

## Year 9 ART – Hunderwasser Batik

<b>Intent</b>	<p><b>Wider Learning:</b></p> <p>Students will understand the origin and culture of batik. They will experiment with wax resist techniques to create resist between materials to gain and wider understanding before creating their final designs using the batik method. Thor designs will be inspired by their journey to school.</p>	<p><b>Prior learning:</b></p> <p>Aboriginal art</p>	<p><b>Key vocab:</b></p> <ol style="list-style-type: none"> <li>1. Canting</li> <li>2. Dye</li> <li>3. Colet</li> <li>4. Bironi</li> <li>5. Batik</li> <li>6. Symbols</li> <li>7. Calico</li> <li>8. Resist</li> <li>9. Hunderwasser</li> <li>10. Wax</li> </ol>	<ol style="list-style-type: none"> <li>11. Composition</li> <li>12. Tone</li> <li>13. Tint</li> <li>14.</li> </ol>
	<p><b>The big questions</b></p> <ol style="list-style-type: none"> <li>1. What is Batik?</li> <li>2. Where did Batik originate?</li> <li>3. What is composition (contrast/placement</li> <li>4. What were common symbols/colours used?</li> <li>6. What colours represent your identity?</li> <li>7. How can we create line and patterns with wax?</li> <li>8. How does this link to prior learning and aboriginal art?</li> </ol>			

Implement	Order of learning	Differentiation
	<p><b>Lesson 1: Introduction to Batik and Identity</b></p> <p><b>Scaffold:</b> Students will know what the project is based on and have an understanding of what a Landscape is and recognise a Hundertwasser painting. They will also start their memory map.</p> <p><b>Secure:</b> students will be able to recognise and comment on the work of Hundertwasser and start to produce a memory map.</p> <p><b>Stretch:</b> students will be able to understand fully the images discussed and comment with a high level of insight on the work, linking to other knowledge from previous learning. They will start a memory map</p> <p><b>Starter</b> Introduction to the work of Hundertwasser. Students to discuss work and begin to develop an understanding of the Artist. Students should be encouraged to comment on the work.</p> <p><b>Main</b> Students will start to create their own personal Landscape based on their own local environment. In order to do this they will start a 'memory map'. This is to be completed on a large piece of newsprint and should show their journey from home to school in pictures. This should not be precious and should encourage pupils to use their imagination to represent the different elements of their journey in visual form. This is an aid to help them think about and remember details of their local environment. Teacher to do a quick example to demonstrate and emphasise the importance of imagination. Example on the PowerPoint.</p> <p><b>Plenary:</b> Ask students to look at their work and write a comment on the back for one thing they will change at the start of next lesson.</p> <p><b>Lesson 2- Generating ideas and symbolism</b></p> <ul style="list-style-type: none"> <li>•<b>Scaffold:</b> Students will take elements from their 'memory map' and start to create a Landscape showing an influence of the work of Hundertwasser.</li> <li>•<b>Secure:</b> Students will understand the way Hundertwasser changes elements of the Landscape and recognise the specific symbols and techniques he uses to do this and incorporate this into their own work. They will show a good level of individualism and imagination.</li> <li>•<b>Stretch:</b> Students will be able to understand fully the images discussed and comment with a high level of insight on the themes involved. They will take these ideas and create well thought out and original ideas for their own work showing a clear understanding and visual reference to the work of Hundertwasser.</li> </ul> <p><b>Starter</b> Complete target set from last lesson. Student to look again at Hundertwasser examples, looking more closely at some of the details, images and stylistic elements that make them so unique. Discussing possible ways to adapt their journey drawings into a Hundertwasser style Landscape. Eg, playing with the imagery, no straight lines, repeated lines and bright colours.</p> <p><b>Main</b> Students will then start to develop a Landscape on A3 paper. This should take the best parts of their journey to school but does not have to show the whole thing. See examples of past work available.</p> <p><b>Plenary:</b> Memory game on elements discussed so far within the project.</p> <p><b>Lesson 3-4 Introduction to Batik</b></p> <ul style="list-style-type: none"> <li>•<b>Scaffold:</b> Students will develop an understanding of the Batik process and will start to transfer their images onto the material in pencil.</li> <li>•<b>Secure:</b> Students will understand the positive and negative effect the batik process may have on their original designs and adapt them accordingly when transferring to the fabric.</li> <li>•<b>Stretch:</b> Students will be able to understand fully how the media may change their designs and show a clear thought process when adapting their designs to suit the media.</li> </ul> <p><b>Starter</b> Introduction to Batik. Show examples of Batik textiles from other cultures and discuss the wax resist process. Explain how they will complete their work and do a demonstration of the method</p> <p><b>Main.</b> Student will then transfer their design onto the fabric. This should be pre-cut to exactly A3. Because of the level of detail required student will need more than one lesson to complete the drawing out stage and finish at different times. This means the students will be starting to batik in groups of approx. 8 at a time.</p> <p><b>Plenary:</b> Peer assessment. Show some good examples and discuss why they work well. Recap on the Batik process to ensure the designs will work in Batik. Student to work in pairs and give each other one positive and one target for their work which they are to focus on next lesson.</p> <p><b>Lesson 5-6 Batik</b></p> <ul style="list-style-type: none"> <li>•<b>Scaffold:</b> Students will be on course for starting to batik.</li> <li>•<b>Secure:</b> Students will be able to use the tools to a good standard and begin to create their final piece.</li> <li>•<b>Stretch:</b> Students will show a clear ability to work with the tools and create a high level of work.</li> </ul> <p><b>Starter</b> Recap on the batik process and Health and safety information. Show examples of Landscapes that have been completed and discuss why. Students have their targets from the previous lesson to work from.</p> <p><b>Main</b> Batik. Once the students have drawn their Landscapes onto the fabric they are ready to Batik. The Batik area is set up separately to the student's desks and is supervised by the art technician/LSA/teacher. The students are given tutorials on how to Batik once they are in the area. These are in groups of no larger than</p>	<p><b>Scaffold:</b> Student examples of work</p> <p>Teacher Demos</p> <p>Subject terminology used and displayed.</p> <p>Symbols for students to use</p> <p><b>Stretch:</b> Students to consider the meaning and depth within their composition.</p> <p>Students to have freedom to create their own composition using their own symbols to represent themselves.</p> <p>Students to blend a range of colour tones and tints.</p> <p>Students use their contextual work to influence their own work.</p> <p>Students to use a wider range of resist techniques.</p> <p>Students work into their batik final pieces using another media such as stitching.</p>

