

## Subject topic: Develop and design a pattern-based product

Session 1 - Skills session at the William Morris Gallery

Date:

Foundation Subject: Art/DT/Maths		Class: Y5	Session 1 – Part 1			
Session /title	Learning Intention (linked to Level Descriptors)	Key Vocabulary	Teacher & Pupil Activity (Indicate the groups that will be supported and by whom)	Plenary	Resources	Outcomes/Evaluation
<p>1</p> <p>Explore different ways of creating a pattern.</p> <p>Morning session</p> <p>2 hours</p>	<p>Know/Understand / How</p> <ul style="list-style-type: none"> <li>- What a 2D shape is.</li> <li>- How observe &amp; evaluate others and my own work.</li> <li>- What 3D shape is.</li> <li>- What an Angle is.</li> <li>- What an oblique line is.</li> <li>- How to use mirror to draw a reflection.</li> </ul>	<p>2D shapes.</p> <p>3D shapes.</p> <p>Angle.</p> <p>Degrees.</p> <p>Reflection.</p> <p>Area.</p> <p>Perimeter.</p> <p>Nature.</p> <p>Translation</p> <p>Transformation</p> <p>Rotation</p>	<p><b>Introductory talk 15 min:</b></p> <p>Introducing the work of William Morris with a brief introduction on how William Morris was inspired by nature and Islamic art in creating his pattern-based designs. Terms such as Ogee, Arabesque will be highlighted and how fauna was used to link motifs to create patterns.</p> <p>Demonstrate drawing to fill space. Example on slide 2.</p> <p><b>Split class into two groups:</b></p> <p><b><u>Group 1 – remain in learning studio.</u></b></p> <p>PowerPoint presentation introduces key features of pattern and design. Slides 3-11</p> <p><b><u>Practical Activity 1</u></b></p> <p><b>‘How to make a pattern’</b></p> <p>40 min. Printing activity using Indian wood blocks. Artist demonstrates how to use the blocks.</p> <p><i>Ask students where they think the first block should be placed on the paper/fabric to create the first print.</i></p> <p><i>Demonstrate:</i></p> <ul style="list-style-type: none"> <li>-How to use a roller</li> <li>-How to apply ink on block</li> </ul>	<p>Student to feedback on their findings to the class.</p>	<ul style="list-style-type: none"> <li>-A5 squared paper.</li> <li>-Child friendly mirrors.</li> <li>-A4 Paper</li> <li>-Pre-cut blocks</li> <li>-Rollers x30</li> <li>-Palette x8</li> <li>-Ink</li> <li>- ‘Playing with Pattern’</li> </ul> <p>Power point.</p> <ul style="list-style-type: none"> <li>-HB Pencils</li> <li>-PP slides 3 to 13</li> </ul>	<p>I can understand what a 2D shape is.</p> <p>I can observe and evaluate others and my own work.</p> <p>I can understand what a 3D shape is.</p> <p>I can understand what an angle is.</p> <p>I can understand what an oblique line is.</p> <p>I can conduct research in a group.</p> <p>I can use a mirror to draw a reflection.</p> <p>All to have 2 or 3 success criteria’s</p> <hr/> <p><b>Differentiation</b></p> <p><b>SEN/EAL</b></p> <p>Line of reflection drawn.</p> <p><b>G&amp;T:-</b> Draw the line of reflection.</p> <p>Two colour print</p>

		<p><i>-How to print</i></p> <p><i>Using own 'hand' – to model - how to block print – i.e., do not use the heel (as you can push block and smudge print) of your hand but the palm of your hand –gently pressing on top (using on a un inked block). Then roll block up using a roller. Instruct students not to hold block on hand and roll ink on block. Also, not to roll ink the block near work they will be printing on.</i></p> <p><i>Explain to the students that they not making a picture and print. Here teacher will need to explain what the difference between a picture (a creation where the designs are drawn and/or painted for example a still life or nature) and a pattern (where there needs to be point from where repetition and continuous formation of a e.g., motif)</i></p> <p><i>The first print will be in top left-hand corner and explain why you printed in top left-hand corner. E.g. pattern formation and flow to create a pattern. Give students some ideas on how to create a pattern e.g. using rotation, colour as pattern, two colour print.</i></p> <p><i>When students are sent to the work stations, they will all need to be standing as this helps to ensure consistency with pressure onto blocks and aids reaching the ink trays.</i></p> <p><b><u>Group 2 Gallery tour: 45 Min</u></b> Hand out Worksheet (1) Looking at key pieces of work and sketch them in the various boxes within the worksheet. If not at the gallery, this can be done in any setting Park, playground etc.</p> <p><b><i>Groups swap to complete the other activity.</i></b></p>			
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## Subject topic: Develop and design a pattern-based product

