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# Beyond the Battle

## Lesson planning and activities toolkit

ART EXPLORA

English Heritage

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# Introduction to the toolkit

- This toolkit contains a range of classroom resources to support you and your students across the three stages of the Beyond the Battle process, before you embark on the independent making of the final tapestry panel.
- For each stage, you will find at least one lesson plan, and within each lesson plan at least one student facing activity sheet. Some lesson plans also include links to presentation slides and tutorial films.
- Most lesson plans are estimated to require around 60 minutes, but this might vary according to the age of the learners, and their prior experience of using textiles. We encourage you to adapt the lesson plans as required.
- You don't need to deliver every lesson plan or use every activity sheet if this doesn't work for you. The aim of this toolkit is to provide you with a collection of resources that you can draw upon to support learning, idea generation and skills development, as and when they are helpful. You might find that some elements are more effective for your learners and choose to focus on these to guide the process in your classroom.
- However you use this toolkit, we hope it supports you and your learners to explore, play, discover and feel inspired to create some wonderful textiles work.

## Before you start

Watch the teacher introduction film here, where textiles artist-educator Jessica Grady shares her advice and top tips for working with textiles in the classroom, shows examples of some key textile techniques, and models the process from start to finish.

Happy making!

# Putting the Tapestry in context

In Beyond the Battle, our primary focus is on the Bayeux Tapestry – as an historical document, source of evidence, work of storytelling through craft, and as inspiration for creativity.

If you haven't already studied the wider period, you might want to introduce your students to the story of the Battle of Hastings, William and Harold, and the struggle for the throne of England, either before you start, or during the process. You may also want to dig into more detail about the Tapestry than our lesson plans include.

If this is the case, we would encourage you to visit these links to resources created by English Heritage, to help to introduce the subject to your class and investigate the fascinating story of this extraordinary artefact.

## 1066 Battle of Hastings, Abbey and Battlefield Resources

On this page you'll find a range of downloadable resources, which include historical information about the events leading up to and during 1066, the story of Battle Abbey and school visit activities.

## A Brief History of the Normans – Animated History

An overview of the events of the Battle of Hastings, the victory of William the Conqueror and the impact on English society.

## What Was Life Like? | Episode 4: Normans - Meet William the Conqueror and King Harold

Some more in-depth information about the motivations of William and Harold, and the tactics used in the battle.

## The Bayeux Tapestry and St. Augustine's Abbey

Discover the stories and clues hidden in the Tapestry, and what they tell us about its creation.

# Lesson 1 - The World of the Tapestry

**Lesson overview** Lesson length: 50–60 mins

## Lesson objectives

By the end of this lesson, students will have:

- Developed their understanding of the historical context of the Bayeux Tapestry, identifying similarities and differences between life then and now.
- Used the Bayeux Tapestry as a historical source, practising key enquiry skills including observing, interpreting, questioning, comparing and using visual evidence to support conclusions.
- Used the evidence in the Tapestry to inspire creative writing, developing their vocabulary to describe people, places, atmosphere, action and emotion.

## Curriculum Links

**History**

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

**English**

- Narrative writing - use characters, setting, atmosphere, and build a rich and varied vocabulary.

## Skills taught

- Visual literacy
- Historical enquiry
- Written communication

## Resources Needed

- The World of the Tapestry Presentation Slides
- Print outs of Tapestry Scenes from slides 8–11 in the World of the Tapestry slide presentation - enough for 1 image per table / group
- Print outs of the *Historical Detectives* activity sheet (1 per table) and Step into the Tapestry activity sheet (1 per student)

## Key Questions for students

- What is the Bayeux Tapestry and what events does it show?
- What can we learn from the Tapestry about the Battle of Hastings, as well as about life at the time? Is it a reliable source?
- How does life today compare to life in 1066? What has changed? Is anything the same?

## Overall outcome

- Students have a greater knowledge and understanding of the history of the Bayeux Tapestry, and the events it depicts.
- Students can identify similarities and differences between life depicted in the Bayeux Tapestry and life today, developing an understanding of change over time and using this to inform future thinking.

