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

|  |  |
| --- | --- |
| 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 |

|  |  |
| --- | --- |
| Learning Links | Subject/theme |
| Patterns and lines of symmetry | Mathematics – Geometry |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |
| --- | --- |
| 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 Ideas  Master Techniques |
| Lesson 4: To explore two of William Morris’s methods of creating patterns | Develop Ideas  Take 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 |

|  |  |  |
| --- | --- | --- |
| Key Vocabulary | | |
| Printing  Lines  Shapes  Tones  Colour  Manmade  Design  Natural  Motif | Pattern Irregular  Simple Structured  Plain Overlapped  Complicated Continuous  Intricate Tessellation  Symmetrical Crosshatch  Stamped  Spiral | Evaluation  This 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… |
|

|  |
| --- |
| 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 group  Lesson 2: Success Criteria: Self-Assessment/ On-going Teacher Assessment against Key Concepts  I can understand and use geometrical shapes.  I can create and use different patterns, colours, and geometrical shapes e.g. a triangle  Lesson 3: Success Criteria: Self-Assessment/ On-going Teacher Assessment against Key Concepts  I 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 Concepts  I 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. |
|

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Learning Objective | Lesson Outline | Resources |
| 8th September 2020 | To question, observe and self-assess their work. | Teacher led  Tell the children that today they are going to  be learning about motifs. (A motif is a single  image, shape or symbol.)  Show Power Point Presentation, Part 1.  Questions  Where can you find different motifs? (Teacher  to give examples where patterns can be found  such as snowflakes or honeycomb.)  Activity 1  (Mixed abilities)  Write Exploring Motif in the centre of large  sheets of coloured sugar paper. Cut images  from magazines of motifs and stick around the  title.  Teacher led  Draw a square 5cm by 5cm on squared paper  provided, 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 from  magazines  - Scissors  - Coloured  sugar paper  - Glue sticks  - Markers  - A5 squared  paper.  - Power Point  Presentation, |
| 15th September 2020 | To create and understand patterns using basic geometry and colour to develop their ideas | Teacher led  Start lesson by recapping last lesson on Motifs.  Recap on symmetry.  Questions  What do we know about symmetry?  Child to discuss with partner. Teacher takes  suggestions and writes on whiteboard as scribe.  Teacher led (for both Activities 1 and 2)  Tell the children that today they are going to be  learning about pattern.  Questions  What 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 takes  suggestions and writes on whiteboard as scribe.  After discussion, show Power Point Presentation, Part  2: What is a pattern?  Activity 1 (Mixed abilities)  Join the dotted lines of the Triangle pattern template  (Resource L2a) to form a pattern.  Questions  What shapes have been formed from joining the  dotted lines?  Child to discuss with partner. Teacher takes  suggestions and writes on whiteboard as scribe.  Activity 2 (Mixed abilities)  Colour the triangles using 3 different colours to create  a pattern.  Look at how colours can sit next to each other and  can create a pattern.  (No same coloured triangle should sit next to  another.) | - Felt tip pens  - Coloured  pencils  - A4 coloured  paper (lighter  shades) N.B.:  Triangle pattern  template to be  photocopied onto  these sheets  - Resource  L2a (Triangle  pattern template)  - Resource  L2b (Image 1:  Snowflakes)  - Resource  L2c (Image 2:  Honeycomb)  - Resource  L2d ( Image 3:  William Morris  using symmetry  and reflection in  Brother Rabbit  (Morris, 1882))  – Power Point  Presentation, Part  2 |
| 22nd September 2020 | To be able to create a’ half drop’ pattern using their own motif | Teacher led  Today, we shall be looking at What is a ‘half  drop’? Show Power Point Presentation, Part 3.  Activity 1  (Mixed abilities)  Draw the motif that you created in Lesson 1 in  the first box of the ‘Half drop’ template sheet  provided (Resource L3a).  Activity 2  (Mixed abilities)  Repeat your motif on rest of sheet. | - Coloured  pencils  - Felt tip pens  - Children’s  motifs created  in Lesson 1  - A4 paper  coloured  paper (lighter  shades) N.B.:  ‘Half drop’  template to be  photocopied  onto these  sheets  - Resource  L3a (‘Half  drop’  template)  - Resource  L3b (Image  1: Example of  a ‘half drop’)  - Resource  L3c (Image 2:  Example of a  ‘half drop’)  - Power Point  Presentation,  Part 3 |
| 29th September 2020 | To explore two of William Morris’s methods of creating patterns | Teacher led  Show Power Point Presentation, Part 4.  Show Resource L4d (Image 2: Indian Diapers (Morris,  1875) ).  Questions  What 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 suggestions  and to write on whiteboard as scribe.  Activity 1  Give out to student’s b/w photocopies of Resource L4c  and Resource L4d. Children to find the diamond patterns  and then to draw the diamond net onto the photocopies.  Activity 2  Give out to children photocopies of Resource L4a and  Resource L4b. Children to create a diamond pattern  using their own motifs to form a pattern. | - Resource  L4a (Diamond  template)  - Resource  L4b (Cheques  template)  - Resource  L4c (Image 1:  Snakeshead,  (Morris, 1876))  - Resource  L4d (Image 2:  Indian Diapers  (Morris, 1875) )  - Power Point  Presentation,  Part 4 |
| 6th October 2020 | To be able to understand and gain knowledge about patterns from different countries. | Teacher led  Split class into groups of 5, then into:  a) Presenters  b) Time Keepers  c) Researchers  d) Scribes  e) Observer  Allocate one laptop per group. Put  images of patterns from around the  world on each table.  Activity 1  (Mixed Ability)  Each group to write the countries in  the centre of a large piece of sugar  paper. Students to write headings  ‘See’, ‘Think’ and ‘Wonder’ on  corners of the paper.  Activity 2  (Mixed Ability)  From research, under the above  headings, students to write what they  saw, what they thought and what  they 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 Sketchbook  Evaluation 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 | Sketchbooks  Printed resource sheets  Pencils  Pens  Paint |