ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: ART **UNIT: TIE DYE** **CONCEPT: CONFLICT** **YEAR:5**

BIG QUESTION	How can I create different tie-dye patterns?	
END OF UNIT OUTCOME	Fashion show of tie dye t-shirts	
NC OBJECTIVES	• To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including **textiles.**	
WEEK	**KEY KNOWLEDGE**	**RESOURCES**
1	• Tie-dye is ancient process that has been used as early as the 6th century in countries such as Japan, India and Africa. • 'Tie-dye' is a modern term invented in the mid-1960s in the United States for a set of ancient resist-dyeing techniques. • Know that the process of tie-dye typically consists of folding, twisting, pleating, or crumpling fabric or a garment and binding with string or rubber bands, followed by application of dye(s). • Different ink resists can be created by using different objects/ methods. • Tie-dye is characterized by the use of bright, saturated primary colours and bold patterns.	https://www.youtube.com/watch?v=Rz5HyG-uIMk - coffee filter and water experiment. https://www.wikihow.com/Tie-Dye https://theartofeducation.edu/2016/06/13/step-step-guide-tie-dye-classroom/ https://www.insider.com/guides/hobbies-crafts/how-to-tie-dye https://www.favecrafts.com/Tie-Dye
RICH TASKS	**To explore the effects I can create using different tie dye techniques** Annotate key question to identify prior knowledge. Discuss the history of tie-dye and key principles of how the process works. Show a variety of equipment; model how they could be used to create different resists and effects. Children to use squares of material to experiment with each piece of equipment to create different resists. Take photos of how to create each effect. After dyed and dried add to sketch books with labels and annotations – next session.	Cloth squares Dyes String Elastic bands Marbles Rice
2	• Explore the work of Halston (an American designer) who created one-of-a-kind garments in the fashion industry.	

ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: ART **UNIT: TIE DYE** **CONCEPT: CONFLICT** **YEAR:5**

RICH TASKS	**To use my research to design a t-shirt** Using information from step 1 – start to sketch out ideas for t-shirt design. Consider effect and resist wanted, positioning of resists and colours needed. Look at examples of tie-dyeing for inspiration (links to Halston) – discuss how each pattern could have been made.	
3	• First, spread your material onto a flat surface – ensure that the surface is clean and there is no debris. • Apply your chosen resist method, thinking about the effect you want to achieve e.g., dots, spiral, lines etc. • To work safely with dyes (wear gloves, an apron, avoid contact with skin, eyes and clothing). • Squirt different sections of your fabric with the different colour dyes.	
RICH TASKS	**To use techniques effectively when creating my t-shirt** Prepare t-shirt for dyeing and dye.	Dyes String Elastic bands Marbles Rice T-shirts
4	• Fabric should be soaked for at least one hour, for a vibrant colour, the dye should be left overnight. • Rinse the fabric at the end with cool running water, unfold and leave to dry.	
RICH TASKS	**To prepare my t-shirt for wearing** After cleaning, rinse thoroughly, dry and iron.	
5	Revision of key knowledge	
END OF UNIT OUTCOME	**To evaluate my t-shirt design** Whole class fashion show to take pictures and evaluate effectiveness of designs using radar diagram.	