

# Art and Design Unit 3B

---

## Investigating Pattern

Written with a focus on William Morris.

This unit of work has been designed with children in Years 3 and 4 in mind.

## Introduction to the scheme of work

In this scheme of work, children will investigate patterns from different times and cultures including the UK, India, Japan. They will investigate print-making techniques, and explore ways of combining and organising shapes, colours and patterns to make a decorative wallpaper piece.

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 of work can also be cross-curricularly linked to maths – in particular work on shape including rotation, transformation and tessellation. Please see the maths plans and resources in your Teacher Pack.

It builds on Unit 4A in the Design and Technology scheme of work, when children will have tried out decorative techniques. It also links to the ICT Unit 4B 'Developing images using repeating patterns'.

## Learning objectives covered in this scheme of work

- To compare ideas, methods and approaches in others' work.
- To combine visual tactile qualities of materials / processes and to match these qualities to the purpose of the work.

- 
- To apply my experience of materials / processes to develop my control of tools and techniques.
  - To adapt my work and describe how I might improve it.
  - To compare ideas, methods and approaches in my own and others' work - and say what I think or feel about them.

## 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 which need to be sourced at school.

# Art and Design Unit 3B. Lesson 1

Investigating Pattern (with a focus on William Morris).

Duration 1 hour. Date:

| <p>Main teaching</p> <p>CCL Geography (patterns from around the world),<br/>Maths (patterns, sequences)</p>   | <p>Activities - Differentiation</p>   | <p>Plenary</p>   |
|---|---|--|
| <p>LO: To compare ideas, methods and approaches in others' work</p> <p>Explain to the children that in Art &amp; Design this half term, they will be investigating patterns.</p> <p>What is a pattern?<br/>Where have you seen patterns in real life?<br/>(on clothes, fabrics, wrapping paper etc)<br/>Have you seen patterns in the natural world?<br/>How might you make a pattern?<br/>(by repeating a design over and over again).</p> <p>Show them image of Kimono<br/>(see Image file – Lesson 1 – Image A - Kimono)<br/>Does this show a pattern?<br/>How would you describe the pattern? What can you see?<br/>(Flowers, different colours)<br/>How do you think this pattern was made?<br/>What materials and techniques do you think were used?<br/>(Images printed onto fabric – silk)<br/>Where might you see this pattern?<br/>What country do you think it came from?<br/>(Japan between 1850 and 1880)</p> <p>Show the children image of Sash<br/>(see Image file – Lesson 1 – Image B - Sash)<br/>Does this show a pattern?<br/>How would you describe the pattern? What can you see?<br/>(Flowers, leaves, colours)<br/>How do you think this pattern was made?<br/>What materials and techniques do you think were used?<br/>( Images embroidered (sewn) onto fabric)<br/>Where might you see this pattern?<br/>What country do you think it came from?<br/>(Bangladesh around 1800)</p> | <p>Activity 1 (In mixed ability groups):</p> <p>Print image files for main activity.<br/>Children to discuss the key questions in groups.<br/>How would you describe the pattern?<br/>What can you see?<br/>How do you think this pattern was made?<br/>What materials and techniques do you think were used?<br/>Where might you see this pattern?<br/>What country do you think it came from?<br/>What similarities can you see between the patterns?<br/>What differences can you see?</p> <p>Depending on ability of class they could complete a worksheet each.<br/>Alternatively, one child could scribe answers onto one sheet photocopied onto A3.</p> <p>Activity 2:</p> <p>When children have discussed and compared the patterns, they can copy aspects of any designs which they like into their sketchbooks, or make notes on colours used that they like.<br/>Alternatively, they could do this onto paper to be displayed through the unit as their work progresses.</p> <p>HA: To look in detail at how patterns could have been made through printing – what colours were used? Were images layered on top of each other? How would this have been achieved?</p> <p>SEN: Could group images together according to similarities and differences. E.g. collect all images with flowers in, or all images with patterns made from shapes.</p> | <p>Show children the William Morris image from the beginning of the lesson (Image 3)</p> <p>Looking at this again, which of the images you had on your tables might you guess were also by William Morris?</p> <p>Why do you think that?</p> <p>Tell the children they will be learning more about William Morris in their next lesson.</p> <p><b>Resources</b><br/>( Bold included in pack )</p> <p><b>Images for main teaching</b> (put on interactive white board)<br/><b>Images for main activity</b><br/><b>Image 1: Morris Strawberry thief, block printed cotton. (UK, 1883)</b><br/><b>Image 2: bed-cover, painted cotton (India, 1740-50)</b><br/><b>Image 3: Morris bird and anemone, wallpaper</b><br/><b>Image 4: Kimono silk, tie-dyed with applied gold leaf and embroidery (Japan, 1910-30)</b><br/><b>Image 5: dress fabric, roller printed cotton (UK 1934)</b><br/>(1 set per table + extra for SEN children). The images will be required in later lessons in this unit.<br/><b>Worksheet</b><br/><b>Prompt questions for tables</b><br/>Sketchbooks or paper<br/>Pencils<br/>Optional: Laminate images on table for future use</p> |

