

# Pathway: Cloth, Thread, Paint

## Pathway for Years 3 & 4

Disciplines:

**Painting, Sewing, Drawing, Sketchbooks**

Key Concepts:

- **That artists can combine art and craft using painting and sewing together to make art.**
- **That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.**
- **That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing.**
- **That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.**

In this pathway children are introduced to artists that combine paint and sewing, art and craft, to make work.

Children explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes).

Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds.

Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and as a way to explore mark making, colour and composition.

Medium:

**Fabric (Calico), Paint, Thread**

Artists: **Alice Kettle, Hannah Rae**

If you use this resource in your setting, please tag us on social media: **#InspiredBy @accessart** (facebook, twitter) **@accessart.org.uk** (instagram) and share the url. Thank you!



AGES 5-8

## Curriculum Links

**Geography:** Adapt to create imagery which explores symbols on maps.

**History:** Adapt to create portraits of significant individuals from history.

**Maths:** Pattern, repetition, pictorial representation, 2D/3D shapes.

**Science:** Adapt and use plants, trees, leaves, food chains, animals as inspiration to draw and make printed patterns.

**PSHE:** Peer discussion.

## I Can...

- I can make simple prints using my hands and feet.
- I can explore my environment and take rubbings of textures I find.
- I can use my rubbings to make an image.
- I can push objects I find into plasticine and make prints.
- I can cut shapes out of foam board and stick them on a block to make a plate. I can print from the plate.
- I can draw into the surface of the foam board and print from the plate.
- I can use colour, shape, and line to make my prints interesting.
- I can create a repeat print.
- I can create a symmetrical or sequenced print.
- I can use my sketchbook to collect my prints and test ideas.

## Time

- This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in green for a shorter pathway or less complex journey.

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## Aims of the Pathway

This pathway aims to introduce children to how artists use textiles and sewing to make art. The pathway explores how we can use cloth, paint and thread to explore colour and texture, creating imagery inspired by land and seascapes.

## Week 1: Introduce Artists

### Hannah Rae & Alice Kettle

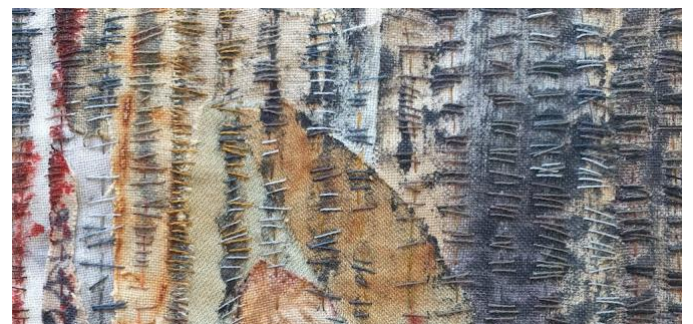


Odyssey by Alice Kettle, Odyssey, thread on canvas (2003)

Introduce children to the work of textile artists Alice Kettle and Hannah Rae through the [“Talking Points: Alice Kettle”](#) and [“Talking Points: Hannah Rae”](#) resources.

Use these artists to inspire class discussions about how artists use cloth, thread and paint to make work.

Use the [“Making Visual Notes”](#) resource to help children understand how they can use sketchbooks to collect, process and consolidate information absorbed while they look at artists work.



## Materials

Ready mixed paints, large sheets of cardboard (maybe primed with white paint), brushes, trays, soft pencils, handwriting pens, chalk, flowers for observation, collected objects (shells, leaves, twigs etc), wax crayons, plasticine, ink pads, printing foam, water soluble printing ink, small pieces of thick card, scrap sugar paper, glue, rollers.

## Week 2: Develop Mark Making

### Finding Marks Made by Artists



Use the "[Finding Marks Made by Artists](#)" resource to help pupils understand how artists use a variety of marks, and to develop their own mark making vocabulary. Choose a landscape-based image from the resource as inspiration. The mark making that pupils develop will then be used later in the pathway when they work in stitch.

Work in sketchbooks or on larger sheets of paper. Use sharp soft B pencils or handwriting pens. If you need a further challenge explore pens of different line weight such as sharpies and marker pens.

## Week 3, 4 & 5: Find your Focus

### Find Your Focus

Decide as a class if you'd like your theme to be land or water. Adapt the resources below to suit. You can also adapt the theme to suit a curriculum theme such as volcanoes (below).

Start with  
the Canvas



Use the second part of the "[Making Painted & Sewn Landscapes](#)" resource and use stitch to create texture, marks and energy on the painted canvas.

Continue to use sketchbooks as a tool to experiment with mark making, looking back to the "[Finding Marks Made by Artists](#)" task earlier in the pathway.

Stitch:



Use the "[Making Painted & Sewn Landscapes](#)" resource to enable an exploration of how to make painted and sewn squares.

Use sketchbooks as a tool to develop ideas, explore colour and experiment with mark making.

You may like to use the following Drawing Source Material resources in your class:

[Wild Flower Meadow](#)

[Drone Footage Natural Landscape](#)

[Drone Footage Urban Landscape](#)

[Moving Water](#)

Or better still have the pupils explore their own environment and make work in response to the habitat/environment local to them.



**Adaptation:**

**Volcano Adaption**

If you wish to adapt this resource to a volcano theme:

Begin by introducing children to the work of Frank Bowling with our "[Talking Points: Frank Bowling](#)".



Explore the "[Volcano Painting Inspired by Frank Bowling](#)" resource and adapt to help you create a painted background. Use stitches to add lava/rocks etc thinking about energy and flow.

**Week 6:  
Reflect &  
Discuss**

**Share, Reflect, Discuss**



Tidy the room and make space to see the sketchbook work as well as the final outcomes. Remind the pupils of the progress they made, and the artists they saw along the way. Invite them to make links between the work they made in sketchbooks, on drawing sheets and final pieces, and the work by artists.

Encourage them to feel safe to share how they feel about their own work, and nurture an environment where pupils feel able to comment on their classmates work, treating everyone's work with respect.

Use the "[Crit in the Classroom](#)" resource to help you.