

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

### Session 2 – Introduction to block design at the William Morris Gallery

Date:

Foundation Subject: Art/DT/Maths		Class: Y5	Session 2			
Session	Learning Intention (linked to Level Descriptor)	Key Vocabulary	Teacher & Pupil Activity (Indicate the groups that will be supported and by whom)	Plenary	Resources	Outcomes/ Evaluation
<p>2</p> <p>Introduction to 'Block design</p> <p>Morning session 2 hours</p> <p>Afternoon session 2 hours</p>	<p>Know/understand/How</p> <p>What a design brief is. To observe and evaluate others and my own work. Make geometry shape blocks. Make picture blocks. Make craft foam blocks. The difference between mark making colouring in</p>	<p>Block printing</p> <p>Geometric shapes</p> <p>Picture blocks</p> <p>Shading</p> <p>Colouring in</p> <p>Mark making</p> <p>Design</p> <p>Geometric shapes</p> <p>Counting</p> <p>Measuring</p>	<p>All students will need to be put into their groups set by their teacher and seated together. Each group will need an A4 ziplock folder to store blocks and worksheets.</p> <p><b>Introductory talk: 10min</b> Recap from last session. Teacher to introduce activity design brief to students. Explain what a design brief is used for. Read the Design Brief doc as a class.</p> <p><b>Activity 1: 5 min</b></p> <p>a- Students to discuss their team name and write it down on a piece of paper with each team members name.</p> <p>b- Place A4 sheet one of the team member's folder.</p> <p><b>Activity 2: 15 min</b> <b>'What is Mark making?'</b> Teacher to show slide on What is 'Mark making' Teacher led example show slide 'On what mark making is First explain the difference between shading, colouring-in and mark making.</p> <p><i>What is colouring in?</i> <i>What is shading?</i> <i>What is mark making? What is composition?</i></p>	<p>Student to feedback on their findings to the class.</p>	<ul style="list-style-type: none"> <li>- Scissors.</li> <li>- Poly-foam</li> <li>- Pre made wooden empty block 30 x10cmsq</li> <li>-60 x 5cmsq Blocks</li> <li>-30 x 5cmsq Correx blocks</li> <li>- Pencils.</li> <li>- Laminated shapes as aid</li> <li>- Examples               <ol style="list-style-type: none"> <li>1. Picture block design</li> <li>2. Picture blocks</li> <li>3. Border blocks</li> <li>4. Laminated Mark making template</li> </ol> </li> <li>- Design Brief.</li> </ul>	<p>I can understand what a design brief is.</p> <p>I can make geometry shape block.</p> <p>I can make picture blocks from my drawings.</p> <p>I can use make craft foam blocks.</p> <p>I can measure</p> <p>I know the difference between shading, mark making and colouring in</p> <p>I can conduct research in a group.</p> <p>All to have 2 or 3 success criteria's</p> <p>_____</p> <p>Differentiation</p>