# Art and Design Unit 3B. Lesson 1 ( continued )

Investigating Pattern (with a focus on William Morris). Duration 1 hour. Date:

| Main teaching   | Activities - Differentiation  |  |
|---|---|--|
| <p>Finally show them image of the Wallpaper<br/>(see Image file – Lesson 1 – Image 3 – Wallpaper)</p> <p>Does this show a pattern?<br/>How would you describe the pattern? What can you see?<br/>(Flowers, leaves, colours, birds)</p> <p>How do you think this pattern was made?<br/>What materials and techniques do you think were used?<br/>(Images printed onto paper)<br/>Where might you see this pattern?<br/>What country do you think it came from?<br/>(UK in 1888)</p> <p>Compare patterns – what similarities did you notice?<br/>What differences?</p> <p>Explain the main activity to the children.<br/>Say that they will be answering the same questions<br/>about different patterns on their tables.</p> <p>ICT: Showing images from the William Morris Gallery on<br/>interactive whiteboard<br/>EAL: modeling, visual scaffolding, mixed ability grouping<br/>Every Child Matters: Enjoy and Achieve</p> | <p><b>Success criteria</b></p> <p>I can identify simple shapes and those based on<br/>animals, plant forms or other objects.</p> <p>I can describe different ways that patterns are made.</p> <p>I can identify materials and techniques and how these<br/>are used in patterns.</p> <p>All images used in this lesson are copyright<br/>The William Morris Gallery, Walthamstow.</p> |  |

# Art and Design Unit 3B. Lesson 2

Investigating Pattern (with a focus on William Morris).

Duration 1 hour. Date:

| <p>Main teaching</p> <p>CCL History (William Morris, Victorians), PHSCE (rights)</p>   | <p>Activities - Differentiation</p>  | <p>Plenary</p>   |
|--|--|--|
| <p>L.O.: To learn how William Morris combined visual and tactile qualities of materials and processes.</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">www.wikipedia.org</a> (see link below)</p> <p>Tell the children: William Morris was born in Walthamstow in East London in 1834 and he died in 1896.</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>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? What do you think craftsmanship means? Thinking back to the designs by him which you saw in Lesson 1 (you could show them again here) 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>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>Activity (individual on mixed ability tables)</p> <p>Put selection of Morris designs on the table. Use some of the images from Lesson 1, and any you choose from the Lesson 2 resource images. (Images 6, 7 and 8)</p> <p>Children to cut out different elements from variety of designs, and then make their own pattern on squared paper. When they are happy with their design, they can stick their pattern down using glue.</p> <p>Children need to think about having different elements of nature in their design (including leaves, flowers, fruits, animals, birds). They also need to think about how to construct their pattern in terms of how it will repeat (composition).</p> <p>Finally they should consider the impact of colour and shading. They can colour in their pattern design. All of the same element must be the same colour, as in the original designs.</p> <p>SEN: Could use fewer elements in their pattern. Pattern could repeat either horizontally or vertically, rather than both.</p> <p>G&amp;T: To think about layering effectively and ideally show where vertical and horizontal repeat in pattern will be. Could also use diagonal repeats &amp; negative space.</p> <p>Variation:<br/>If time is short, print images in colour but ensure children understand thought process behind Morris choosing those colours.</p> | <p>Some children to share their patterns with the rest of the class, explaining 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...<br/>To improve it they could...</p> <p><b>Resources</b><br/>( Bold included in pack )</p> <p><b>Morris images from Lesson 1 and Lesson 2<br/>(Can be printed in black and white)</b></p> <p>Teacher will need to print several copies of each image per table.</p> <p>Squared paper<br/>Scissors<br/>Glue<br/>Colouring pencils<br/>Or Watercolours</p> |

