

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



<b>Subject: Art</b> <b>Year Group: Year 6</b>		<b>Area of learning: Printing – William Morris</b>
Links to previous work/Remember when	<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Approaching work in stages to use simple process to make more complicated designs.</li> <li>Developing work form initial studies and investigations.</li> <li>Understanding how printing differs from other art processes and how it is used in different cultures.</li> <li>Using a number of colours to build up in a sequence.</li> <li>Using precise repeating patterns by creating accurate printing blocks.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Representing objects with correct proportions.</li> <li>Observing how shape, colour and tone can be used to describe form.</li> <li>Using observational drawings as opening studies for more developed work. (To be kept in a sketch book)</li> <li>Using line, tone and texture to represent objects in three dimensions.</li> <li>Spending longer periods of time on more challenging activities, concentrating on particular views of objects.</li> <li>Using tools such as viewing frames effectively.</li> <li>Using drawing as part of the investigation process and presenting work well in a sketchbook.</li> </ul>	
<b>Term</b>	<b>Year 6</b>	<b>Key Skills to be taught</b>
<b>Autumn 2021</b>  What the children should know at the end of this series of lessons		<p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Choosing the appropriate materials on which to print to suit the purpose.</li> <li>Using drawings and designs to bring fine detail into my work.</li> <li>Combining printing techniques within one piece of work to create impact and effect. (In this case a multi-layered printing process which allows a recreation of the style of William Morris.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Describe shadows and reflections using light and shade.</li> <li>Combining different pressures and shading techniques.</li> <li>Developing a personal style.</li> <li>Choosing appropriate techniques to convey meaning or atmosphere.</li> </ul>

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	<ul style="list-style-type: none"> <li>Continue to use observational drawings and their sketch book to review and revisit ideas.</li> <li>Using line, tone and texture to represent objects in three dimensions.</li> </ul>
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## Vocabulary

Drawing, geometric, line, shades, tints, tone, background, scale, primary colours, secondary colours, pattern, printing, embroidery, imprint, impression, inking up, oil-based, relief, etching, engraving, indentation, pressure, Victorian, symmetrical, William Morris, wallpaper design and print, furniture, stained glass windows, tiles and tapestries

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>i). To learn about the artist who was William Morris and about his work in wallpaper design and print, furniture, stained glass windows, tiles and tapestries.</p> <ul style="list-style-type: none"> <li>Research the work of Morris to help understanding of the scope of his work – wallpaper, printing, furniture, stained glass, tiles and tapestries.</li> <li>Use one of the pre-prepared ppts on the internet to help children understand his work. <a href="https://www.twinkl.co.uk/resource/t2-a-105-new-william-morris-powerpoint">https://www.twinkl.co.uk/resource/t2-a-105-new-william-morris-powerpoint</a></li> <li>William Morris timeline <a href="https://williammorrissociety.org/about-william-morris/timeline/">https://williammorrissociety.org/about-william-morris/timeline/</a></li> <li>Explore knowledge organiser and then find out what the children already know about the artist and his work. Have they heard of him? Have they seen any of his work? What was his inspiration?</li> <li><a href="https://www.vam.ac.uk/articles/introducing-william-morris">https://www.vam.ac.uk/articles/introducing-william-morris</a></li> </ul>
2	<p>i). To evaluate the work of William Morris, forming an opinion about his work, his techniques and craft ideas as well as the great works of his life.</p> <ul style="list-style-type: none"> <li>Use iPads or the computer room to focus on investigating his tapestry work - <a href="https://www.thetapestryhouse.com/tapestries/category/william-morris-26">https://www.thetapestryhouse.com/tapestries/category/william-morris-26</a></li> <li>Similar to point one but focus on his wall paper designs - <a href="https://www.vam.ac.uk/articles/william-morris-and-wallpaper-design">https://www.vam.ac.uk/articles/william-morris-and-wallpaper-design</a></li> <li>Provide a number of colour copies for the children to discuss in terms of the printing techniques needed to create them. Is it possible to get a multi-coloured printed product from pass over the printer or is it going to require a number of printing block and colours?</li> </ul>
3	<p>i). Practise printing techniques allowing the children to chose the appropriate materials, using drawings to design and show fine detail and combine printing techniques to provide greater impact.</p> <ul style="list-style-type: none"> <li>Children use polystyrene tiles and pastel colours to create recessive background patterns.</li> <li>Children to use printing blocks and brighter colours to add a second layer of detail using something like a potato as a printing block.</li> </ul>

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	<ul style="list-style-type: none"> <li>Children to use polystyrene tile to add the strong, rhythmic and fluid lines of the shapes of vines, leaves and branches.</li> </ul>
4	<p>i) To spend time using sketching books to draft plans in the style of William Morris, reflecting how he created structure through his designs by building strong, rhythmic and fluid lines from the shapes of leaves, vines and branches, frequently superimposing the main pattern over a smaller, recessive background pattern to fill the <b>design</b> space.</p> <ul style="list-style-type: none"> <li>Using line, tone and texture to represent objects in three dimensions – opportunity for outside sketching of natural shapes, leaves and vines. Objective to collect a number of sketches to aid design process.           <ul style="list-style-type: none"> <li>Develop use of shadows and reflections using light and shade.</li> <li>Combining different pressures and shading techniques.</li> <li>Developing a personal style.</li> </ul> </li> <li>Similar but inside using pictures or natural things brought into the classroom.</li> </ul>
5	<p>i) Children create work in the style of William Morris, incorporating all that they have learnt about appropriate materials, fine detail design, combination of printing techniques and the structure of his designs.</p> <ul style="list-style-type: none"> <li>Consider end product, practicality as the limitations of printing in school to create a quality product – sometimes less is more...</li> <li>Create effective but probably quite simple recessive back ground.</li> <li>Create strong vines, branches and leaves to over print.</li> <li>Design main frontal feature of the piece (See Trellis wallpaper, designed by William Morris as an example) <a href="https://www.vam.ac.uk/articles/william-morris-and-wallpaper-design">https://www.vam.ac.uk/articles/william-morris-and-wallpaper-design</a></li> <li>Plan printing chronology and process – which will be polystyrene tiles? Which will be potatoes? How will the symmetry/repeating pattern of the work be created?</li> </ul>
6	<p>i). To evaluate their art work in terms of the content or subject, the composition, colour and technique as well as the degree to which it in the style of William Morris.</p> <ul style="list-style-type: none"> <li>Use paired evaluation so each child evaluates both their own product and that of a partner.</li> <li>Emphasise that evaluating art is more than just liking it or disliking it. You need to be able to look more closely at the elements of art and the principles of design that they have used to be able to comment on how effectively the artist has used them to communicate his or her message. It's okay to not like a piece of art but still appreciate the artist's use of elements and design.</li> </ul>

## Learning Outcome/product

The end of this series of lessons will be a printed piece of art in the style of William Morris. The printing will be done using appropriate materials and techniques using a combination of printing techniques in order to build a piece of work which is multi layered with the back ground being printing first and then the strong, rhythmic and fluid lines from the shapes of leaves, vines and branches, being superimposed (printed) over the main pattern over a smaller, recessive background pattern to fill the **design** space. Essentially this will be a three-stage printed piece of work.

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<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes.</b>

<b>Assessment records</b>	<b>List only those children who have exceeded the expected outcomes.</b>

<b>End of unit assessment question</b>	
E.g. How does the techniques of printing used in this section of work inspired by William Morris enable detailed floral design which is in the original style of his work?	