	and shading		<p>Hand out worksheet (3) Teacher to show slide – ‘Mark Making’ template and put laminated examples on table. <i>Students to do only 1 ‘Cross hatch’ mark on template and no rulers to be used.</i></p> <ul style="list-style-type: none"> <li>a- Write name on Mark making worksheet</li> <li>b- Complete individual mark making sheet</li> <li>c- Place worksheet individual folders.</li> </ul> <p><b>Activity 3: 20 min</b> <b>‘We are going to make Geometric shapes’</b> Hand out Geometric worksheet (4)</p> <ul style="list-style-type: none"> <li>a- Draw on dotted lines of geometric shapes using a ruler – <i>first one already done as example. The squares have been drawn to size on the worksheet</i></li> <li>b- Using a ruler draw the shapes that you have drawn above on the dotted lines accurately on the bottom of worksheet (4)</li> </ul> <p><b>Activity 4: 20 min</b> <b>‘We are going to make Geometric shape Practice block ‘</b> Students to make practice Geometry block Hand out 5cmsq tracing paper</p> <ul style="list-style-type: none"> <li>a) Choose a geometric shape from ‘Geometric shapes worksheet (5)’ and trace it –write ‘<i>up-side</i>’ on the top left-hand corner.</li> <li>b) Flip the tracing paper over and re-trace lines using a ‘Blunt pencil’.</li> </ul> <p>Hand out 5cmsq foam</p> <ul style="list-style-type: none"> <li>c) Place traced geometric shape with ‘<i>up-side</i>’ written side facing down – ‘on the white side of the foam 5cm<sup>sq</sup> foam.</li> </ul> <p>Hand out 5cmsq 5cm<sup>2</sup> correx/thick card</p> <ul style="list-style-type: none"> <li>d) Cut geometric shape out of the Poly foam, peel backing paper off and stick onto blank correx/thick card 5cm<sup>2</sup> blocks.</li> </ul>		<ul style="list-style-type: none"> <li>- Mark making worksheet (3)</li> <li>- Geometric worksheet (4)</li> <li>- Tracing paper</li> <li>- Power point sides 31 - 52</li> <li>- Palette</li> <li>- Black felt</li> <li>- Block printing ink</li> <li>- Plastic sleeves x 30</li> <li>- White Labels</li> <li>- 50 cm<sup>2</sup> Squared paper cushion cover template</li> <li>- Colour photocopies of sample picture and border blocks.</li> <li>- A3 gridded paper</li> <li>- A3 Fabric</li> <li>-Session 2_making a geometric print block handout</li> <li>-Session 2_making a geometric print block handout</li> </ul>	<p>SEN/EAL Give examples of simple laminated shapes e.g. Star to create a motif G&amp;T:- Encourage to draw more complicated shapes.</p>
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		<p><i>Direct students to put arrow on the back as to indicate top of 'practice geometric block'. This will be the child's practice print block. Practice block to be placed into group folder.</i></p> <p><b><u>Activity 5: 20 min</u></b>  <b>'Finishing Picture blocks tracing - 'How simplify your drawing into a design for your picture block'</b>  5 - min - Teacher to show slide on  Reiterate + recap  <i>Keep it simple</i>  <i>No shading</i>  <i>No colouring</i></p> <p>15 - min - Students to finish picture block designs on paper</p> <p><i>Students need to remember which way 'up' block is.</i>  <i>Students need to put arrow at the top of the block at the back - indicating top of block.</i></p> <p>Comfort break</p> <p><b><u>Activity 6 Picture block: 45 min</u></b>  Teacher led – re-cap <b>Activity 7</b> from last session  Students to finish Picture block</p> <ol style="list-style-type: none"> <li>a) Once elements of pictures have been traced students to write '<i>up-side</i>' on the top left hand corner of tracing.</li> <li>b) Flip the tracing paper over and re-trace lines with '<i>up-side</i>' facing down on the white side of the foam 10cm<sup>sq</sup> foam.</li> <li>c) Trace lines with a 'blunt' pencil and imprint shape on to the poly-foam - remove tracing paper.</li> <li>d) Cut your design out of the Poly foam, peel backing paper off and stick onto blank 10cm<sup>sq</sup> wooden blocks</li> <li>e) Using a 'blunt' pencil make simple marks on their foam block – press firmly.</li> </ol> <p><i>Students need to remember which way 'up' block is.</i></p>			
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			<p><i>Need to put arrow at the top of the block at the back - indicating top of block.</i> Image will be printed reverse form what is on the block.</p> <p>Part 2</p> <p>a) Group to decide your team's name write it down and choose which '2' different geometric shapes each child will be creating and trace them. <i>Child a) Has 2 geometric blocks</i> <i>Child b) Has 2 geometric blocks</i> <i>Child c) Has 2 geometric blocks</i></p> <p><i>Repeat above as in activity 6 – this time stick shapes onto 5cm<sup>sq</sup> wooden blocks Place in the groups all blocks to be placed into groups folders</i></p> <p><i>Students need to remember which way 'up' block is.</i> <i>Need to put arrow at the top of the block at the back - indicating top of block and write teams name on block.</i> <i>Groups picture block to be placed into group folder</i></p> <p><b>60 min Lunch.</b></p> <p><b>Afternoon Session</b></p> <p><b><u>Activity 7: 20 min</u></b> Finish activity 5/6</p> <p><b><u>Activity 8: 45 min</u></b> <b>'Printing using your test blocks as group.'</b> <i>Spot Demo on how to practice blocks to print on paper and take into consideration what students have learnt/understood in previous session.</i></p> <p>Recap from session 1 <i>Where the first print is placed</i> <i>Plan your print</i> <i>Are you using colour as pattern?</i></p>			
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		<p><i>Are you going to use the motifs as a pattern? Think about placement? Different ways to create pattern e.g., Transformation (normal repeat, reflection)</i></p> <p>Students go to their areas in their groups Hand out worksheet (5) <i>Each table will have 3 colours – already chosen for them.</i> 30 - min</p> <ul style="list-style-type: none"> <li>a- Group member to write group name on worksheet (5)</li> <li>b- Groups to print a pattern using practice block on Worksheet (5) <i>to get feel of foam block.</i></li> <li>c- Hand out worksheet (6) and A3 piece of fabric cotton/poly-cotton</li> <li>d- Group member to write name on back of fabric</li> <li>e- Turn fabric over</li> <li>f- Place empty grid under the piece of fabric and print using practice block on fabric to get feel of foam block on fabric. Once fabric has dried place in group folder.</li> </ul> <p><b><u>Activity 9: 15 min</u></b> Plenary each group to swap once and as a group chose a piece of work and let the class know what 1 aspect they liked.</p> <p><b><u>Activity 10: 5 min</u></b> Teaching assistant led – teaching assistant to photocopy each group's</p> <ul style="list-style-type: none"> <li>a) Picture blocks</li> <li>b) Geometric blocks</li> </ul> <p>5 - min Students to cut up photocopies of blocks and place them in their team's folder.</p> <p><b><u>Activity 10: 5 min</u></b> Teacher Spot demo show how to plan design on 50cm x50 cm grid practice template cushion template using example photocopies of Picture blocks and border blocks.</p>			
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