# Art and Design Unit 3B. Lesson 2 ( continued )

Investigating Pattern (with a focus on William Morris). Duration 1 hour. Date:

| Main teaching   | Activities - Differentiation  |  |
|---|---|--|
| <p>Morris also wrote lots of speeches and articles about the rights of workers as he wanted a happier society.</p> <p>What are rights? (rights are things that you should give to people, regardless of whether they are men, women, old, young etc. For example 'the right to an education' or 'the right to a safe working environment'.)</p> <p>William Morris fought for better working environments and shorter working hours so people had time to enjoy their lives, and to produce goods that were useful and beautiful.</p> <p>Explain to the children that today they will be creating their own Morris design. Explain how their activity will work, and model doing one yourself. Emphasise using the grid to help make their pattern regular. Also model choosing how the pattern will repeat vertically and horizontally.</p> <p>ICT: Showing images from William Morris Gallery on interactive whiteboard<br/>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><br/>EAL: modeling, visual scaffolding, mixed ability grouping<br/>Every Child Matters: Enjoy and Achieve</p> | <p><b>Success criteria</b></p> <p>I know that William Morris was inspired by nature.</p> <p>I can combine images from Morris's work in different ways to create my own pattern.</p> |  |

# Art and Design Unit 3B. Lesson 3

Investigating Pattern (with a focus on William Morris).

Duration 1 hour. Date:

| Main teaching  | Activities - Differentiation  | Plenary   |
|--|---|---|
| <p><b>LO:</b> To apply some of William Morris' techniques, and develop my control of tools and techniques.</p> <p>Teachers need to choose how many different options for print-making they want the children to have, and amend the lesson accordingly. 1 hour is enough time to explore one method fully. Ideally they will have a go at both so they can use monoprint for their final background, and block print for their main pattern.</p> <p>Explain to the children that today they are going to be doing some printing to make simple patterns, inspired by William Morris. The idea is that by the end, they have improved their printing techniques, and are able to think more carefully about the colour palette of their own designs.</p> <p>What kind of things might we include in our pattern?<br/>(Designs from nature – leaves, flowers etc)</p> <p>Block printing:<br/>Tell the children that most of Morris' designs were created through block printing. His blocks were created out of wood through carving. The children will be using a more modern material. Show the children how you might design your shape on paper first (do this on whiteboard so everyone can see). Model not including too much detail. When happy with the design on the paper, model how you will transfer your design onto the polystyrene using a blunt pencil.</p> <p>Tell the children they must push quite hard into the polystyrene. Stop at that stage and ask the children to get to that point too. (Activity 1) Then model to the children how you roll the paint carefully onto the block. First put the paint on acetate. Roll it out on the acetate until you have an even spread on your roller, then roll it onto the block evenly. Next turn the block onto the paper, and use a clean roller, roll the back of the block. Carefully peel the block off.</p> | <p>Block Printing Activity 1 (Mixed ability tables):<br/>Children to design on 8cm square piece of paper what they want their block to look like.<br/>Then transfer design to polystyrene using a blunt pencil.</p> <p>Block Printing Activity 2 (Mixed ability tables)<br/>Children to ink up their block carefully, and have a go at printing.<br/>Encourage children to evaluate their own print:<br/>Did they apply the ink evenly?<br/>Did they apply pressure evenly?<br/>Did they peel it off carefully?<br/>How could they improve it?<br/>Children should experiment in making simple patterns with their block – or alternatively, you might have time for them to make another block and develop a more complex pattern.</p> <p>Monoprinting<br/>Children to follow steps the teacher went through. List of steps is saved in resources file. They should evaluate their experience.</p> <p><b>Success criteria</b></p> <p>I can print my own design onto paper<br/>I can evaluate and improve my printing techniques.</p> | <p>What did you find easy about printing?<br/>What did you find challenging?<br/>Did anything surprise you?<br/>What would you need to be careful about when trying to print words or numbers? Why?</p> <p><b>Resources</b></p> <p>Resources for Block Printing:<br/>Paper cut into 8cm squares for design<br/>Quickprint foam (or pizza base packaging should work) cut into 8cm squares<br/>Blunt pencil<br/>Acrylic paint<br/>Rollers<br/>Paper to print on<br/>Acetate</p> <p>Resources for monoprinting:<br/>Acetate<br/>Paper to design on<br/>Blunt tool<br/>Acrylic paint<br/>Rollers</p> |