# Lesson 1 - The World of the Tapestry

**Lesson plan** Lesson length: 50–60 mins

## STARTER (10 mins)

Ahead of the lesson, you could familiarise students with the Battle of Hastings using the English Heritage resource links on page 4

Introduce (or recap) the Bayeux Tapestry and the story it tells using slides 4 - 7

## GROUP ACTIVITY (20 mins)

Hand out the images of 4 scenes from the Tapestry (slides 8-11) along with the *Historical Detectives* activity sheet (1 per table).
Students should work together to complete the grid.

Post-activity class discussion:
Invite groups to share their observations and interpretations of their different scenes.

Focus on how students can tell what's happening, highlighting the importance of historical evidence.

If time, use the following prompts to encourage further discussion and reflection:

Somebody might want to tell this story because...
Something I am not sure about in the scene is...
After looking at the scene, I want to find out...

## INDIVIDUAL ACTIVITY (15 mins)

Looking closely at their scene again, ask students to imagine that that they have stepped into the Tapestry and ask:

- *What can you see?*
- *What can you hear?*
- *What can you smell?*
- *What can you feel?*
- *What are the people around you doing?*

Ask students to write a list of interesting words to describe what is happening around them in the tapestry. They can write this on the *Step into the Tapestry* activity sheet and then share their words in small groups or with the rest of the class.

**Accessibility**: Some learners might find it helpful to be directed to a particular section of an image, as the full panels can be quite complex and contain a lot of information.

**Extension:** Students can choose a character from the Tapestry scene and imagine their story. Think about:

- *Who are they? How old might they be?*
- *What are they doing in this scene?*
- *What might they be thinking or feeling?*
- *What might happen to them next?*

Ask students to write a diary entry or very short story from their character's point of view, using at least 3 details from the Tapestry scene as inspiration.

## PLENARY (10 mins)

As a class, compare the lives of the people in the Tapestry with life now (see notes on slide 14 for discussion prompts).

**Think about:**

- What is similar about life in the Tapestry and life today?
- What is different about the way people lived?
- How do you think people travelled then compared with how we travel today?
- What jobs and activities can you see people doing? Which of these still happen today?
- What tools and machines did people use? How are these different from what we use today?
- What might everyday life have been like for a child at this time? How would it be different from your life?
- What things do we have today that would have seemed amazing to people in the Tapestry?

# Historical Detectives activity sheet

Look at the scene from the Tapestry you've been given and fill in the table below: Remember to think about the evidence for your answer. How do you know?

| Question | Answer | What is the evidence for this? |
|---|---|---|
| **People**<br>Who do you think is in the picture?<br>How do you think they are feeling?<br>Who do you think is most important? | | |
| **Action**<br>What do you think is happening? | | |
| **Place**<br>Where do you think this is happening? | | |
| **Objects**<br>What objects, tools or equipment can you see? | | |
| **Life in 1066**<br>What can we learn from this scene about what life was like when the Tapestry was made? You could think about food, clothes, travel, jobs, or something else. | | |

# Step into the Tapestry activity sheet

Looking **closely** at your scene again, imagine that you have stepped into the Tapestry, and are transported back to 1066.

Try to answer the questions below, thinking about the different **verbs, adverbs and adjectives** that you could use. Be as creative as you can but remember to use your scene as inspiration.

| | |
|---|---|
| **What can you see?** | |
| **What can you hear?** | |
| **What can you smell?** | |
| **What do you feel?** | |
| **What are the people around you doing?** | |

# Lesson 2 - The Craft of the Tapestry

**Lesson overview** Lesson length: 50 mins

## Lesson objectives

By the end of this lesson, students will have:

- Explored why the Bayeux Tapestry was made, who made it and how it was created.
- Explored some of the key visual elements of the Tapestry, and how they are used to tell the story.
- Experimented with using images to communicate meaning, considering what choices makers make about the people, events, symbols and ideas they include in a story.

## Curriculum Links

**Art and Design**

- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Develop an increasing awareness of different kinds of art, craft and design.

