

# Art and Design Unit 2B

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## Mother Nature – Designer

Written with a focus on William Morris.

This unit of work has been designed with children in Years 1 and 2 in mind.

## Introduction to the scheme of work

In this scheme of work, children will explore line, shape and colour in natural forms. They will make observations of natural objects and use their observations as the basis for textile design. They will use their experience of fabrics to make a collage, and learn and use simple techniques for appliqué.

It is suggested that this scheme is linked to a visit to Two Temple Place between 28 October 2011 – 29 January 2012 for the exhibition 'William Morris: Story, Memory, Myth', which will feature pieces from the William Morris Gallery, Walthamstow. WMG will also be open again for school visits from July 2012 after undergoing a major re-development programme.

The scheme builds on Unit 1B 'Investigating Materials'. It also builds on Unit 2B 'Plants and animals in the local environment' in the science scheme of work, and unit 2D 'Joseph's Coat' in the design and technology scheme of work.

## Lesson Variations

The lesson plans for this unit are detailed.

Suggestions have been made about how to differentiate activities for children with Special Educational Needs (SEN), children with English as an Additional Language (EAL), and children who are Gifted and Talented (G&T).

Each lesson also has a resource list which makes it clear which resources have been included in this pack (in bold) and those which need to be sourced at school.

# Art and Design Unit 2B. Lesson 1

Mother Nature - Designer (with a focus on William Morris). Duration 1 hour. Date:

<p><b>Main teaching</b>            CCL Geography (natural objects from around the world), Science (plants)</p>	<p><b>Activities - Differentiation</b></p>	<p><b>Plenary</b></p>
<p><b>L.O.:</b> To record from first-hand observations and experience.</p> <p>Explain to the children that in Art &amp; Design this half term, they will be learning about Mother Nature - Designer. What does Mother Nature mean? What is a designer? (on clothes, fabrics, furniture, cushions etc) Why do you think people might call Mother Nature a designer?</p> <p>Display a selection of natural objects (plants, seed pods, roots, leaves, flowers, fruits, vegetables, examples from books and posters). Ideally take the children on a walk around the school or local park to collect dead or dying materials eg fallen leaves, bark, interesting roots.</p> <p>If you cannot collect objects, use the ICT link below.</p> <p>Guide discussions with the children getting them to observe lines, shapes and colours in the natural object (Magnifying glasses could be used). Keep a record of key vocabulary somewhere on display through the topic.</p> <p>Then show the children the line drawings from the second website below. Discuss how the artists have used line, shape, tone, texture and different angles.</p> <p><b>ICT:</b> Natural objects: <a href="http://www.museumeducation.bedford.gov.uk/bedfordbytes/nature/images_nature/gallery_natural_objects/index.htm">http://www.museumeducation.bedford.gov.uk/bedfordbytes/nature/images_nature/gallery_natural_objects/index.htm</a></p> <p><b>Line and tone:</b> <a href="http://www.museumeducation.bedford.gov.uk/bedfordbytes/nature/images_nature/gallery_line_and_shading/index.htm">http://www.museumeducation.bedford.gov.uk/bedfordbytes/nature/images_nature/gallery_line_and_shading/index.htm</a></p> <p><b>EAL:</b> modeling, visual scaffolding, mixed ability grouping  <b>Every Child Matters:</b> Enjoy and Achieve</p>	<p>Activity 1 (in mixed ability groups):</p> <p>Arrange a selection of objects on each table (or alternatively, print out images from the website). Children to make close observations of the objects, and discuss with each other.</p> <p>What colours can you see?            What shapes can you see?            Is it smooth?            Is it rough?            What other describing words would you use about this object?</p> <p>Activity 2:</p> <p>To choose an object or two to do detailed line drawings of in their sketchbook. Children should be encouraged to draw as accurately and carefully as they can.</p> <p>HA: To look in detail at their chosen object and try to represent the texture in their drawing.</p> <p>SEN: Could group objects together according to similarities and differences. E.g. collect all images of a particular colour.</p> <p><b>Success criteria</b></p> <p>I can notice details in a natural object.            I can try to represent these details in a drawing.</p>	<p>Show children the William Morris image from CD. (Trellis Green)</p> <p>What can you see here that is connected to nature?            What colours have been used?            How much detail has been included?            What do you think this was for? (wallpaper)            Would you like it in your bedroom?            Why or why not?</p> <p><b>Resources</b>            ( Bold included in pack )</p> <p>Selection of plants, seed pots, flowers, fruits, vegetables</p> <p>Magnifying glasses</p> <p><b>Prompt questions</b></p> <p><b>William Morris image for plenary</b></p>