# Art and Design Unit 3B. Lesson 3 ( continued )

Investigating Pattern (with a focus on William Morris).

Duration 1 hour.

Date:

|  |  |  |
|--|--|--|
| <p>Main teaching</p>   |  |  |
| <p>What do you notice? What has happened?<br/>(Where you drew is white, and where you left is the colour of the paint) Tell the children to complete Activity 2</p> <p>How could you create an image where your shape had paint on and the background was white? Allow children to experiment with this.</p> <p>Monoprinting:<br/>Show the children how you would design your pattern on paper first. (Do this on whiteboard so everyone can see).<br/>Then model putting paint onto your acetate carefully. Model rolling it until there is an even spread of ink across it.</p> <p>Method 1:<br/>With a pencil, the wrong end of a paintbrush, your finger, a rag (anything!) draw your design into the paint. You will need to work quite quickly as you don't want it to dry. Experiment with making different kinds of marks. Next, take a sheet of paper and lay it on top of the wet paint. Use your hands, flat, to apply pressure to the paper. Explain to the children that the harder they push, the more paint will be picked up by the paper. Then peel the paper off carefully.</p> <p>Method 2:<br/>Put the acetate paint side down onto the paper. Then with a pencil (or another hard blunt tool) draw onto the clean side of the acetate. The pressure you apply will print the paint onto the paper. Roll a clean roller over the acetate, and then peel it off carefully.</p> <p><a href="#">ICT: Showing images from the William Morris Gallery on interactive whiteboard</a></p> <p><a href="#">EAL: modeling, visual scaffolding, mixed ability grouping</a><br/><a href="#">Every Child Matters: Enjoy and Achieve</a></p> |  |  |

# Art and Design Unit 3B. Lesson 4

Investigating Pattern (with a focus on William Morris).

Duration 1 hour. Date:

| <p>Main teaching</p> <p>CCL Maths (patterns, sequences)</p>  | <p>Activities - Differentiation</p>   | <p>Plenary</p>  |
|--|---|---|
| <p>LO: To design and print my own background pattern inspired by William Morris' designs</p> <p>What printing techniques did we learn about in our last lesson? Show 3 new William Morris images (see Resource file). What do you notice about the background in these images? (there is a pattern there)</p> <p>Daisy wallpaper (IMAGE D) – pale green small lines repeated in background</p> <p>Larkspur wallpaper (IMAGE E) – pale green dots repeated in background</p> <p>Lily wallpaper (IMAGE F) – pale green leaves repeated</p> <p>Explain to the children that today, they will be making the background for their own wallpaper inspired by William Morris.</p> <p>What colour do you think we should use? (pale green – or any other pale, natural colour)</p> <p>What printing method do you think we should use? (monoprint, method 2 or polystyrene block – See Lesson 3) Ask children to complete activity 1.</p> <p>Variation: You could involve colour mixing in this lesson, and show the children how to mix lighter tones of colours for their background. Alternatively, the paint can be ready mixed for the children.</p> <p>Then model again how to do the print method they have chosen (including transferring design onto block print if that is the method chosen). Model covering the background evenly. Their final design size is up to the teacher, but A3 is probably ideal to be big enough to show the pattern repeating, but small enough to be manageable.</p> | <p>Activity 1:<br/>In sketchbooks, children to decide on the pattern they would like to use for their background.</p> <p>Activity 2:<br/>Transfer design onto block (if using block printing)</p> <p>Activity 3:<br/>Print background.</p> <p>SEN – may need additional support.<br/>G&amp;T – to include quite complex design in their background.</p> <p><b>Success criteria</b></p> <p>I can observe the use of background design in the works of William Morris.</p> <p>I can design my own background inspired by Morris.</p> <p>I can choose an appropriate print technique and print my own background.</p> <p>All images used in this lesson are copyright<br/>The William Morris Gallery, Walthamstow.</p> | <p>Some children to share their backgrounds and the reasoning for their choices.</p> <p><b>Resources</b><br/>( Bold included in pack )</p> <p><b>Images for main teaching</b><br/><b>Daisy Wallpaper. Image D</b><br/><b>Lily wallpaper. Image E</b><br/><b>Indian Pink Chintz. Image F</b></p> <p>Paper for printing on<br/>Tools for chosen printing technique (see lesson 3)</p> |

# Art and Design Unit 3B. Lesson 4 ( continued )

Investigating Pattern (with a focus on William Morris). Duration 1 hour. Date:

|  |  |  |
|--|--|--|
| <p>Main teaching</p>   |  |  |
| <p>Ask children to complete activities 2 and 3.</p> <p>Possible variation – children could do light watercolour wash on paper first, then when that is dry, print background. You will need to use good quality paper for this (e.g. watercolour paper) or the paper will go crinkly which will affect the printing.</p> <p>ICT: Showing images from the William Morris Gallery on interactive whiteboard</p> <p>EAL: modeling, visual scaffolding, mixed ability grouping</p> <p>Every Child Matters: Enjoy and Achieve</p> |  |  |

# Art and Design Unit 3B. Lesson 5 / 6

Investigating Pattern (with a focus on William Morris).

Duration 1 hour.

Date:

| <p>Main teaching</p> <p>CCL Maths (patterns, sequences)</p>   | <p>Activities - Differentiation</p>  | <p>Plenary</p>   |
|---|--|--|
| <p>LO: To make my own pattern inspired by William Morris' designs and evaluate by comparing ideas, methods and approaches.</p> <p>The children may require more than one lesson to finish their design – especially if they are using more than two blocks since they will need to wait for elements to dry before they can continue printing.</p> <p>What did we do in our last lesson?<br/>(Made the backgrounds for our design).</p> <p>Ask children to look at their backgrounds.</p> <p>What do you think our mission today will be?<br/>Today you will be designing and printing your own pattern inspired by William Morris.</p> <p>What might you include in your design? Why?<br/>(Inspiration from nature)</p> <p>What kind of colours could you use? (Natural colours)<br/>How could your pattern repeat? (Horizontal, vertical, diagonal)<br/>What print method do you think you should use? (Block printing)<br/>How many blocks do you think you should design? Why?</p> <p>Model designing your own repeating pattern involving a leaf, flower, bird or a fruit.</p> <p>On the whiteboard, have a squared background and remind the children that their blocks will be 8cm designs. Encourage them to make their design as accurate as possible. Also show how their blocks can overlap.</p> <p>Keep the design simple as they know they will not be able to put too much detail into their block.</p> | <p>Activity 1:<br/>Children to design their repeating pattern for a wallpaper inspired by William Morris on cm squared paper or in their sketchbooks. It must include no more than 3 different elements.</p> <p>They must choose appropriate colours for each element – possibly involving different shades of the same colour, or a strong contrasting colour.</p> <p>The design can include layering – but they should make sure darker colours are on top as light won't print well on top of dark.</p> <p>Activity 2:<br/>Transfer design onto required number of blocks.</p> <p>Activity 3:<br/>Print design.</p> <p>Activity 4:<br/>Complete pupil self-evaluation of unit and final piece.</p> <p>SEN: May only include one block, on top of background. May need support writing self-evaluation.</p> <p>G&amp;T: Should use three blocks and make effective use of layering.</p> <p><b>Success criteria</b></p> <p>I can design a wallpaper pattern inspired by William Morris.</p> <p>I can make and evaluate the wallpaper, based upon my design.</p> | <p>Photograph some children's work and display on the whiteboard.<br/>Who can describe the pattern in this child's work?<br/>What printing techniques have they used?<br/>How have they used colour effectively?<br/>Where would you like to see this pattern?<br/>What can you see here that is inspired by William Morris?</p> <hr/> <p><b>Resources</b><br/>( Bold included in pack )</p> <hr/> <p>Cm squared paper<br/>Sketchbooks<br/>Pencils<br/>Material for printing (see Lesson 3)<br/><b>Pupil self-evaluation</b></p> |