## Skills taught

- Visual literacy
- Critical thinking and interpretation
- Communication

## Resources Needed

- The Craft of the Tapestry Presentation Slides
- *Visual Storytelling* Activity Sheet

## Key questions for students

- What is visual storytelling?
- How did the makers of the Bayeux Tapestry tell the story?
- How can we communicate ideas through images?

## Overall outcome

- Students will have a greater understanding of the Bayeux Tapestry as a work of art, and as an example of visual storytelling.
- Students will have begun to form their own ideas for translating words into pictures in order to communicate meaning, in preparation for the creation of their textile work.

# Lesson 2 - The Craft of the Tapestry

**Lesson plan** Lesson length: 50 mins

## STARTER (10 mins)

Introduce the Learning Aims.
Recap on prior learning about the Tapestry from *Lesson 1: The World of the Tapestry* (Slide 3)

## WHOLE CLASS ACTIVITY (15 mins)

Talk about who made the Tapestry and the jobs involved (slide 5 of the presentation) - students can make notes to refer to later.

Introduce the idea of visual storytelling (slide 6) and talk through the different methods that the Tapestry uses tells the story – places, people and actions, writing/text and symbols.

Invite students to suggest answers to the questions asked on slides 7 & 8.
What locations can they identify? What can they see happening?

Read out the captions on slide 10 (not in the order of the images!) and ask students to vote for which picture they think it goes with.

Choose some volunteers to explain their answers, based on what they see.

What information was it easy to get from the pictures? What did they need the words in order to know?

Recap the principles of visual storytelling (slide 11)

## GROUP / PAIRED ACTIVITY (15 mins)

Hand out the *Visual Storytelling* activity sheet and show the instructions on slides 12 & 13

Give students 5–10 minutes to draw their story and then a few minutes to share with their partners / groups.

**Discuss:**

- Were they able to understand the story that the other person was telling?
- What were the best clues?
- Was there anything that was difficult to draw so that people could understand? Why was it difficult?

## PLENARY (10 mins)

- What is visual storytelling?
- Why was visual storytelling important when the Tapestry was made?
- What are some of the different jobs that the people who made the Bayeux Tapestry did?
- What are some of the methods that the makers used to tell the story in the Tapestry?
- What did you learn when drawing your own stories?

# Visual storytelling activity sheet

Think about something that you did at the weekend. You're going to try to tell your group / your partner what you did, using simple drawings.

How will you show

- **Where** it is happening?
- **Who** is there?
- **What** you are doing?

What **one word** would you use to tell people **something that they might not be able to tell from the pictures?**

**PLACE: Where is it happening?**

**PEOPLE: Who is there?**

**ACTION: What are they doing?**

**One word to describe it is...** _____

# Lesson 3 - Textile Techniques

**Lesson overview** Lesson length: Approximately 60 min
*This is to introduce one technique - you will need longer to explore more techniques*

## Lesson objectives

By the end of this lesson, students will have:

- Explored some of the techniques and visual details in the Bayeux Tapestry.
- Practised one or more textile-making techniques.
- Experimented with materials and patterns to create different effects.
- Demonstrated their understanding by completing the activity sheet and writing instructions for recreating their chosen technique.

## Curriculum Links

**Art and Design**

- Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design

**Design and Technology**

- Select from and use a wider range of materials and components, including [...] textiles [...] according to their functional properties and aesthetic qualities

## Skills taught

- Visual literacy and observation
- Textile and craft skills
- Fine motor skills and dexterity
- Creative experimentation and problem-solving.

## Resources Needed

- IMAGINE&PLAY textile techniques slides with links to tutorial films
- Basic materials selection including textile/paper base, sewing needles/mark-making tools, fabric scraps, scissors + embellishments (see basic materials list in Techniques Manual)
- Print outs of technique step-by-step from the Techniques Manual (if required)
- Textiles Techniques activity sheet

## Key questions for students

- Can you spot some of the different stitches used in the Bayeux Tapestry?
- How can you use different materials with the same textile techniques to achieve different effects? (Textures, colours, thickness etc)
- How can we combine techniques together to create new ideas?
- How could you use these ideas to create people, places and things?