# Art and Design Unit 2B. Lesson 2

Mother Nature - Designer (with a focus on William Morris), Duration 1 hour. Date:

<p>Main teaching</p> <p>CCL History (William Morris, Victorians), Maths (patterns), ICT</p>	<p>Activities - Differentiation</p>	<p>Plenary</p>
<p>L.O.: To explore ideas for design, compare differences and similarities in the work of designers, and make my own pattern design inspired by nature.</p> <p>Tell the children that today they are going to be learning more about William Morris, and how he created his designs.</p> <p>Show children a photo of William Morris – e.g. from <a href="http://www.wikipedia.org">http://www.wikipedia.org</a> (see link below) Tell the children: William Morris was born in Walthamstow in East London in 1834 and he died in 1896.</p>	<p>Activity 1: Children on computers to have a go at creating their own patterns inspired by nature. Encourage collaboration and discussion between pairs.</p> <p>Activity 2: Children to look back at their sketches from Lesson 1 and choose one object they like.</p>	<p>Some children to share their design with the rest of the class, and explain the reasoning behind their choices.</p> <p>Children could use 2 stars and a wish strategy to evaluate their friends' work.</p> <p>I really liked how they...</p> <p>To improve it they could...</p>
<p>Do you know what we call that time? (The Victorian Era)</p> <p>Do you know why we call it that? (Because Queen Victoria was on the throne at that time)</p>	<p>First sketch it more simply, thinking more about shape this time. When happy with simpler version, to have a go at creating a pattern with it (thinking about rotation / reflection / symmetry as with the computer patterns)</p>	<p><b>Resources</b> ( Bold included in pack )</p>
<p>Do you know of any major changes which happened then, or any important inventions? (steam engine – trains, industrialisation)</p> <p>William Morris always wanted to learn how things were made. He liked more old-fashioned techniques – such as colouring fabrics with natural dyes, block printing from wood, and weaving things by hand. He valued good craftsmanship.</p> <p>What is a craftsman?</p> <p>What do you think craftsmanship means?</p> <p>Show the children a selection of images of designs by William Morris.</p> <p>What do you think inspired William Morris? (the natural world – he used wild flowers, leaves, seed heads, fruits and animals in his designs)</p>	<p>On a sheet of A4, to draw their pattern, and then colour using whatever medium they prefer. They should use colours inspired by nature.</p> <p>SEN: Supported by partner on computer. For Option 2, may be necessary to photocopy their sketches from Lesson 1 so they can stick to creating pattern rather than have to do so much drawing.</p> <p>G&amp;T: To make effective use of colour and composition in their pattern design.</p> <p><b>Success criteria</b></p> <p>I know that William Morris was inspired by nature. I can collect ideas to represent my own natural pattern.</p>	<p><b>Morris images</b></p> <p>Activity 2:</p> <p>Laptops / computers</p> <p>Paper</p> <p>Colouring pencils or paints</p>

## Art and Design Unit 2B. Lesson 2 ( continued )

Mother Nature - Designer (with a focus on William Morris), Duration 1 hour. Date:

<p>Main teaching</p>		
<p>What do you notice about the colours in his designs? (they are all natural colours, made from natural dyes – rather than using chemical dyes)</p> <p>Encourage the children also to notice the patterns in the first two, and how they repeat themselves.</p> <p>Ask children to compare the Morris designs to this plate: <a href="http://www.museumeducation.bedford.gov.uk/bedfordbytes/nature/images_nature/gallery_designed_objects/pages/DSC_0025_jpg.htm">http://www.museumeducation.bedford.gov.uk/bedfordbytes/nature/images_nature/gallery_designed_objects/pages/DSC_0025_jpg.htm</a> - what do the designs have in common?</p> <p>What is different about them?</p> <p>Show the children the natural world patterns website below. Go through the patterns and discuss which animal, plant or creature the patterns might have come from. Ask children to come up and create a pattern inspired by nature on the board – show them how they can rotate images etc. If you have laptops or an ICT suite available, you could amend the main activity and let all the children have a go at creating patterns on the computer which can be printed off and stuck in their sketchbooks.</p> <p>If choosing Activity 2, model doing their activity for them.</p> <p>ICT: Link to wikipedia portrait: <a href="http://en.wikipedia.org/wiki/File:George_Frederic_Watts_portrait_of_William_Morris_1870_v2.jpg">http://en.wikipedia.org/wiki/File:George_Frederic_Watts_portrait_of_William_Morris_1870_v2.jpg</a></p> <p>Natural world patterns: <a href="http://www.museumeducation.bedford.gov.uk/bedfordbytes/nature/making_patterns.htm">http://www.museumeducation.bedford.gov.uk/bedfordbytes/nature/making_patterns.htm</a></p> <p>EAL: modeling, visual scaffolding, mixed ability grouping Every Child Matters: Enjoy and Achieve</p>		

# Art and Design Unit 2B. Lesson 3

Mother Nature - Designer (with a focus on William Morris). Duration 1 - 1.5 hour. Date:

Main teaching	Activities - Differentiation	Plenary
<p>LO: To represent observations and ideas, design and make a paper collage.</p> <p>Explain to the children that today they are going to be improving on the pattern they made in Lesson 2 by using collage techniques. What is collage?</p> <p>What could we use to make a collage? Why do you think collage would improve our designs? (adds texture, interest)</p> <p>Model putting together a collage using the resources you have available.</p> <p>You should show them that you are using the ideas from Lesson 1 where you drew different natural objects, and Lesson 2 where you turned one into a pattern.</p> <p>Steps: Draw lightly onto the paper to show where you want your design to be – the general layout – thinking about composition. Should I put lots of detail into this drawing? Why not? Choose paper to use, and discuss its properties. E.g. I'm going to use squares of tissue paper layered as a background colour because it will be quite light, and the layering is a bit like leaves on the ground.</p> <p>What do you think I should use to represent the flower? Why? Does anyone else think I should use something else? Make sure they know there's no right or wrong answer – if they can justify why they chose a particular material, and to use it in a particular way, that is fine. E.g. scrunched or smooth paper. Also model changing your mind as you go along. E.g. I was going to use sugar paper here, but I think it is the wrong colour so I'm going to use x instead.</p> <p>EAL: modeling, visual scaffolding, mixed ability grouping Every Child Matters: Enjoy and Achieve</p>	<p>Activity (Mixed ability pairs):</p> <p>Children to complete their paper collages inspired by nature.</p> <p>SEN – May need additional adult support.</p> <p>G&amp;T – Encourage children to think carefully about textures – e.g. how will they get across the smoothness of a pebble using paper? How could they include more details? E.g. add sketching detail on top of the paper.</p> <p><b>Success criteria</b></p> <p>I can choose different papers to represent different features of objects from nature.</p> <p>I can combine these into an effective paper collage inspired by nature.</p>	<p>What do you think is most effective about your collage?</p> <p>Which bit would you improve if you had more time?</p> <p><b>Resources</b></p> <p>Materials for collage (e.g different papers, including magazines and newspapers)</p> <p>Natural objects</p> <p>Other materials e.g. tin foil, plastic bags</p> <p>PVA glue</p>

# Art and Design Unit 2B. Lesson 4

Mother Nature - Designer (with a focus on William Morris), Duration 1 hour. Date:

<p>Main teaching</p> <p>CCL History (William Morris, Victorians), Maths (patterns), ICT</p>	<p>Activities - Differentiation</p>	<p>Plenary</p>
<p>LO: To learn some sewing techniques</p> <p>An additional adult will be invaluable in this lesson.</p> <p>Tell the children that today they will try out different techniques involving textiles.</p> <p>How could you use textiles to represent this image? What might you like to use? (e.g. sequins for scales on dragon, shiny silver material for the sword and knight's armour, rough wool for rocks etc)</p> <p>What different textile techniques do you know about? Tell the children that there will be 3 they will learn about today:</p> <ol style="list-style-type: none"> <li>1. Layering fabric</li> <li>2. Stitching fabric</li> <li>3. Adding other objects (e.g. buttons, sequins, wool etc)</li> </ol> <p>Go through each technique and model it to the children. After each technique, ask them to have a go at that technique at their table. Remember – they are just having a go at this stage. They will have one piece of calico each and need to show all techniques on that piece – like a sample of their skills. They should write their names on the back in pencil first.</p> <ol style="list-style-type: none"> <li>1. Layering fabric – show how you can cut out a flower shape of one colour, and then a smaller flower shape in another colour, and glue the smaller one onto the top. What effect does this have? Why might this technique be useful?</li> <li>2. Stitching fabric – show them they can make long and short stitches, do lots on top of each other, stitch shapes etc. Ask children to try stitching their names, or a shape. You will need to go through health and safety re using needles, how to thread a needle etc.</li> <li>3. Adding other objects – this can be done with stitching or glue. Model adding a button to the middle of your layered flower. Tell the children that this technique is called appliqué.</li> </ol> <p>EAL: modeling, visual scaffolding, mixed ability grouping Every Child Matters: Enjoy and Achieve</p>	<p>Activity</p> <p>Children to try out each technique as it is modelled by the teacher to create a 'sampler' of their sewing skills.</p> <p>SEN – may need additional support threading needles etc.</p> <p>G&amp;T – should be encouraged to make their stitches neat and even.</p> <p>Success criteria</p> <p>I know there is a range of techniques used in textile design. I have had a go at different techniques.</p>	<p>Which technique did you find easiest? Why?</p> <p>Which technique did you find most challenging? Why?</p> <p>Show George &amp; Dragon image again.</p> <p>How would you apply the techniques you learned today to this image?</p> <p>Resources ( Bold included in pack )</p> <p><b>St George image</b> 1 piece of calico per child (A4 should be fine) PVA glue Sequins Buttons Various fabrics Needles Thread Scissors</p>

# Art and Design Unit 2B. Lesson 5

Mother Nature - Designer (with a focus on William Morris), Duration 1 hour. Date:

Main teaching	Activities - Differentiation	Plenary
<p>LO: To complete our own design plan, and begin to make our textile collage</p> <p>What sewing techniques did we learn about in our last lesson? Ask children to get the samples they made to remind themselves of what they learned and achieved last lesson. Explain that today they will be completing the design for their own textile collage. Explain that the design plan will be the same size as their final piece (A4 landscape).</p> <p>Tell the children what resources will be available to them – make this list visible throughout lesson and remind them to take note of it (there is no point in them planning to use things you don't have!)</p> <p>Model drawing a sketched design on the interactive whiteboard inspired by nature – you could use images from Lesson 1 website for further inspiration.</p> <p>Model thinking about composition (the layout of the piece) Put everything in one corner of your paper – Is this good composition? Why not? And scale (the size of things in the scene) Make everything really tiny. Is this good scaling? Why not? Model labelling the techniques used. E.g. Clouds labelled as cotton wool glued on. Leaves to be green fabric with extra detail sewn on.</p> <p>Remind the children that they should include as many of the techniques as they can from their sample of techniques from Lesson 3. They should also use their ideas from earlier lessons to support them.</p> <p>When they finish the design plan, they can make a list of what they will need in the next lesson.</p> <p>ICT: Showing images of children's work on interactive whiteboard EAL: modeling, visual scaffolding, mixed ability grouping Every Child Matters: Enjoy and Achieve</p>	<p>Activity Children to complete their design plan for their scene on A4 paper. They need to include as many of the techniques as they can from Lesson 4.</p> <p>SEN – may need additional support.</p> <p>G&amp;T – to include quite complex design and level of detail in their plan.</p> <p>Success criteria</p> <p>I can imagine the impact of different textile techniques.</p> <p>I can consider composition when designing my scene.</p> <p>I can consider scale when designing my scene.</p> <p>I can choose appropriate techniques to make my design as effective as possible.</p>	<p>Some children to share their design and the reasoning for their choices.</p> <p>If possible, teacher to transfer their design plan onto interactive whiteboard to support them talking to the class.</p> <p>Resources</p> <p>1 x A4 paper per child</p> <p>Pencils</p> <p>Additional books for ideas</p>

