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| Subject | Art | Unit | Printing |
| Class | Seal - LKS2/ Orca – UKS2 | Year/Term | 2020-2021 Autumn  |

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| Key Concept | Skills |
| Develop Ideas | Develop ideas from starting points/ Develop and imaginatively extend ideas |
| Collect information, sketches and resources/ Collect information, sketches and resources and present ideas imaginatively in a sketchbook |
| Adapt and refine ideas choosing appropriate materials to achieve the desired effect/ Use the qualities of materials to enhance ideas |
| Explore ideas using a range of techniques/ Choose the most appropriate technique to convey a particular idea |
| Comment on artworks using visual language/ Comment on artworks using a fluent grasp of visual language |
| Master Techniques | Use layers of two or more colours/ Build up layers of colours |
| Replicate patterns observed in natural or built environments/ Create an accurate pattern showing fine detail |
| Make simple printing blocks (eg from coiled string glued to a block)/ Make more complex printing blocks |
| Make precise repeating patterns/ Show precision in techniques |
| Take inspiration from artists | Replicate some of the techniques used by notable artists, artisans and designers/ Give details (including own sketches) about the style of some notable artists, artisans and designers. |
| Show how the work of those studied was influential in both society and to other artists |
| Create original pieces that are influenced by the studies of others/ Create original pieces that show a range of influences and styles |

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| Learning Links | Subject/theme |
| Patterns and lines of symmetry  | Mathematics – Geometry  |
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| Core Content | Key Concept |
| Lesson 1: To question, observe and self-assess their work | Develop Ideas  |
| Lesson 2: To create and understand patterns using basic geometry and colour to develop their ideas | Develop Ideas Take Inspiration from other artists |
| Lesson 3: To be able to create a’ half drop’ pattern using their own motif | Develop IdeasMaster Techniques |
| Lesson 4: To explore two of William Morris’s methods of creating patterns | Develop IdeasTake Inspiration from other artists  |
| Lesson 5: To be able to understand and gain knowledge about patterns from different countries. | Take Inspiration from other artists  |
| Lesson 6: To compare William Morris’s Work and Emma Bridgewater | Take Inspiration from other artists  |
| Lesson 7: To create and evaluate our own pattern | Develop Ideas and Master Techniques |