## Overall outcome

- Students will have begun to develop their textiles knowledge, skill and confidence, to support the making of the final piece.
- Students will have begun to apply this new knowledge to thinking about ideas for creating their own work.

# Lesson 3 - Textile Techniques

**Lesson plan** Approximately 60 mins

## STARTER (10 mins)

**Look at the images of the Bayeux Tapestry on the Bayeux Museum website. Zoom in and discuss:**

Can you see the different stitches? (different stitches were used for clothing, faces and text). Does the Tapestry look like a painting? Or something else? Can you see how threads have been used to "paint" a picture and add patterns and details?

The Tapestry is an artwork made from textiles. What does the word textiles mean? Textiles are materials made from fibres, such as wool, cotton or silk, that can be woven, knitted or stitched together.

The Tapestry is sewn, or 'embroidered'. Can you think of other ways to make art using textiles and other materials? Dyeing, printing, weaving, knitting, etc.

Today we are going to try out some textile techniques for ourselves.

Play the student introduction film on slide 3 of the Textile techniques presentation slides.

## WHOLE CLASS ACTIVITY (25 mins depending on technique)

1. As a class, watch one of the tutorial films linked to in the Textile techniques slide presentation. We recommend trying these in order.
2. Recap with students the steps they need to follow.
3. Students try the technique (following along with the film).
4. Students write down/draw the steps on their activity sheet. You could try getting students to draw/write the technique before they try it out (whichever works best).

The focus at this stage should be on learning the technique and following the steps of the video - so the end result will be an abstract shape/pattern.

Students can move on to more figurative designs in the next part of the lesson.

## INDIVIDUAL ACTIVITY (20 mins)

Using the materials listed for your chosen technique in the Techniques Manual, students can explore the technique further. Lay out printouts of the step-by-step instructions on the tables as reminders if helpful.

When they have completed their sample piece, students can complete the reflection questions on their activity sheet.

Don't forget to refer to the Tips and tricks and Accessibility sections in the Techniques Manual for ideas.

**Skill Extensions:** Encourage students to experiment with combining different materials and techniques.

- How can they layer techniques to create a background and foreground effect?
- What patterns can be created by combining different types of stitch?
- Which materials or techniques are best for backgrounds?
- Which are best for outlines?
- Which are best for special details?

## PLENARY (10 mins)

- *What are textiles?*
- *Can you describe the textiles techniques you have tried today?*
  *Mark-making is...*
  *Embroidery is...*
  *Appliqué is...*
  *Embellishments are...*
- *What have you most enjoyed about trying textile techniques today?*
- *How would you tell a friend how to do this technique? What would they need to do?*
- *What would you do differently next time?*
- *Did you find any good technique combinations?*

# Textile Techniques activity sheet

The textile technique I tried today was: .....

The materials I used were: .....

If someone asked your how to do this technique, what would you tell them?
Try to draw one step in each of the boxes (you can also describe it underneath the box).

## Step 1

.....

## Step 2

.....

## Step 3

.....

## Step 4

.....

## Step 5

.....

## Step 6

.....

# Lesson 4 - Imagining the future

**Lesson overview** Lesson length: 60 min

## Lesson objectives

By the end of this lesson, students will have:

- Started to think about their vision of the future and what that is going to include, thinking about: values, people, actions, tools and technology, places and spaces.
- Discussed how to include everyone's ideas in a fair and community-minded way and started to collect ideas through class discussion.
- Started the planning process for the overall design of the panel.

## Curriculum Links

**Citizenship**

- [Students will] talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- Research, discuss and debate topical issues, problems and events.
- Resolve differences by looking at alternatives, making decisions and explaining choices.

## Skills taught

- Communication
- Collaboration
- Creative thinking

## Resources Needed

- *Imagining the future* activity sheet

## Key questions for students

- When we think about the future, what would we want the world to be like?
- What will people be doing?
- What machine or technology could we invent to help people, animals or the planet? Where will people play and work?
- How do we make a design that represents everyone in the class?
- How do we include all the ideas that we want in the panel?

