

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Art	William Morris	3	Autumn 2	6 weeks

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities:	Resources
Lesson 1	1 hour	WALT: To explore the artwork of William Morris	<p>Show children the picture of William Morris and go through the introduction to his life and work. Explain that Morris didn't like the mass-produced art that was the result of the industrialised Victorian society. He began a new movement called the Arts and Crafts movement which favoured a return to skilled workmanship and high quality goods instead of machine-made items. Go through the pictures of some of William Morris wallpaper designs on the slides. What do you think of these designs? What do all the designs we have just seen have in common? Children to think, pair, share their ideas then list on the slides.</p> <p><u>Main Activities:</u></p> <p>Children use worksheet 1A to analyse and comment on William Morris' work by answering the questions. They can then colour their own version of on of his designs. Encourage them to look carefully at the colours he has used</p>	<p>Slides</p> <p>Worksheets 1A/1B/1C</p> <p>Picture Cards</p>

			<p>in his work. Are there any similarities or common colours? How could they describe these colours?</p> <p><u>Plenary & Assessment Questions:</u></p> <p>What do you think of William Morris' designs? What similarities does your design have with his designs? Invite children to share their designs and explain why they chose different elements.</p> <p>Can children find similarities and differences between the different works of William Morris? Can children recreate a wallpaper pattern in the style of William Morris? Can children analyse an existing piece of artwork using language associated with Art and Design?</p>	
Lesson 2	1 hour	<p>WALT: To explore and understand the Arts and Crafts movement</p>	<p>Recap the artist William Morris from last lesson, thinking about who he was and his beliefs about the way things were made. Show the children the slides with a modern, factory-made chair. Discuss with the children the quality of the product and if they think it is easy or difficult to make. Do they think it is worth a lot of money or not? If not, why not? Show the children the slide with an ornate hand-made chair and discuss similar questions as before. Then, compare the two side by side and discuss positives and negatives about each chair. Link this back to William Morris and the Arts and Crafts movement. Discuss the history of craftsmanship and how machines and factories were changing the way in which furniture, artwork and textiles were produced. Tell children they are going to become craftspeople. They are going to make two of the same teddy bear using templates and paper. However, the first bear they make will be made in a time limit (around 1-2 minutes), representing the factory</p>	<p>Slides</p> <p>Worksheet 2A/2B</p> <p>Scissors</p> <p>Glue</p>

			<p>workers trying to make a higher quantity of bears. The second bear will have a longer time limit (10-15 minutes), representing the craftspeople who would take their time to make the highest quality product they could.</p> <p><u>Main Activities:</u></p> <p>Use worksheet 2A as pre drawn templates to cut out and create their teddy bears. Discuss the difference between the teddy bears the children have made and which one they prefer and why – chn may also have time to write which teddy bear they prefer and why, using worksheet 2B.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Ask children to share their ideas on the quality vs. quantity debate. Which do they think is better and why? Do they agree with William Morris? Are there any advantages to factory-made products?</p> <p>Can children discuss the difference between quality and quantity? Can children describe what the Arts and Crafts movement was? Can children explain why the Arts and Crafts movement was founded?</p>	
Lesson 3	1 hour	<p>WALT: To observe and sketch natural objects.</p>	<p>Ask the children to reflect back on the designs of William Morris. What were the themes throughout each of his designs? Show children slides of different still life drawings and ask their opinions. What medium do they think has been used? (How has it been created?) Introduce the learning task of sketching natural objects to inspire their next piece of work. These can be any natural objects, such as: sticks, leaves, feathers, flowers, shells or even animals. For ideas and inspirations or even to use in place of physical objects,</p>	<p>Slides</p> <p>Picture Cards</p> <p>Natural objects (leaves, sticks, fruit, seeds, flowers)</p>