Session 1 - Skills session at the William Morris Gallery

Date:

Foundation Subject: Art/DT/Maths		Class: Y5	Session 1 – Part 2			
Session	Learning Intention (linked to Level Descriptors)	Key Vocabulary	Teacher & Pupil Activity (Indicate the groups that will be supported and by whom)	Plenary	Resources	Outcomes/Evaluation
Afternoon Session  2 Hours	Know/understand/ How  - To draw different shapes using a rule. - To observe and evaluate others and my own work. - Draw shapes with given measurements. - How to figure out the area + perimeter of a shape. - What simple Geometric shapes are. - How to use a mirror to draw a reflection. - How to simplify drawings - How to design	2D shapes. 3D shapes. Angle. Degrees. Oblique line. Ogee. Arabesque. Reflection. Area. Perimeter. Nature. Translation Transformation	<p><b>Introduction: Refresher of Geometry Activities</b></p> <p><u>Activity 1</u></p> <ul style="list-style-type: none"> <li>- Hand out empty, pre labelled folders to class</li> <li>- Students to put their names on individual folders.</li> <li>- Students to put Worksheet 1 into their individual folders</li> <li>- Hand out pencils, rubbers, sharpeners and 30 cm rulers</li> </ul> <p>Teacher led            10 - min PP on Geometry refresher activities.</p> <p><u>Activity 2</u></p> <p>Hand out A4 1cm<sup>2</sup> squared paper all students to write their names and class on the paper.            20- min</p> <ul style="list-style-type: none"> <li>a- Identify the different angles written on board and write them down on the squared paper.</li> <li>b- With a ruler draw a straight Horizontal line from point (X) measuring 10cm then write 10cm on top of the line</li> <li>c- With a ruler draw a vertical line measuring 5 cm from point (X) of the 10cm line previously drawn – write down 5cm next to the vertical line.</li> <li>d- Complete the rectangle</li> <li>e- Find out the perimeter of the rectangle - write this down</li> <li>f- Find out the area of the rectangle – this write down</li> </ul>	Student to feedback on their findings to the class.	-Worksheet 1 -Worksheet 2 -Worksheet 3 - Resource -PP slides 14 to 30 - Laminated shapes as aid and sample. - Child friendly mirrors. - HB Pencils. - Rubbers. - Rulers. - Carbon paper. - Objects from nature -Students's drawings from morning	I can draw different shapes using a rule. I can observe and evaluate others and my own work. I can draw shapes with measurements given to me. I can figure out the area + perimeter of each shape. I can understand geometric shapes. I can conduct research in a group. I can use a mirror to draw a reflection.  All to have 2 or 3 success criteria's  Differentiation <b>SEN/EAL</b> Have laminated simple shapes to hand Geometric Shape with dotted mirror line for LA to draw on top

			<p><b>Activity 3</b> 10 - min Teacher to introduce activity <b>'Draw 3 5x5cm boxes'</b></p> <p><b>Activity 4</b> <b>'Draw geometric shapes within the boxes'</b> 20 - min <i>Each square must have a space of 3 cm between each 5cm<sup>2</sup>square.</i></p> <ul style="list-style-type: none"> <li>a- Draw geometric shapes in drawn 5cm<sup>2</sup> boxes <i>laminated shapes as examples placed on the table. Here it does not matter if the shapes do not touch the edges of the boxes at this stage.</i></li> <li>b- Sheet to be placed into students' individual folders.</li> </ul> <p><b>Activity 5</b> <b>'Identify the line of symmetry of each shape'</b> Hand out symmetry work sheet worksheet (2) and mirrors.</p> <ul style="list-style-type: none"> <li>a- Using a mirror by placing the line of symmetry and attempt to draw on the dotted line and draw reflection of shape. First one has been done as an example</li> <li>b- Place worksheet (2) sheet into students' individual folders.</li> </ul> <p><b>Design Activities</b></p> <p><b>Activity 6</b> Teacher led <b>'How to draw simply using objects from nature'</b> 15 - min Put slide on board on how to draw big –<i>teacher to further Explain that their drawings need to fill paper. Students to draw from objects from nature – learning techniques on how to simplify a something you are drawing.</i> <i>'Spot Demo' Teacher show example on how draw look at objects and draw them simply as a line drawing and then add some marks.</i></p>		<p>(Work sheet 1) -Tracing paper - A4 1cm<sup>2</sup> squared paper x30</p> <p><b>G&amp;T:-</b> Have laminated complicated shape to hand</p>
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