# Art and Design Unit 2B. Lesson 6 / 7

Mother Nature - Designer (with a focus on William Morris), Duration 1 hour. Date:

Main teaching	Activities - Differentiation	Plenary
<p><b>LO: To complete our own design, and evaluate our work.</b></p> <p>An additional adult will be invaluable in this lesson.</p> <p>The children may require more than one lesson to finish their design – especially if they are using lots of techniques, and they need to work on their needlework skills.</p> <p>What did we do in our last lesson? (design our own textile collage inspired by nature). Ask children to look at their designs. What do you think our mission today will be? Today you will be making your own talking textile scene. What materials are you going to need? What techniques are you going to use? What health and safety rules do we need to remember? What should you do if you need help?</p> <p>Model using the design plan to lightly sketch your scene onto your calico.</p> <p>What would be a sensible order to do things in? Why? (e.g. do background first, then leave that to dry and while it's drying start making the other bits you'll be adding).</p> <p>Model tracing over one of your earlier drawings using tracing paper. Then model cutting this out. Tell the children this is called a pattern. You can then draw around this shape onto the fabrics you're using to help cut out shapes accurately. Model making layered things and then applying them to the calico when you are happy with them.</p> <p>ICT: Showing images of children's work on interactive whiteboard Natural objects: <a href="http://www.museumeducation.bedford.gov.uk/bedfordbytes/nature/images_nature/gallery_natural_objects/index.htm">http://www.museumeducation.bedford.gov.uk/bedfordbytes/nature/images_nature/gallery_natural_objects/index.htm</a> Designed objects: <a href="http://www.museumeducation.bedford.gov.uk/bedfordbytes/nature/images_nature/gallery_designed_objects/index.htm">http://www.museumeducation.bedford.gov.uk/bedfordbytes/nature/images_nature/gallery_designed_objects/index.htm</a> <b>EAL: modeling, visual scaffolding, mixed ability grouping</b> <b>Every Child Matters: Enjoy and Achieve</b></p>	<p>Activity 1: Children to write their names and scene number onto the back of their calico in pencil – this will make it easier for you later on when you are putting the display together.</p> <p>Children to carry out their design, working collaboratively with their partner.</p> <p>Activity 2: Complete pupil self-evaluation of unit and final piece.</p> <p>SEN: May need support threading needles etc. May need support writing self-evaluation.</p> <p>G&amp;T: Encourage children to make their stitches neat and even. They should work as accurately as possible understanding in detail the impact of the techniques.</p> <p><b>Success criteria</b></p> <p>I can design a scene inspired by nature, like William Morris did.</p> <p>I can make and evaluate the piece, based upon my design.</p>	<p>Show the children different objects from the 'Designed Objects' website.</p> <p>How has the artist been inspired by nature?</p> <p><b>Resources</b> ( Bold included in pack )</p> <p><b>Pupil self-evaluation</b></p> <p>1 piece of calico per child (A4) PVA glue Sequins Buttons Various fabrics Needles Thread Scissors Tracing paper</p>



## Art and Design Unit 2B. Medium-term plan

Mother Nature - Designer (with a focus on William Morris). For end of unit expectations, please see the Teacher Assessment Grid.