## Art and Design Unit 3B. Lesson 5 / 6 ( continued )

Investigating Pattern (with a focus on William Morris).

Duration 1 hour.

Date:

|  |  |  |
|--|--|--|
| <p>Main teaching</p>   |  |  |
| <p>Then model colouring your design simply – explain that each element will be its own block, so all leaves will be the same shade of green etc.</p> <p>Ask the children to complete Activity 1, and then Activity 2.</p> <p>Explain to the children that they should start with their lightest colour first. Look at their pattern design, and at paper and print all of lightest element across whole paper.</p> <p>Allow it to dry, then print with second block and colour. Continue until all blocks have been used, and design is complete.</p> <p>ICT: Showing images of children's work on interactive whiteboard<br/>EAL: modeling, visual scaffolding, mixed ability grouping<br/>Every Child Matters: Enjoy and Achieve</p> |  |  |

# Art and Design Unit 3B. Medium-term plan

Investigating Pattern (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 have patterns been used in different countries?                                     | To compare ideas, methods and approaches in others work.   | Unit 3B                  | Children investigate 5 patterns from around the world and identify key features, and compare them.                                 | Children identify simple shapes and objects in patterns. They describe different ways patterns are made. They identify materials and techniques and how they are used in patterns. | Geography              | Worksheets showing children's comparison. Discussion.           |
| 2      | How did William Morris combine visual and tactile qualities of materials and processes? | To learn how William Morris combined visual and tactile qualities of materials and processes.                        | Unit 3B                  | Children cut up Morris patterns and arrange thinking about composition to create pattern and layering. Also thinking about colour. | Children know Morris was inspired by nature and can combine his images to create their own pattern.  | Maths                  | Children's patterns.  |
| 3      | What techniques did William Morris use?   | To apply some of William Morris's techniques, and develop my control of tools and techniques                         | Unit 3B                  | Children to try out different methods of printing, inspired by William Morris' designs.  | Children able to print using one or more methods confidently.  | History                | Children's printed designs.                                     |
| 4      | How did William Morris create the backgrounds to his designs?                           | To design and print my own background pattern inspired by William Morris' designs.                                   | Unit 3B                  | Children to design their own background, then create their block (or monoprint) and print their background.                        | Children understand layering in printing and have printed an appropriate background pattern.   | Maths                  | Children's printed designs.                                     |
| 5/6    | How did William Morris create his main designs?   | To make my own pattern inspired by William Morris' designs, and evaluate by comparing ideas, methods and approaches. | Unit 3B                  | Children to complete their design, make their blocks, and print their pattern.   | Able to make appropriate colour and composition choices to create a pattern.   | History                | Children's finished designs. Children's self-evaluation sheets. |

## Art and Design Unit 3B. Assessment grid

Investigating Patterns (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>Explore shape, colour and pattern; use print-making techniques to make a printed pattern; talk about the differences between their own and others' work; suggest improvements for their own work.</p> | <p>Most children will be able to:</p> <p>Explore how shape and colour can be organised and combined to create patterns for different purposes; collect visual information; experiment with print-making techniques to make a printed pattern; comment on similarities and differences between their own and others' work; adapt and improve their own work, according to its purpose.</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> |
|--|---|---|
|  |   |   |

