

TOPICS	Weaving and Dyeing		KEY STAGE	1	Date	08/10
LINKS	NATIONAL CUR.	ART AND DESIGN 2B, 3A, 4B, 5B; SCIENCE Sc1 2B,F, Sc2 5A, Sc3 1D; CITIZENSHIP 5G				
	QCA	ART AND D 5C TALKING TEXTILES, 1B INVESTIGATING MATERIALS, 2B MOTHER NATURE AS DESIGNER, CITIZENSHIP 2 CHOICES, SCIENCE 2D GROUPING AND CHANGING MATERIALS				Page 1 of 1

Learning objectives	Structure	Plenary
<ul style="list-style-type: none"> To work together in groups, following simple instructions to weave a rush mat and comment on the result (Art and Design 2b, 3a, 4b, 5b) To learn about different plants, their uses, by exploring and answering questions (Sc1 2b,f, Sc2 5a, Sc3 1d) To consider basic environmental issues (Citizenship 5g) <p>Assessment questions</p> <ul style="list-style-type: none"> What are our clothes made from? What is cotton? What is weaving? What does the inside of a rush look like? What is dyeing? What are these? (Onion skins) <div> <p>Key vocabulary:</p> <p>Fibre, environmentally friendly/unfriendly, chemical, weaving, dyeing, mordant</p> </div>	<p>Introduction</p> <p>Tell children that they are all being touched by a plant – what is it ? Answer: Cotton – ask them to look for the care label on their clothes to see what they are made from. Explain how much of the cotton crop uses large quantities of water and chemicals (unless organic) and how this affects the crop and the workers. Is this good or bad ?</p> <p>Activity 1</p> <p>Using the velcro board of examples show other plant fibres and materials, passing around some. Show woven mats and pine basket, ask children to smell it and guess the plant. All class to walk around, read, feel and explore the exhibits.</p> <p>Activity 2</p> <p>Class to become part of a loom and weave a class rush mat between them. Choose 20 rushes (two for each child, groups of 10 children to take turns to weave), bind the ends together using a group at a time, allow them to lift and drop alternate warp rushes while the weft rushes are woven through. Once all children have woven, bind of the edges and neaten. Rush mat to be given to class.</p> <p>Activity 3</p> <p>Explain how today's materials are usually dyed with chemicals, at one time plants were used. Using a microwave, demonstrate how to dye prepared wools using onion skins, and powdered madder root. Explain about mordanting, how some sources of colour were once very expensive, different parts of some plants very good for dyes, others not. Children can be used to tear up onion skins, to pass things around. Dyed wools to be given to class.</p>	<ul style="list-style-type: none"> Ask what they have learned today about uses of plants. <p>Resources:</p> <ul style="list-style-type: none"> Carpet samples Pine needle basket Rush mats Green Inheritance book Bark book Craft of Natural Dyeing book Bamboo t-shirt Linen tea-cloth Hemp/cotton jacket Ramie/cotton shirt Pre-soaked rushes Microwave 2 bowls, sieve, plastic spoon, black plastic bowl, onion skins, powdered madder root, basket of dyed wools, bowl of water, measuring jug, bundles of mordanted wool for dyeing Velcro display board of plant fibres