8 and are constantly supervised and Health and Safety issues are discussed fully. Student will have to take turns but finish the drawing task at different rates so there is not usually a queue. If any student is waiting they should complete an extension task set out in the checklist given to all students.

**Plenary:**

Peer assessment- one target to be set by each pupil for another to be focused on next lesson.

**Lesson 7-8- Ink**

- **Scaffold:** Students should be ready and prepared to start to add ink to their batik.

- **Secure:** Students will be able to use the media to a good standard and begin to create colour on their final piece. .

- **Stretch:** Students will show a clear ability to work with the media and create a high level of work

Activities to help develop learning:

**Starter**

Ink. Once the wax has been added to the Landscape it is now time to start to add colour. Demonstration on how to use the inks and blending techniques. Students should be encouraged to mix their own colours and tones.

Look at Hundertwasser's use of colours for examples.

**Main**

Students will add inks to their work. Focus on use of colour to enhance composition and blending/bleeding colours together.

**Plenary:**

Discuss good examples and ask students to demonstrate the techniques they have used to achieve this.

**Lesson 9-10 Iron off**

- **Scaffold:** Students should be working towards finishing their batik

- **Secure:** Students will be able to complete their work and iron off the wax.

- **Stretch:** Students will finish their Batik and start on the extension tasks

**Starter**

Demonstration of ironing off the wax with Health and safety information.

**Main**

Iron. Once student have finished adding the ink to their Landscapes, they need to iron off the wax. This is organised in the same way as the batik pots and is separate to the student's desks. They will work in small groups and are supervised by staff. They are instructed in these groups and Health and Safety issued discussed. As with the wax stage students will need to take turns but this should not be a problem due to the different rates the students finish.

Pupils are supplied with a check list for this project and should work through this when waiting for equipment.

**Lesson 11- Presentation and Composition**

- **Scaffold:** Students should be working on their various stages of the project.

- **Secure:** Students will be able to start their name tag and show a clear Hundertwasser reference.

- **Stretch:** Students will finish their Batik and start on the extension tasks.

**Starter**

Look at examples of a final piece all put together and discuss the collaborative aspect of the project.

**Main**

Name. This is a collaborative project as the final outcome forms a large wall hanging that shows all of the students work together. Therefore the students need to make name tags to attach to the final piece. These are small scale and should be in a style that is reminiscent of Hundertwasser. Those students who finish early are responsible for also making tags showing the group, year, 'batik', 'Hundertwasser'. There is a checklist for the project that can be given to pupils to ensure they have completed all the elements.

**Plenary:**

Lay out the Landscapes and discuss how some work with and against each other compositionally. Small groups to take approx. 5 each and try arranging them in different ways.

Students will finish their contextual studies sheet to hand in at the end of the lesson.

**Lesson 12: Feedback and Evaluation**

Student response to teacher feedback. students will also complete a self/peer assessment.

students will apply feedback to their work.

Final recap of knowledge in form of a quiz/questioning.

Impact	<p><b>Assessment and homework</b></p> <p><b>Teacher-formative:</b> Students class work will be marked as it progresses in line with the school policy for marking. This will consist of praise for work completed well and specific targets for improvement. They will also have individual help and target setting from teachers during the lessons.</p> <p><b>Teacher-summative:</b> Students work will be given a final mark by the class teacher at the end of the project which is graded in line with the scaffold, secure, stretch model for KS3. Marks will be input on database to be given as the final mark for the project and placed into the database and used for monitoring.</p> <p><b>Peer Assessment:</b> Students will complete peer assessment through the department standard assessment tasks. They will write personal targets for each other as their work progresses and comment on each other's work during set tasks, starter and plenary sessions.</p> <p><b>Self-assessment:</b> Students will assess their own work through standard department tasks. They will comment on their own work as it progresses and give themselves improvement targets to work to. At the end of each project, they will fill in a self-assessment form and review their performance during the project and respond to teacher feedback.</p> <p><b>Homework:</b></p> <p>Students will produce a contextual studies sheet on Batik artwork using the standard department structure. This is split into tasks and should be handed in at the end of the project and marked by the class teacher.</p>	<p><b>Feedback</b></p> <p>Students receive verbal and written feedback in lessons.</p> <p>Students also receive peer feedback to help target setting for the following lessons.</p>
	Where will this be revisited?	

### KS3 National Curriculum

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

### GCSE

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.

AO3: Record ideas, observations, and insights relevant to intentions as work progresses.