

*Our Intent is:* To engage, inspire and challenge pupils in exploring, “How can you express creativity and culture through Art?” offering opportunities to engage in developing skills with varied styles and media.



Forton Primary School  
Art & Design

Pendle Class  
Summer 1 & 2  
Year A

**N.C. LINKS:**

Pupils should be taught:

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

About great artists, architects and designers in history.

**Key Concept: Pattern**

**Artist: William Morris (1834-1896)**

**Key Question: Handmade or Industrial progress?**

**Vocabulary:**

- Stained glass windows
- Patterned wallpaper
- Tapestries
- Industrialisation
- Factories
- Urban
- Environmental campaigner
- Floral patterns
- Block printing

**Unit Overview:**

Learn about the artist William Morris and creating a motif or decorative design inspired by nature. We will investigate Morris's artwork, practising the patterns of natural things forms around us. Our final piece will be created in a block printing style.

**Chronological Context:**

Romantic (1900-1970)

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William Morris is best known as the 19th century's most celebrated designer, but he was also a driven polymath who spent much of his life fighting the consensus. A key figure in the Arts & Crafts Movement, Morris championed a principle of handmade production that didn't chime with the Victorian era's focus on industrial 'progress'.

**New Knowledge Progression:**

- To be able to critically analyse pieces of artwork based on a set of questions and criteria.
- To be able to use tone when drawing to add definition.
- To be able to identify and use repeating patterns in a design.
- To be able to understand how print making is done.

**Building on Prior learning:**

- Children will use their sketch books to record their observations and use them to review and revisit ideas.
- They will improve their mastery of printing and practise different printing techniques using a range of materials.
- They will learn about the great artist and print-maker Hokusai.

**Key Skills (Disciplinary)**

- Independently investigate a range of starting points for their work, and confidently develop their ideas further.
- Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops.
- Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.
- Confidently use language appropriate to the chosen art form, to help them to explain their ideas.
- Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.
- Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.
- Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas.
- Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints.

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- Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.
- Use sketch book / ‘ideas journal’ to adapt and critically evaluate their work as their ideas develop.
- Annotations reflect their critical evaluations and development of ideas.
- Reflect on the ways in which their imaginative work has developed from a range of starting points.
- Investigate a range of starting points for their work, and choose which idea to develop further.
- Record their thoughts and experiences in a sketch book / ‘ideas journal’, and annotate these in order to aid the development of their ideas.
- Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.
- Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.
- Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.
- Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.
- Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect.
- Are confident when working with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter.
- Use appropriate language when comparing ideas, methods and approaches in their own and others’ work.
- Describe what they think and feel about their own and others’ work and how this might influence their designs.
- Use sketch book / ‘ideas journal’ to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.

#### **Sequence of Lessons:**

**L.O. To investigate the style and life on an artist.**

**L.O. To analyse an artist’s work.**

**L.O. To explore the use of tonal scale.**

**L.O. To explore repeating patterns.**

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L.O. To investigate the process of printmaking.

L.O. To create a piece of artwork in the style of an artist.

Enhancements:

<https://www.vam.ac.uk/articles/introducing-william-morris>

End of Unit Outcome:

Block printing piece of artwork inspired by William Morris.