## Overall outcome

- Students will have begun to create, share and reflect on the ideas that they would like to include in their panel.
- They will have discussed approaches to choosing what should be included and be ready to move towards the practical making stage.

# Lesson 4 - Imagining the future

**Lesson plan** Lesson length 50–60 mins

## STARTER (10 mins)

Recap of previous lessons - EXPLORE & DISCUSS and IMAGINE & PLAY

*In the previous lessons we have looked at the stories being told in the Bayeux Tapestry and tried some of the textile techniques used in the Tapestry. Today we are going to look at telling our own class story, about the future we would like to see.*

Begin with class discussion - "In the future - telling our class story ..."

*How can we make sure everyone in the class gets a voice and is included in the design - how do we make this fair?*

This could include:

- Creating a mind map of ideas
- Sharing and choosing ideas on our tables
- Creating individual ideas
- Voting for ideas that we like

You may need to take these ideas away and decide how you would like this to work! You can find some suggestions in the Programme information pack (page 9)

## GROUP / INDIVIDUAL ACTIVITY (20 mins)

Story of the panel: What kind of future would you like to see?

Each table / pair / student completes the *Imagining the future* activity sheet

- **Values** (everyone should be able to...)
- **People** (what sort of people are shaping the future, what jobs/roles do they have?)
- **Actions** (people will be working together to... helping each other by...)
- **Tools, technology and inventions** (I would invent something that...)
- **Places and spaces** (where will people work? How will we look after the environment?)

**Extension: Collective storytelling**
Encourage sharing and collaborative ideas within their groups / pairs. Each student draws or writes down an idea they want to explore.

Each student then passes their idea to the next person on the table, and they add something else to that story or idea to build it up.

**Example:**
Student 1: It will be a world where every child has somewhere to play...
Student 2: There will be giant slides connecting different countries...
Student 3: And everyone will be sharing their favourite games!

## WHOLE CLASS ACTIVITY (15 mins)

Drawing from the ideas they have discussed in their groups, as well as any others that they want to share, create a class mind map of ideas for each category, and discuss them together.

Using your chosen approach for selecting which ideas to include in the design, you can start to decide which of these ideas will be included in the overall theme / artwork.

**Make sure to take a photo or write down the selected mind map ideas as we will use these in the next session.**

## PLENARY (10 mins)

- *What is the main message of our panel design?*
- *What future are we going to show?*
- *Which of the ideas we have shared do we want to choose?*
- *How are we going to work together and help each other to make the panel?*

# Imagining the future activity sheet

The Bayeux Tapestry tells the story of a time and a place of conflict, but we want you to imagine a future beyond the battle.

What would you want that world to be like? Who and what would we see there? What would matter to the people who live in it? What would they be doing?

## VALUES

I think a good future would be a place where

.....

.....

.....

It will be important to

.....

.....

.....

Everyone should be able to

.....

.....

.....

## PEOPLE

*In the Bayeux Tapestry, we see* ***kings and nobles, soldiers, priests and religious people, sailors and shipbuilders, farmers and servants****. These were people who played a role in the battle and in shaping the events of 1066 and the world that came after it.* ***Who will be important in shaping the world of your tapestry?***

In our future, there will be

.....

.....

In our tapestry, we will see

.....

.....

## ACTIONS

In the Bayeux Tapestry, we see people taking part in ***conflict and battle***, alongside people ***sailing, building, cooking and eating together***, and ***meeting and talking***. What will the people in your tapestry be doing?

People will be

.....

People will spend their time

.....

People will work together to

.....

People will celebrate by

.....

# Imagining the future activity sheet

## PLACES AND SPACES

*In the Bayeux Tapestry, there are* ***churches, palaces, castles and banquet halls*** *- places for reflection, protection and celebration. In your future,* ***where will people live, work, meet and play?***

There will be places where

.....

.....

.....

People will live in

.....

.....

