





Overview of lessons	NC Links:
Overview of project stages 1. Research and homework set home ( whole school) 2. Computer research in class 3. Designing printing block and patterns 4. Making printing blocks 5. Printing 6. Evaluating work <b>NB Don't forget to take pictures with your cameras</b>	

Progression in pattern/printing William Morris



LESSON 1		Time: 1hour
To research William Morris		
Key Vocabulary: William Morris Wall paper Pattern repeat	Key Resources: : Laptop/ books computers PowerPoint	
1 <sup>st</sup> Part of lesson: Introduction (minutes)	<b>Investigating</b> Set children homework. Get children to find out about William Morris, encourage to do drawing and collect pictures. Introduce to the children that they are going to take part in a whole school project. Some of their work might get chosen for a big display in school and other children work may get chosen for a display in Ilford library or across the borough. Explain that the whole school will be doing this art project over the next few weeks. Give the children the opportunity to do homework. Show children PowerPoint on William Morris. Explain to the children that they will need find to out about the artist William Morris and his work. Show the children some of his work. What can they tell you about the picture?	
2 <sup>nd</sup> Part of lesson: Main Teaching (minutes)	<p>What do you think this work is about?</p> <p>What can you see in the painting / print / textile / sculpture / photograph etc?</p> <p>What action is happening?</p> <p>How have the parts been arranged or put together?</p> <p>Are they carefully positioned? Or haphazard /regular / balanced / random etc?</p> <p>How would you describe the work? What terms do we use for work of this type?</p> <p>What materials have been used to make this piece of art?</p> <p>What words would you use to describe the working methods employed?</p> <p>Carved/ scratched/ shaped/ moulded/ joined/ cast/ stitched/ painted/ smeared/ printed etc ?</p> <p>Is this an interesting piece of work? Is it happy? does it make you feel sad, lonely, unsettled?</p> <p>Is it the colours / textures / tone used which create the mood?</p> <p>Would you like to own the work or not? Why do you feel this way?</p> <p>Do you know who created the work? When and where was it made?</p> <p>Is there any evidence or are there clues which tell us these things?</p> <p>What events were going on at the time? Is it linked to any historical, social or religious purpose?</p> <p>Who was the work made for? How do we know?</p>	
3 <sup>rd</sup> Part of lesson: Independent Work (minutes)	<p>Get the children to research and collect information, pictures about William Morris.</p> <p>Create facts sheets or collect images for sketchbooks.</p> <p>Use William Morris Gallery</p>	
Inclusion: (EAL, SEN and G&T)	<p>EAL,SEN working in mixed ability pairs.</p> <p>G&amp;T collect more information.</p>	
4 <sup>th</sup> Part of lesson: Plenary (minutes)	In pairs children report back to the class what they have found out.	
Success Criteria/ Lesson Outcomes	<ul style="list-style-type: none"> <li>• I can recognise William Morris patterns</li> <li>• I can collect images and pictures of William Morris pattern</li> <li>• I can collect information about William Morris pattern</li> </ul>	
Evaluation		

LESSON 2		Time: 1-1/2hour
<b>LI:</b> To print using a block print To select and choose colours To create a pattern		
<b>Key Vocabulary</b> Layout William Morris Pattern Repeat		<b>Key Resources:</b> Sketchbooks, pencils, scissors, cardboard, foam
<b>1<sup>st</sup> Part of lesson:</b> <b>Introduction</b> <b>(5 minutes)</b>	<b>Designing</b> <p>Explain to the children to that they will be creating their own patterns today based on William Morris.</p> <p>In sketchbooks, children do different designs. Get the children to think about colours, and shape. How the pattern might repeat? You may want to think about the choice of colours that they use, William Morris often used muted colours. Split the paper into 4 to create different designs. Show powerpoint on printing (William Morris Museum)</p>	
<b>2<sup>nd</sup> Part of lesson: Main Teaching</b> <b>(20 minutes)</b>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; text-align: center;">  </div> <div style="width: 50%; text-align: center;">  </div> <div style="width: 50%; text-align: center;">  </div> <div style="width: 50%; text-align: center;">  </div> </div>	

<b>3<sup>rd</sup> Part of lesson: Independent Work (25 minutes)</b>	<b>Making Printing Blocks</b> <p>Children choose favourite designs to create a pattern. These are one ones they will use to create their own printing block. They will make 2/3 printing blocks each. Or work with partner and share.</p> <p>Tell the children today they will get the opportunity to make their own printing blocks based on their own designs.</p> <p>Share and show examples of the different printing blocks, discuss with the children how the think they were made. Children will be using cardboard and foam to create a printing block.</p> <p>Children draw directly onto the foam, this can then be cut out and stuck on the card. A small piece of card will be used as a handle.</p> <p>Demonstrate to the children how to make the printing block, each child will make 2/3 depending on ability in art.</p>
<b>Inclusion: (EA, SEN and G&amp;T)</b>	EAL/ SEN work teacher support Children will need support to do this so this could done in small groups with LTA support G&T to produce more intricate designs
<b>4<sup>th</sup> Part of lesson: Plenary (minutes)</b>	Children to evaluate their designs. What do they like, what could they change? Children can be reflective in their sketchbooks. Look at each other's work and evaluate.
<b>Success Criteria/ Lesson Outcomes</b>	<ul style="list-style-type: none"> <li>• I can sketch my ideas</li> <li>• I can design a pattern based on William Morris</li> <li>• I can create shapes for my printing blocks</li> <li>• I can make printing block</li> </ul>
<b>Evaluation</b>	

<b>LESSON 3</b>		<b>Time: 1hour</b>
<b>LI: To use a block print to create a pattern based on artists William Morris</b> To evaluate work/others		
<b>Key Vocabulary:</b> Motif Print Stamp	<b>Key Resources:</b> Paints, brushes, palettes, designs, printing block, Layout templates	
<b>1<sup>st</sup> Part of lesson: Introduction (minutes)</b>	<b>Printing</b> Explain to the children that today the will be making their own prints based on their own designs. Model to the children how to use printing blocks. Talk through reason for choice of colour, position on the paper. Things to consider how does it look? Which colours are they choosing? How does it	

	<p>compare to the artist's work how does it compare to their own design? Does the pattern repeat?</p> <p>Demonstrate to the children how to put paint onto the printing block.</p> <p>(painting it on will allow more control)</p>
<b>2<sup>nd</sup> Part of lesson: Main Teaching (minutes)</b>	<p>Once they have their ideas how the printing block will look they can experiment with different layouts. See Examples. Give children different layouts to try out such as half drop. Use template.</p> <p>Show powerpoint about printing layout.</p>
<b>3<sup>rd</sup> Part of lesson: Independent Work (minutes)</b>	<p>Children print designs on to different papers</p>
<b>Inclusion: (EAL, SEN and G&amp;T)</b>	<p>By outcome SEN Teacher support</p>
<b>4<sup>th</sup> Part of lesson: Plenary (minutes)</b>	<p><b>Evaluation</b> in the classroom; create a mini art gallery for children to look at work, think about what went well, what could improve and discuss why they like certain pictures.</p>
<b>Success Criteria/ Lesson Outcomes</b>	<p>Success criteria</p> <ul style="list-style-type: none"> <li>• Used printing blocks to create a print based on the artist William Morris</li> <li>• Chose a variety of colours</li> <li>• Created a pattern based on own design</li> <li>• Evaluate own and others' work</li> </ul>
<b>Evaluation</b>	