


| <p style="text-align: center;">William Morris RHS Post visit lesson KS1</p> <p>National Curriculum: Art and design</p> | |  |
|---|--|--|
| Learning Objectives | Structure | Plenary |
| <ul style="list-style-type: none"> To draw from observation and simplify drawings to create a design. To use a range of materials creatively to design and make products. To combine visual and tactile qualities of materials and match these to the purpose of the work. To develop a wide range of art and design techniques in using colour, pattern, shape and space. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <p>Introduction</p> <ul style="list-style-type: none"> Recap on visit to the RHS garden and look at the line drawings that were completed on the visit. Look at examples of patterns; include Morris wallpaper designs as some of these and discuss. <p>Activities</p> <ul style="list-style-type: none"> Using their line drawings from the visit, redraw as simplified versions. To design their wallpaper pattern, make a draft of how the line drawings will rotate and repeat to create their pattern. (This could be drawn in sketchbooks or as a collage with leaves cut out of paper for arranging.) Draw design onto polystyrene tile using a biro or pencil. Roller tile with printing ink and print onto paper or fabric, ensure children are careful to match up their design to repeat the pattern. Leave to dry and display. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Key Vocabulary: William Morris, shape, pattern, repetition, line drawing, printing, block, symmetry, rotate</p> </div> | <p>Encourage the children to use new vocabulary they have learnt whilst discussing their work.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Resources: Examples of William Morris's work and other pattern, variety of paper or fabric, pencils, polystyrene tiles for printing, printing inks, rollers, aprons.</p> </div> |

| | | |
|---|--|--|
| <p>Assessment Questions</p> | | |
| <ul style="list-style-type: none"> • What does repetition mean? • Can you tell me how you produced your art work? | <div data-bbox="694 145 1628 288"> <p>Links with ICT: <i>Using Colour magic, create patterns by using the symmetry tools. These could be displayed alongside their art work.</i></p> </div> | <div data-bbox="1686 145 2085 603"> <p>Differentiation: By questioning and outcome. More able - children will be able to choose and experiment with materials and tools confidently. Less able- children will be able to suggest improvements for their own work.</p> </div> |