.....

People will build

.....

.....

.....

## TOOLS, TECHNOLOGY and INVENTIONS

*In the Bayeux Tapestry, we see* ***carts, ships and horses being used for transporting people and goods****. We also see* ***people using tools and machinery to build fortifications and grow crops for food****. What kinds of technology and inventions might be needed to create the future you have imagined?*

People will use machines to

.....

.....

.....

A new invention could help us to

.....

.....

.....

Technology will make it easier to

.....

.....

.....

I would invent something that

.....

.....

.....

# Lesson 5 – Bringing it all together

**Lesson overview** Lesson length: 60 min

## Lesson objectives

By the end of this lesson, students will have:

- Begun to turn their ideas into reference sketches and design ideas.
- Proposed ideas for materials and construction.
- Begun to think beyond their own ideas and considered the tapestry panel as a whole.

## Curriculum Links

**Design and Technology**

- Select from and use a wider range of materials and components, including [...] textiles [...] according to their functional properties and aesthetic qualities.

**Art and Design**

- Create sketch books to record their observations and use them to review and revisit ideas.
- Produce creative work, exploring their ideas and recording their experiences.

## Skills taught

- Communication – speaking and listening
- Creative thinking
- Critical thinking
- Visual literacy

## Resources Needed

- *Draw the future* activity sheet
- Class mind map from IMAGINE & PLAY: Imagining the future
- Textiles technique step-by-steps and films as reminders if necessary

## Key questions for students

- What textile techniques that we have looked at would you like to include in the panel design - Mark-making? Embroidery? Collage? Embellishments?
- What colours do we want to use and what can these mean? Bright colours to represent positivity for the future? School colours to represent our school community? Natural colours to represent sustainability and helping the planet?
- What materials do we want to use? Fabric, this could be recycled fabric, that has a personal meaning to us, such as old clothing cut up, or previous classroom display pieces recycled into the design?
- How will we arrange the tapestry panel so that it shows our vision of the future clearly?

## Overall outcome

- Students will have developed a number of individual design 'concepts' that they can select to take forward to the making phase.
- Students will have made shared decisions about the overall design of the tapestry which can be used to plan and organise the making process.

# Lesson 5 – Bringing it all together

**Lesson plan** Lesson length: 60 mins

## STARTER (10 mins)

Recap of previous lesson:
*In the previous lesson we talked about creating our class vision for the future, and what we would like it to show. Today we are going to be planning our panel design and choosing our favourite textile techniques to use...*

If necessary, revisit the conversation about how to include everyone's ideas and the making process you will be following.

## INDIVIDUAL ACTIVITY 1 (20 mins)

Planning the panel design: Students revisit the class mind map from the previous lesson to remind themselves of the ideas they had.

Using the *Draw the future* activity sheet, students should select one idea from each category, and experiment with drawing it in the corresponding box.

How can these ideas be translated into visual images? What would this look like?

Encourage them to think about what symbols or words could accompany the image.

This could form the start of a sketchbook for students to collect ideas for their tapestry.

## INDIVIDUAL / GROUP ACTIVITY (20 mins)

Students can now start to plan **how** they would like to make their pieces.

Using the Step-by-step guides in the Techniques Manual as reminders if required, students should complete the 'technique' and 'materials' sections on their activity sheet, noting down ideas for the techniques and materials they plan to use for the different parts of the design.

This could be done either individually or in pairs or groups.

Background ideas could include mark-making and collage to create shape, texture or landscape outcomes.

Foreground ideas could include objects / animals / inventions / people made using appliqué, embroidery and embellishments.

Students should aim for 1 picture in each box, plus an accompanying word or description and a technique / material idea.

E.g. In our tapestry, we will see...scientists finding new ways to care for nature

Image: Scientist looking after rainforest plants > Technique: Mark-making for jungle background. Scientist collaged / appliquéd on top / face hand embroidered over line drawing / embellished buttons on coat.

What materials would you use, and why? Sequins, sweet wrappers, fabric, natural materials?