Lesson	Key ideas and enquiry questions	Learning objectives	National Curriculum Link	Teaching and learning suggestions	Learning outcomes	Cross-curricular links	Assessment evidence
1	How is Mother Nature a designer?	To record from first-hand observations and experience.	Unit 2B	Children investigate objects from nature and make detailed line drawings.	Children identify simple shapes, patterns, colours and texture in natural objects.	Geography Science	Drawings in sketchbook.
2	How did William Morris create works inspired by nature?	To explore ideas for design, compare differences and similarities in the work of designers, and make my own pattern inspired by nature.	Unit 2B	Activity 1. Children create patterns from nature on computers. Activity 2. Children create patterns inspired by nature in sketchbooks.	Children know Morris was inspired by nature and can also create patterns inspired by nature.	History Maths ICT	Children's patterns.
3	What is a collage and how do you make one?	To represent observations, ideas, and design and make a paper collage.	Unit 2B	Children to try out representing their pattern from Lesson 2 using paper collage techniques.	Children able to create an effective collage thinking about different features of the objects.		Children's collages.
4	What different sewing techniques are there?	To learn some sewing techniques.	Unit 2B	Children to learn to layer fabric, stitch fabric and add other objects to their designs.	Children able to use all the techniques.		Children's textile technique sampler.
5	How do you design and create an effective textile collage?	To complete our own design plan, and begin to make our textile collage.	Unit 2B	Children to complete their design.	Able to make appropriate colour and composition choices to create a design.		Children's finished designs.
6/7	How do I feel about my work, and others?	To complete our own design and evaluate our work.	Unit 2B	Children finish making their textile collage and evaluate it.	Children able to create an effective textile collage using a range of techniques, and evaluate it.		Children's finished textile collage and pupil evaluation.

## Art and Design Unit 2B. Assessment grid

Mother Nature - Designer (with a focus on William Morris). Based on QCA expectations for the unit.

Teachers to fill in the names of children in their class under the appropriate heading for assessment purposes at the end of the unit.

<p>Some children will not have made so much progress. They will be able to:</p> <p>Use materials and processes to communicate ideas; describe what they think or feel about their own and others' work.</p>	<p>Most children will be able to:</p> <p>Investigate and use drawing, collage and textile materials and processes to communicate ideas about line, shape and colour; comment on differences in others' work; suggest ways of improving their own work.</p>	<p>Some children will have made more progress. They will be able to:</p> <p>Collect visual and other information for their work; investigate shape, pattern and texture; use materials and techniques to communicate ideas and experiences; comment on similarities and differences between their own and others' work; adapt and improve their own work.</p>

## UNIT 2B RESOURCES

Use these questions to help you discuss ideas for your scene with your partner:



What colours  
can you see?



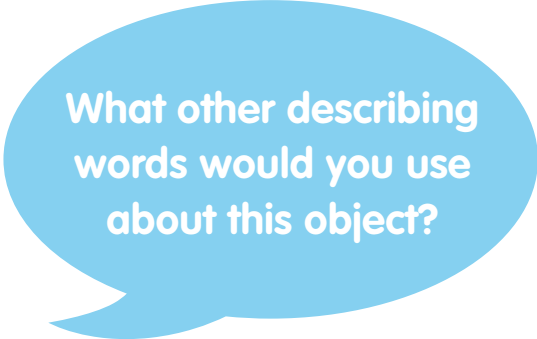
Is it smooth?



What shapes  
can you see?



Is it rough?



What other describing  
words would you use  
about this object?

**When you are ready, sketch some ideas, or make some notes in your sketchbook to help you when you come to make your final design plan.**





Art and Design Unit 2B. IMAGE 01 PLENAR TRELLIS GREEN (WILLIAM MORRIS GALLERY) Lesson 1 Mother Nature - Designer (with a focus on William Morris)