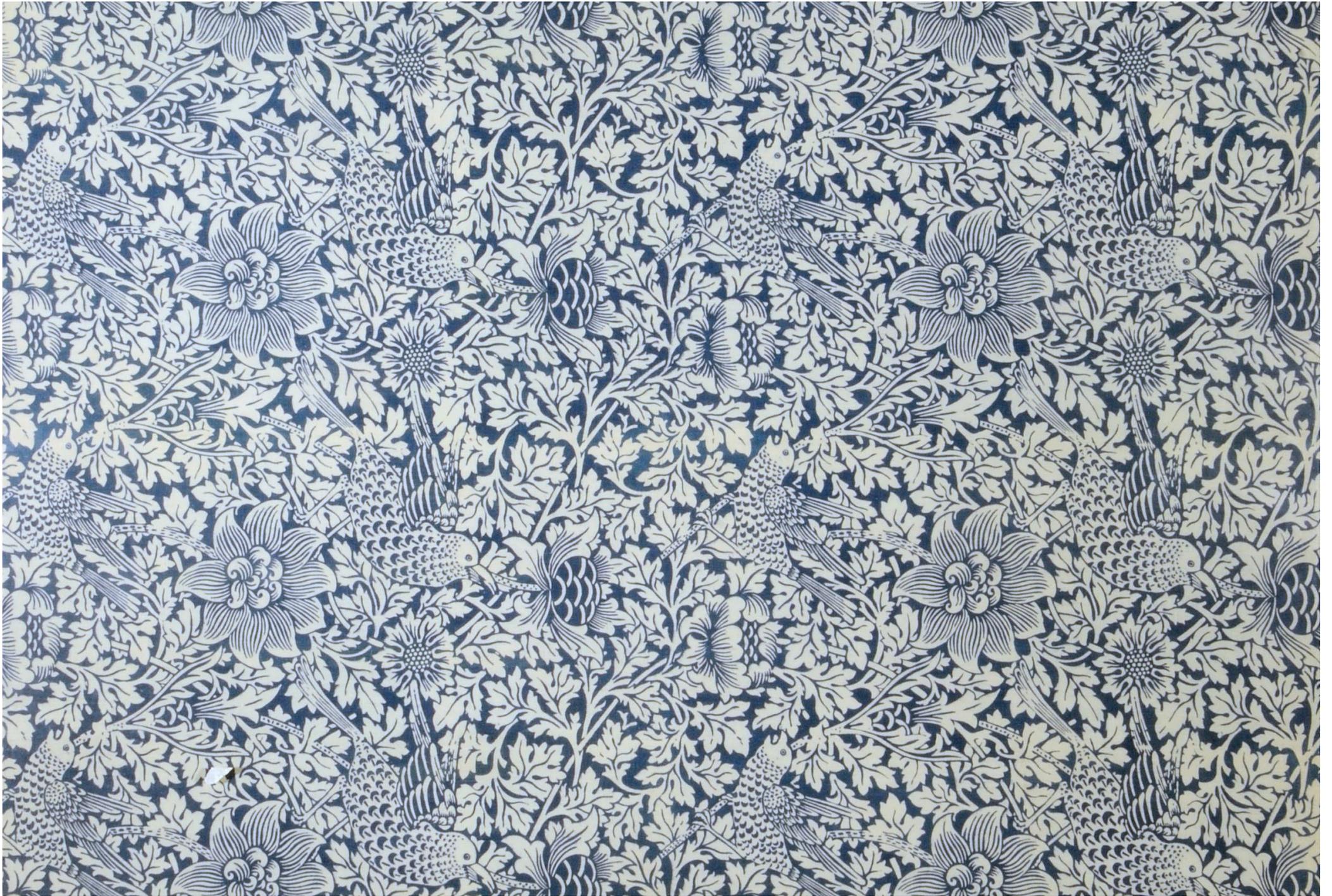
## UNIT 3B RESOURCES



Art and Design Unit 3B. MAIN ACTIVITY IMAGES IMAGE 1 STRAWBERRY THIEF Lesson 1 Investigating Pattern - Designer (with a focus on William Morris)



