

Unit 9B Change your style

About the unit

In this unit, pupils explore contemporary design and the ways in which artists take ideas from the work of others and synthesise these into new creative forms. They develop their own ideas and design and make woven textiles, a ceramic form, a three-dimensional construction or body adornment. They investigate the influence of art from different cultures and traditions on fashion and design.

This unit is expected to take 10–15 hours.

What the unit covers

| Art | Craft | Design | 2-D | 3-D | Individual work | Collaborative work |
|----------|---------|--------------|---------------|-----------|-----------------|--------------------|
| Line | Tone | Colour | Pattern | Texture | Shape | Form Space |
| Painting | Collage | Print making | Digital media | Sculpture | Textiles | |

Where the unit fits in

This unit builds on unit 7C ‘Recreating landscapes’, where pupils’ knowledge and experience of the processes associated with textiles are developed. Unit 8A ‘Objects and viewpoints’, unit 8B ‘Animating art’ and unit 8C ‘Shared view’, develop pupils’ ability to analyse and evaluate different genres, styles and traditions. This unit further develops these skills. The intention in this unit is to give pupils an understanding of design in a wider cultural context. This unit could be linked effectively with a visit to a museum or gallery.

This unit could also be linked to unit 18 ‘The global fashion industry’ in the geography scheme of work and to citizenship, where pupils are taught about the diversity of identities in the United Kingdom and the need for mutual respect and understanding.

Expectations

At the end of this unit

most pupils will: explore and assess a range of ideas related to style; select and present relevant visual and other information and use this to develop their ideas, taking account of purpose and audience; manipulate materials and processes and analyse outcomes; interpret visual and tactile qualities to communicate ideas and meanings in textile work; analyse different styles; comment on how ideas are conveyed and how they have been influenced by work from different cultures and traditions; explain how their own work has been influenced by others

some pupils will not have made so much progress and will: explore styles; select visual and other information and use this information in developing their work, taking account of purpose; manipulate materials and processes to communicate ideas; analyse and comment on different styles, relating these to context; adapt and refine their work to reflect their view of its purpose and meaning

some pupils will have progressed further and will: analyse a range of styles in different times and cultures; select, organise and present information in visual and other ways; extend their understanding of materials and processes; interpret visual and tactile qualities; show increasing independence in the way in which they develop ideas; analyse and comment on the contexts of their own and others’ work; explain how their own ideas, experiences and values affect their own views and practice

Prior learning

It is helpful if pupils have:

- discussed styles of art from different times and places
- considered how a style of art can show the influence of other styles
- discussed the difference between appreciation and preference
- learnt the importance of making a personal response
- used artistic conventions that are associated with a particular style of art in their own work

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly vocabulary relating to:

- design, *eg aesthetic, style, stylised, influences, abstract, motif, exotic, arabesque, organic shapes, geometric pattern*
- print making, *eg stencil, screen, block print*
- fashion design, *eg design brief, decorative, applied art, couturier, fashion, body adornment, artefact*

Speaking and listening – through the activities pupils could:

- solve a problem by considering alternatives, structuring plans and organising activity

Reading – through the activities pupils could:

- identify what information is needed then use different texts as sources
- appraise texts quickly and effectively for their usefulness
- pick out useful information and critically evaluate how the whole piece is presented

Resources

For practical work, resources include:

- materials for textile work, *eg for dyeing, printing, collage, embroidery*
- samples of interesting fabrics

Examples of art, craft and design:

- examples of decorative and applied arts in distinctive styles, *eg art nouveau, Arts and Crafts, De Stijl, art deco*
- examples of the work of contemporary designer-makers, *eg Eileen Hunter, Louise Slater, Joyce Scott*
- examples of sewn, engraved, dyed decoration, *eg on fabrics, jewellery, clothing from Africa and India*
- examples of tattoo and body adornment from across the world

Future learning

In GCSE and GNVQ Art and Design specifications pupils are expected to:

- become more independent in their research and in developing their ideas
- select appropriate processes, media and techniques in order to arrive at meaningful and individual images and outcomes
- develop knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures
- evaluate their own and others' work and explain the context in which it was made

Adapting the unit

Pupils could:

- research a particular theme in design, *eg legend, symbolism, folk art*, or look at the work of a particular artist or craftsperson as a starting point for creative work in textiles. They could build on and develop ideas established in unit 7C 'Recreating landscapes'
- develop a ceramic form by hollowing out and joining two clay forms. They could select and apply cut-out shapes based on their research and press or print on to the surface to elaborate the form. They could look at the work of ceramicists, building on and developing learning established in unit 7B, 'What's in a building?'
- work together on a class project to meet an agreed need in the community, *eg designs for a hotel complex or leisure centre*. They could explore the work of artists and designers who were concerned with unifying principles of design and social issues, *eg De Stijl and Bauhaus*. This could build on learning established in unit 8C, 'Shared view'

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**Exploring and developing ideas**