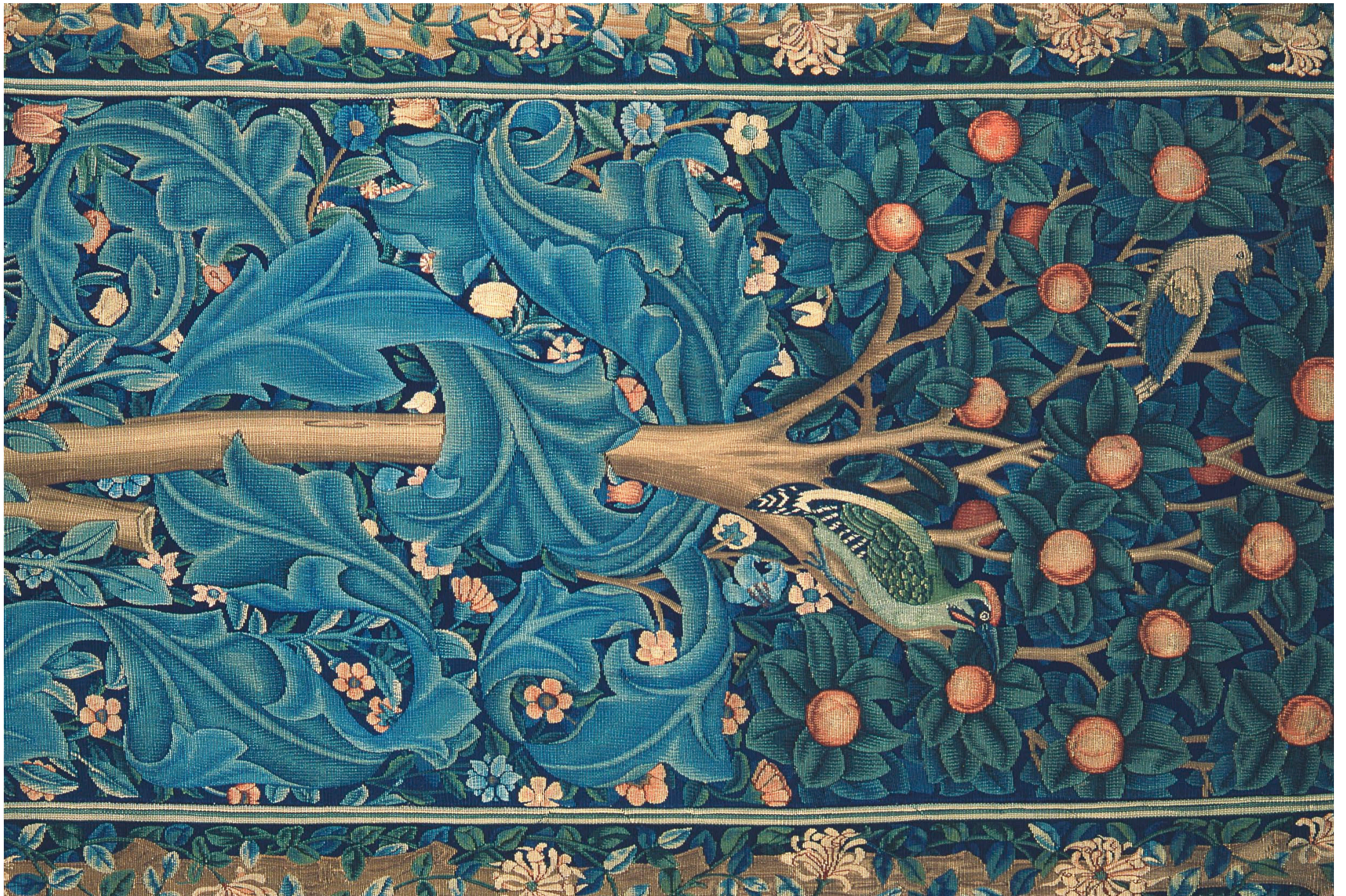
Art and Design Unit 2B. IMAGE 02 WALLPAPER WILD TULIP. (WILLIAM MORRIS GALLERY) Lesson 2 Mother Nature - Designer (with a focus on William Morris)





Art and Design Unit 2B. IMAGE 03 STRAWBERRY THIEF CHINTZ. (WILLIAM MORRIS GALLERY) Lesson 2 Mother Nature - Designer (with a focus on William Morris)





Art and Design Unit 2B. IMAGE 04 WOODPECKER TAPESTRY. (WILLIAM MORRIS GALLERY) Lesson 2 Mother Nature - Designer (with a focus on William Morris)





Art and Design Unit 2B. IMAGE 05 SAINT GEORGE. (WILLIAM MORRIS GALLERY) Lesson 4 Mother Nature - Designer (with a focus on William Morris)



**Well done for creating your own textile collage inspired by nature, just like William Morris did!**

**What is similar about your design, ideas or methods and those of William Morris?**

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**What is different about your design, ideas or methods and those of William Morris?**

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**Which textile techniques did you use?**

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**What do you think worked particularly well? Why?**

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**What would you do differently next time? Why?**

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**What have you learned that you didn't know before?**

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**What did you enjoy most and why?**

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