## PLENARY (10 mins)

- *What did you most enjoy drawing?*
- *Which ideas do we want to include in the tapestry?*
- *How should we layout our ideas on the fabric? Should they be grouped by theme (e.g. science, sports, community celebration, art, etc), or location (sea, city, forest, outer space), or something else?*
- *What textile techniques are we going to use to make our tapestry? Why?*
- *What fabric and materials do we want to use? Where could we get these from?*

# Draw the future activity sheet

Step 1: Look at the boxes below. For each box, choose **one of the sentences from your class mind map and try to show this as a picture**

Step 2: Write down which textile techniques and materials you would use to make it.

## VALUES sentence:

.....

.....

.....



Textile techniques I would use

.....

Materials I would use

.....

## PLACES sentence:

.....

.....

.....



Textile techniques I would use

.....

Materials I would use

.....

## PEOPLE sentence:

.....

.....

.....



Textile techniques I would use

.....

Materials I would use

.....

# Draw the future activity sheet

Step 1: Look at the boxes below. For each box, choose **one of the sentences from your class mind map and try to show this as a picture**

Step 2: Write down which textile techniques and materials you would use to make it.

## ACTIONS sentence:

.....

.....

.....



Textile techniques I would use

.....

Materials I would use

.....

## TOOLS, TECHNOLOGY and INVENTIONS sentence:

.....

.....

.....



Textile techniques I would use

.....

Materials I would use

.....

# Digital media library

## Classroom Presentations

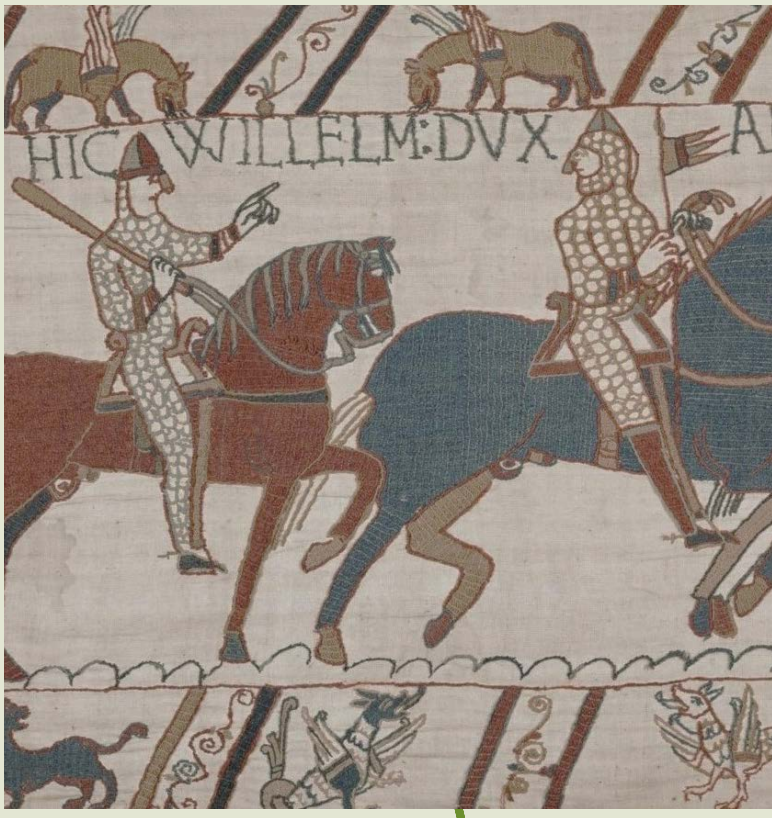
- Lesson 1: The World of the Tapestry
- Lesson 2: The Craft of the Tapestry
- Lesson 3: Textiles Techniques

## Introductory films

- Teacher introduction film
- Student welcome film

## Tutorial films

- Technique 1: Mark-making
- Technique 2: Hand embroidery
  - Couching stitch
  - Drawing with stitch (straight stitch and couching stitch combined)
  - Chain stitch
- Technique 3: Stitched appliqué
- Technique 4: Hand embellishments




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