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|---|---|---|--|
| <ul style="list-style-type: none"> • about continuity and change in the roles, purposes and audiences of artists, craftspeople and designers | <ul style="list-style-type: none"> • Show pupils examples of contemporary decorative and applied art, <i>eg fashion, textiles, ceramics, furniture</i>. Talk about the influences of diverse cultures on our lives and 'lifestyle'. Discuss examples of contemporary design and ask pupils to suggest where ideas might have come from. Ask them to suggest how and why styles change. Talk about the idea that style in art and design is often reflected in other art forms, <i>eg the connections between art deco and jazz</i>. | <ul style="list-style-type: none"> • explain that style is related to wider social and cultural issues • give some reasons why styles change | <ul style="list-style-type: none"> • The focus of this unit is on how and why art and design change over time, including: <ul style="list-style-type: none"> – the kind of influences that bring about change, <i>eg artists' ideas, new technology, cross-cultural influences brought about by trade and travel</i> – how these have influenced our lives, <i>eg food, music, clothes, artefacts for the home</i> |
| <ul style="list-style-type: none"> • to discuss and question critically, and select from a range of visual and other information to help them develop ideas for independent work | <ul style="list-style-type: none"> • Show pupils work in different styles, including textile artefacts from different times and cultures, <i>eg printed, woven, embroidered</i>. Ask them to discuss work in a particular style, and to identify and record: <ul style="list-style-type: none"> – shapes, colours and patterns that are used – motifs, emphasis of particular shapes, colours, etc – what is meant by style • Ask pupils to research examples of design from different times and cultures. Show pupils examples of effective preliminary studies. Demonstrate methods of making studies, showing how visual analysis can be annotated to make a record of ideas and decisions. • Ask the pupils to pick out useful information and critically evaluate how the whole piece is presented. Identify what information is needed, then use different texts as sources. | <ul style="list-style-type: none"> • record and analyse the characteristics of a number of different styles • listen actively, demonstrating understanding and using subject terminology • make visual and annotated notes about their findings, to be used as reference in later work • appraise texts quickly and effectively, evaluating the relevance of what they have read and its clarity • select, compare and synthesise information from different texts | <ul style="list-style-type: none"> • Discuss the idea that British culture is composed of elements from other cultures, <i>eg tea drinking, the tea set, willow pattern design</i>. • Explain that artists and designers often return to earlier periods and styles and recover or re-discover these in different ways. • Lead pupils to understand that art can influence design. Unit 8A 'Objects and viewpoints' looks at the influence of African art on Western art. |
| <ul style="list-style-type: none"> • to record and analyse first-hand observations, and to explore ideas for different purposes and audiences | <ul style="list-style-type: none"> • Ask the pupils to develop their own ideas for design that stem from their research. Record and combine visual, tactile and other characteristics of the work that interest them, including: <ul style="list-style-type: none"> – lines, colours, patterns, motifs – organic and geometric shapes and patterns – simplified shapes based on natural or made forms • Explain that working designers have a clear brief that specifies the needs and the requirements of a client. Show pupils how a design brief might be written. Provide a brief or briefs for developing a design for a pattern that will guide pupils in the decisions they make. | <ul style="list-style-type: none"> • develop ideas for design based on research • record a range of relevant visual and other information and explain how their ideas have developed | <ul style="list-style-type: none"> • Help pupils recognise that they can apply what they have learnt to particular materials and processes. Encourage them to consider the constraints of different processes when producing their design. |

Learning objectives

Pupils should learn:

- to organise and present this material in different ways, including using a sketchbook

Possible teaching activities

- Ask pupils to organise and present their ideas in response to the design brief. Ask them to show:
 - how their studies could be further developed to emphasise the characteristics of a chosen style
 - how the style they have developed could be interpreted in textiles
- Ask them to document how their work has developed and the decisions they took to inform and extend their ideas.

Learning outcomes

Pupils:

- present a design proposal in an appropriate form

Points to note

- Use class discussion to help pupils to order their thoughts and ideas and to talk about their work.

Investigating and making

- to experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make artefacts

- Ask the pupils to make or build mock-ups to show the design in practice. Pupils could:
 - either*
 - create a tie-dye or batik design on fabric
 - stencil, block or screen print shapes onto fabric
 - experiment with different arrangements of shapes and colours
 - and/or*
 - cut out fabric shapes and stiffen with wire or card
 - assemble shapes and join to create a body adornment or three-dimensional design
 - attach found objects and/or other forms of decoration, *eg weaving, decorative stitching*, to create pattern and texture
- Ask the pupils to document how they solved problems as they developed their work, *eg consider alternatives, revise plans, organise paired or group review as the work progresses*.

- make a 'mock-up' of a textile, body adornment or three-dimensional design
- document the stages of adapting a style and the process of creating their design

- Demonstrate particular design methods and ways of experimenting with and combining media to create designs. Show examples of other pupils' successful work to illustrate how experimentation can be used to change and evolve designs.

Evaluating and developing work

- to analyse and evaluate their own and others' work, express opinions and make reasoned judgements

- Ask the pupils to review the main stages they have gone through in order to:
 - choose a preferred style
 - develop an idea
 - create a design
- Ask them to analyse:
 - the visual and tactile qualities they have used in their work
 - where their ideas came from
 - how they were influenced by work in different styles and from different cultures
 - why they preferred the style they chose
- Ask the pupils to evaluate their final outcome, explaining its purpose and meaning and refining their work as needed.

- explain how they have developed their ideas
- identify the influences on their work
- review, evaluate and refine their work, as needed

- Pupils could present their designs to a 'client', *eg an older pupil, another teacher, an employer*, and receive feedback on their work. The presentation could include visual and written information or take the form of a presentation to the class with prepared questions for the 'designer'.