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| Key Vocabulary |
| PrintingLinesShapesTonesColourManmade Design NaturalMotif | Pattern IrregularSimple StructuredPlain OverlappedComplicated ContinuousIntricate Tessellation Symmetrical CrosshatchStamped Spiral | EvaluationThis piece of work is about…I have created this piece by…The colours I have used are…I have used these colours to show…The technique I have used is…I wanted to make this look…The part I like most…The easiest part was…The challenging part was…I was inspired by…To develop this further I would…Next time I would… |
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| Assessment Opportunity |
| Lesson 1: Success Criteria: Self-Assessment/ Teacher Assessment against Key Concepts I can understand what a motif is. I can observe, evaluate my own work and that of others.I can create a motif. I can conduct research in a groupLesson 2: Success Criteria: Self-Assessment/ On-going Teacher Assessment against Key ConceptsI can understand and use geometrical shapes. I can create and use different patterns, colours, and geometrical shapes e.g. a triangleLesson 3: Success Criteria: Self-Assessment/ On-going Teacher Assessment against Key ConceptsI can understand what a ‘half drop’ is.I can create a pattern using a motif.Lesson 4: Success Criteria: Self-Assessment/ On-going Teacher Assessment against Key ConceptsI can understand one of the methods which William Morris used to create patterns. I can critically evaluate my own and others’ work.Lesson 5: Success Criteria: Self-Assessment/ On-going Teacher Assessment against Key Concepts. I can understand that there are different patterns in different parts of the world. I can critically evaluate my own and others’ work.Lesson 6: Success Criteria: Self-Assessment/On-going Teacher Assessment against Key Concepts. I can evaluate and compare two different pieces of Art. I can critically evaluate others’ work. Lesson 7: Success Criteria: Self-Assessment/ On-going Teacher Assessment against Key Concepts. I can design my own pattern by using designs from other artists as a starting point. I can critically evaluate my own work.  |
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| Date  | Learning Objective | Lesson Outline  | Resources  |
| 8th September 2020 | To question, observe and self-assess their work. | Teacher ledTell the children that today they are going tobe learning about motifs. (A motif is a singleimage, shape or symbol.)Show Power Point Presentation, Part 1.QuestionsWhere can you find different motifs? (Teacherto give examples where patterns can be foundsuch as snowflakes or honeycomb.)Activity 1(Mixed abilities)Write Exploring Motif in the centre of largesheets of coloured sugar paper. Cut imagesfrom magazines of motifs and stick around thetitle.Teacher ledDraw a square 5cm by 5cm on squared paperprovided, then draw your own motif in it.Activity 2(Mixed abilities)Children to practise by drawing a 5cm square,then creating their own motif in the square. | - Images frommagazines- Scissors- Coloured sugar paper- Glue sticks- Markers- A5 squaredpaper.- Power PointPresentation, |
| 15th September 2020 | To create and understand patterns using basic geometry and colour to develop their ideas | Teacher ledStart lesson by recapping last lesson on Motifs.Recap on symmetry.QuestionsWhat do we know about symmetry?Child to discuss with partner. Teacher takessuggestions and writes on whiteboard as scribe.Teacher led (for both Activities 1 and 2)Tell the children that today they are going to belearning about pattern.QuestionsWhat is a pattern?Where can we see patterns?What patterns are there in nature?What number patterns are there?Child to discuss with partner. Teacher takessuggestions and writes on whiteboard as scribe.After discussion, show Power Point Presentation, Part2: What is a pattern?Activity 1 (Mixed abilities)Join the dotted lines of the Triangle pattern template(Resource L2a) to form a pattern.QuestionsWhat shapes have been formed from joining thedotted lines?Child to discuss with partner. Teacher takessuggestions and writes on whiteboard as scribe.Activity 2 (Mixed abilities)Colour the triangles using 3 different colours to createa pattern.Look at how colours can sit next to each other andcan create a pattern.(No same coloured triangle should sit next toanother.) | - Felt tip pens- Colouredpencils- A4 colouredpaper (lightershades) N.B.:Triangle patterntemplate to bephotocopied ontothese sheets- ResourceL2a (Trianglepattern template)- ResourceL2b (Image 1:Snowflakes)- ResourceL2c (Image 2:Honeycomb)- ResourceL2d ( Image 3:William Morrisusing symmetryand reflection inBrother Rabbit(Morris, 1882))– Power PointPresentation, Part2 |
| 22nd September 2020 | To be able to create a’ half drop’ pattern using their own motif | Teacher ledToday, we shall be looking at What is a ‘halfdrop’? Show Power Point Presentation, Part 3.Activity 1(Mixed abilities)Draw the motif that you created in Lesson 1 inthe first box of the ‘Half drop’ template sheetprovided (Resource L3a).Activity 2(Mixed abilities)Repeat your motif on rest of sheet. | - Colouredpencils- Felt tip pens- Children’smotifs createdin Lesson 1- A4 papercolouredpaper (lightershades) N.B.:‘Half drop’template to bephotocopiedonto thesesheets- ResourceL3a (‘Halfdrop’template)- ResourceL3b (Image1: Example ofa ‘half drop’)- ResourceL3c (Image 2:Example of a‘half drop’)- Power PointPresentation,Part 3 |
| 29th September 2020 | To explore two of William Morris’s methods of creating patterns |  Teacher ledShow Power Point Presentation, Part 4.Show Resource L4d (Image 2: Indian Diapers (Morris,1875) ).QuestionsWhat shape is being used?What other names is this shape called?Where can we see these shapes?Child to discuss with partner. Teacher to take suggestionsand to write on whiteboard as scribe.Activity 1Give out to student’s b/w photocopies of Resource L4cand Resource L4d. Children to find the diamond patternsand then to draw the diamond net onto the photocopies.Activity 2Give out to children photocopies of Resource L4a andResource L4b. Children to create a diamond patternusing their own motifs to form a pattern. | - ResourceL4a (Diamondtemplate)- ResourceL4b (Chequestemplate)- ResourceL4c (Image 1:Snakeshead,(Morris, 1876))- ResourceL4d (Image 2:Indian Diapers(Morris, 1875) )- Power PointPresentation,Part 4 |
| 6th October 2020 | To be able to understand and gain knowledge about patterns from different countries. | Teacher ledSplit class into groups of 5, then into:a) Presentersb) Time Keepersc) Researchersd) Scribese) ObserverAllocate one laptop per group. Putimages of patterns from around theworld on each table.Activity 1(Mixed Ability)Each group to write the countries inthe centre of a large piece of sugarpaper. Students to write headings‘See’, ‘Think’ and ‘Wonder’ oncorners of the paper.Activity 2(Mixed Ability)From research, under the aboveheadings, students to write what theysaw, what they thought and whatthey wondered | Coloured sugar paper - Markers - Laptops (Internet) - Resource L5a (Images of patterns from around the world which William Morris was influenced by: 1 (i) and (ii) Polynesia 2 (i) and (ii) Indonesia 3 (i) and (ii) China 4 (i) and (ii) Japan 5 (i) and (ii) India/Pakistan 6 (i) and (ii) Persia 7 (i) and (ii) Sub-Sahara and North Africa 8 (i) and (ii) South America (the pre-Colombian period) ) - Resource L5b (Image 1: Hammersmith rug (Morris,1880); influenced by Chinese art) - Resource L5c (Image 2: Typical Chinese flowery rug) |
| 13th October 2020 | To compare William Morris’s Work and Emma Bridgewater | Starter – To recap the previous lessons -What can the children remember? Who is William Morris? Model Evaluation of a piece of work with the class. Main Activity- The children need to evaluate two pieces of work. One from WM and one from EB. What similarities are there? What are the differences?Plenary – Share your evaluations with partner. | Artwork from EB and WM Art SketchbookEvaluation support sheets  |
| 20th October 2020 | To create and evaluate our own pattern | Starter- Explain the aim of the lesson. Show examples of patterns – Give the children time to plan their pattern.Main – The children are going to sketch or print their own pattern in their book. Plenary – Evaluate own work  | SketchbooksPrinted resource sheetsPencilsPens Paint  |