			<p>please refer to the Picture Cards. Remind children of a proper pencil grip and technique when sketching; high grip on the pencil (to allow greater movement) and light, soft lines allowing them to be rubbed out if necessary. If necessary, allow the children to practise their sketching before moving on to their still life piece.</p> <p><u>Main Activities:</u></p> <p>Children sketch natural objects on plain paper using pencil. Encourage children to include shadows as well as different shading techniques. Encourage children to reflect on each medium they use and its advantages and disadvantages. e.g. biro creates a darker line, but you can't rub it out.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Paired discussion: Ask the children to help their partner reflect on their work. What are two things you like about their work? Is there anything which they can improve on next time? Allow children to share their own reflections with the class.</p> <p>Can children use soft, light sketching techniques to create a still life sketch? Can children use careful observation skills to create a still life sketch? Can children make observations about different mediums?</p>	<p>Sketching materials (pencils, colouring pencils charcoal, biros)</p> <p>Plain paper</p>
Lesson 4	1 hour	<p>WALT: To design a printing block inspired by William Morris</p>	<p>Show children the slides on how a wallpaper print is made using wooden blocks. Searching online "William Morris printing" may also provide some interesting videos to show the process of how printing using a wooden block is carried out. Make it clear to the children how the raised parts on the block are the design to be printed. All other parts will be</p>	<p>Slides</p> <p>Worksheet 4A/4B</p> <p>Picture Cards</p>

			<p>left blank. Invite children to design their own printing block which will be made using cardboard stuck onto a 10x10cm square of cardboard. With this in mind the children's designs need to be simple enough to cut out of cardboard, without being too delicate and fiddly. They may add a few simple details which could easily be added to the cardboard e.g. pressing a hole into the cardboard to create an eye on a bird. Tip: Try to discourage the children from using the edge of their printing block too much to create more of a flow when printing the repeating pattern.</p> <p><u>Main Activities:</u></p> <p>Support the children in creating a simple design inspired by nature on worksheet 4A. They may choose from some pre-prepared images from the Picture Cards to help them create a simple, but effective design. Children then use their design to cut out of thin card to test if it is practical enough for their printing block. They can use these cut outs to trace around and experiment with how their pattern will look on worksheet 4B.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Have the children seen any patterns like William Morris' before? Why do you think they were so popular? What do you think the hardest bit about printing wallpaper is? How could you fix that challenge?</p> <p>Can children create a design inspired by nature and William Morris? Can children briefly describe the process of creating a print? Can children compare and recognise patterns around them?</p>	Thin card
--	--	--	---	-----------

Lesson 5	1 hour	<p>WALT: To create and print using a printing block inspired by William Morris</p>	<p>Ask children to reflect on their designs now they have the resources in front of them. What challenges might they come across and how can they overcome them? Give children time to change their designs as needed and allow them to share them with each other. Demonstrate cutting out the design and creating the block following the pictures on the slides, making sure the pieces of the design are stuck securely to the block. Give children time to create their printing blocks, supporting as necessary. Discuss with children about how they think the process of printing is done. How do they make sure it is all lined up? How can we make sure our printing lines up? Draw out the idea of measuring or using guidelines i.e. worksheet 5A (enlarged to A3). Try using the back of the worksheet, or placing another sheet of paper over the top if you want your design without the guidelines being too obvious. Use the slides to help demonstrate the printing process.</p>	<p>Slides</p> <p>Worksheet 5A (enlarged to A3)</p> <p>Scissors</p> <p>Thick, sturdy cardboard cut into 10x10cm squares (2 per child, plus spare)</p> <p>Glue sticks</p> <p>Paint</p> <p>Paintbrushes</p> <p>A3 plain paper</p>
<p><u>Main Activities:</u></p>				
<p>Children use their design to create and use their printing block to print their pattern. Encourage children to create a relief within their design by pressing into the cardboard. Use worksheet 5A (enlarged to A3) to support children in placing their printing block as they work.</p>				
<p><u>Plenary & Assessment Questions:</u></p>				
<p>Did you predict the challenges you came across? What did you do to solve them? Would you do anything differently if you were to do this again? Did you have to change your design at all? Why?</p>				

			Can children use a design to guide them in making a printing block? Are children able to reflect on design choices? Can children print using a printing block?	
--	--	--	--	--