

# Teachers' Notes: Exploring & Creating Fabrics

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## Follow-on Activities

### All Classes

*Explore the possibilities of fabric and fibre as media for imaginative expression*  
(curriculum page 23)

Having pulled threads or deconstructed fibres from the hessian as seen in the video, the idea would now be to encourage children to add threads, wool, florist ribbon or any other available fibre through the windows created in the coloured hessian. Later, clumps of wool could be added.

The fibre from the hessian which were removed could be used in a variety of ways:

- dyed for later use in cold-water dyes
- glued down onto card as used for block printing on fabric or paper
- arranged onto fabric or paper to create an under-over pattern as observed in the hessian fabric.

### Fifth and Sixth Classes

*Make small inventive pieces in fabric and fibre (curriculum page 76)*

Create a group wall hanging for a class celebration based on a colour theme. Children are encouraged to arrange their individual sections into various configurations before deciding on a final design arrangement. This design process is vital as it allows the children to make the decisions about their own art making.

Look at the film 'Under/over' again, focusing on the opening sequences featuring undulating hills, The Great Wall of China and Christo's Running Fence. Select a section and frieze the frame. Make a drawing based on the selected frame chosen. Use this as a design for a second tapestry, using the same process as seen in the film. Each pupil chooses a scene from the opening sequence.

Choose a ready-made grid (as for example the left over roll after sequins are made), hessian or grids as in dishcloths, netting, fruit bags, et cetera. The children select a sequence from the film and decide on colour groupings, reds, blues, purples: the choice is theirs. They select wools to correspond to these colours. The children create patterns by weaving their wools through the ready-made grid. These pieces can evolve into purses, mobile phone covers or other personal functional items.

### Skills Section

- Setting up a card loom
- Knitting
- Crochet
- Planting a sally garden in the school grounds

### Linkage to other strands in Visual Arts

*Drawing:* Take a fibre for a walk like Paul Klee

*Paint/Colour:* Mix colours to match or contrast with your work in fabric and fibre or mix complementary colours to form a pattern.

*Print:* Take a print of a piece of fibre or an old piece of fabric, knitting or crochet. Make a block print and try different colours and repeats.

*Clay:* Roll out a slab of clay onto a piece of hessian, examine the pattern created, now form it into something you have seen.

*Construction:* Think of the 'under over' weave; use available construction toys and materials to make a construction with part to go under and over.

### Curricular Integration

*English:* Fairy tales; Rapunzel let down your hair; poems concerning weaving

*Science:* Materials strand

*Music:* Rhythm, one two rhythm as in under over weave rhythm

*Maths:* Create a grid, work on co-ordinates, rows and columns

### Relevant Artists

1. Louis le Brocquy (for tapestry)
2. Maud Cotter (work with wire grids)
3. Mary Fitzgerald (tapestry)
4. Alice Maher (fibre art)
5. Piet Mondrian (for examples of painting based on grids)
6. Christo and his wife (for large scale wrapping of building and landscape in fabric)