the passport sketchbooks.
- Unit three would consist of stencil construction, screen-printing, patch assembly and embellishment.
- This would create a better flow for the unit, short term goals/steps within the project and natural evaluation points.



SPS



Thank you.