Art and Design Unit 3B. MAIN ACTIVITY IMAGES IMAGE 2 INDIAN BED COVER Lesson 1 Investigating Pattern - Designer (with a focus on William Morris)



Art and Design Unit 3B. MAIN ACTIVITY IMAGES IMAGE 3 BIRD AND ANEMONE Lesson 1 Investigating Pattern - Designer (with a focus on William Morris)



Art and Design Unit 3B. MAIN ACTIVITY IMAGES IMAGE 4 KIMONO SILK Lesson 1 Investigating Pattern - Designer (with a focus on William Morris)



Art and Design Unit 3B. MAIN ACTIVITY IMAGES IMAGE 5 DRESS FABRIC Lesson 1 Investigating Pattern - Designer (with a focus on William Morris)



Art and Design Unit 3B. MAIN TEACHING IMAGES IMAGE A KIMONO Lesson 1 Investigating Pattern - Designer (with a focus on William Morris)



Art and Design Unit 3B. MAIN TEACHING IMAGES IMAGE B SASH Lesson 1 Investigating Pattern - Designer (with a focus on William Morris)



Art and Design Unit 3B. MAIN TEACHING IMAGES IMAGE C DAISY WALLPAPER Lesson 1 Investigating Pattern - Designer (with a focus on William Morris)

**Use these questions to help you discuss the images on your table:**

**What colours  
can you see?**

**How do you think this  
pattern was made? What  
materials and techniques  
do you think were used?**

**Where might you  
see this pattern?**

**What country do  
you think it came  
from? Why?**

**What similarities  
can you see between  
the patterns?**

**What differences  
can you see between  
the patterns?**

## Look at the images on your table, and complete the boxes.

| <b>Image Number</b> | <b>How would you describe the pattern?<br/>What can you see?</b> | <b>How do you think this pattern was made?<br/>What materials and techniques do you think were used?</b> | <b>Where might you see this pattern?</b> | <b>What country do you think it came from?</b> | <b>What similarities are there between this image and any of the others?</b> | <b>What differences are there between this image and any of the others?</b> |
|---------------------|--|--|--|--|--|---|
|                     |  |  |  |  |  |   |
|                     |  |  |  |  |  |   |
|                     |  |  |  |  |  |   |
|                     |  |  |  |  |  |   |
|                     |  |  |  |  |  |   |



Art and Design Unit 3B. MAIN ACTIVITY IMAGES IMAGE 6 BLACKTHORN WALLPAPER Lesson 2 Investigating Pattern - Designer (with a focus on William Morris)



Art and Design Unit 3B. MAIN ACTIVITY IMAGES IMAGE 7 BROTHER RABBIT Lesson 2 Investigating Pattern - Designer (with a focus on William Morris)



Art and Design Unit 3B. MAIN ACTIVITY IMAGES IMAGE 8 SUNFLOWER WALLPAPER Lesson 2 Investigating Pattern - Designer (with a focus on William Morris)



Art and Design Unit 3B. MAIN TEACHING IMAGES IMAGE C DAISY WALLPAPER Lesson 4 Investigating Pattern - Designer (with a focus on William Morris)



Art and Design Unit 3B. MAIN TEACHING IMAGES IMAGE D LARKSPUR WALLPAPER 1875 Lesson 4 Investigating Pattern - Designer (with a focus on William Morris)



Art and Design Unit 3B. MAIN TEACHING IMAGES IMAGE E INDIAN PINK CHINTZ Lesson 4 Investigating Pattern - Designer (with a focus on William Morris)

**Well done for creating your own wallpaper design, inspired by the works of William Morris!**

**What would you like to call your wallpaper design?**

**Morris usually named his after the plants or animals seen in it.**

---

**Which room in a house do you think your design would be most suitable for?**

---

**Why?**

---

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

---

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

---

**Which printing techniques did you use?**

---

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

---

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

---

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

---

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

---