



Selfies

Time required
(mins)



Year 3

Learning outcomes

- ✓ I can use art to express my feelings and opinions
- ✓ I can collaborate with others to create a piece of work
- ✓ I can understand and talk about how an artwork can tell a story

Preparation time

10-20 minutes

Resources needed

- Large cloth, canvas or taped together flipchart paper, the size of your circle time carpet or whole-class gathering space
- Decorating materials, e.g. fabric swatches, glitter, buttons, felt tips, sequins
- Glue sticks
- Felts and large markers
- Optional: fabric paint, fabric pens, acrylic paint

Tapestry

A large-scale group artwork that encourages discussion and collaboration to explore how we 'own' and represent our identity.

What happens

1. Lay the cloth/paper out on the floor before the pupils come in, ideally covering the entire carpet space.
2. Before sitting down, pupils indicate one by one where they normally sit.
3. Ask pupils to sit in their space and encourage discussion around the following questions:
 - *Why do we sit on the carpet at the start of the day?*
 - *How is where you sit on the carpet important to you?*
 - *Did you sit in a different place in your Year 2 class? How did that space (or classroom) feel compared to where you are now?*
 - *Where is your special place at home... the place you most like to be? How is it similar or different to your space in the classroom?*
4. Using felts/markers, pupils draw a box around where they are sitting. How could you decorate it to show the rest of the class that it's 'you'? They use available materials to do this; partners or trios might add perspective and encouragement.
5. The tapestry can then be hung in the classroom.

Reflection questions

- *We have created a tapestry: a single work of art composed of many materials and ideas. What do we notice about it?*
- *What is surprising or unusual about this tapestry, whether as a whole or in any individual part? Have you discovered anything that you didn't know before, e.g. that someone is a good artist or new information about someone?*
- *When you look at the tapestry, how does it make you feel?*
- *What do people see when they look at us? What do we choose to share with the world, and how is that reflected here?*

Extensions

- Challenge the entire school to do the same activity. Display the completed tapestries in an assembly or parents' evening as a way of introducing the Tate Year 3 Project.
- Artist Grayson Perry's 2009 work, *The Walthamstow Tapestry*, is an exploration of the London borough of Walthamstow using many different

materials. Download and display the work and encourage discussion around the following questions:

- *What elements in Perry's artwork do you think are about Walthamstow? What do you think each of the elements mean – e.g. the woman at the centre, the house in the upper left-hand corner – and why might Perry have put them into the tapestry?*
- *How does this artwork make you feel about Walthamstow? What kind of place do you think it is, based on this work?*
- *What effect does using different materials create in an artwork?*

This activity works well with

- Circle Time

