

End of Unit Goals - Children to use a range of materials creatively to make prints of a woodland background and a collage of an owl following the inspiration of William Morris

Date	Learning Objective	Learning Outcome	Task/activity	Resources	Key Vocabulary
Lesson 1	I can explain who William Morris is. I can use shaving foam and food colouring to print.	To understand who William Morris is and explore printing techniques using shaving foam and food colouring.	<p><u>Main Teaching</u></p> <p>Explain that for the next couple of weeks we will be looking at printing, there are many forms of printing, but we are going to focus on block printing. Explain that William Morris create block prints – which were often used as wallpapers. We will be creating our own block prints over the next couple of weeks, but as a background for our owl picture. Go through the William Morris PowerPoint. Add him to the class timeline (History link). Explain that today we are going to do some printing using shaving foam and food colouring (see video for example). Explain that this is going to be the background of our finished artwork in a few weeks' time. Model this technique for the children – explain that we can do it a few times to get our desired effect – scrape off the excess foam. Children to go to tables and have a go.</p> <p><u>Differentiated Activities/ Challenges</u></p> <p>T to support where needed.</p> <p><u>Plenary</u></p> <p>Children to regroup on the carpet. Which artist have we looked at today? What is the technique he uses called? What did he use his technique for? Why have we done</p>	<p>William Morris Powerpoint, shaving foam, food colouring, trays, paper, rulers (to scrape)</p> <p>https://www.youtube.com/watch?v=iWlohq1Jj9A</p>	Print, rubbing, smudge, image, revers, shapes, surface, pressure, decoration, cloth

			printing today?		
Lesson 2	I can make my own tree print mould using foam.	To make their own printing tool using foam material. To print using their handmade print mould.	<p><u>Main Teaching</u> Who is the artist we looked at last week? What is the technique he uses called? Ask the children to think about how we printed last week, what did we use? Explain that this week we are going to be making our own print moulds.(ref video from last week where the man makes a house – make tree/branch shape using the foam material) T to model making a tree print tool, then use brown paint and print onto last week’s background. Explain that next week we will be adding leaves to our woodland background.</p> <p><u>Differentiated Activities/ Challenges</u> T to support children with poor fine motor skills with cutting and joining of the tree print.</p> <p><u>Plenary</u> Children to show thumbs about how they feel today’s lesson went – discuss what children enjoyed and what they found difficult.</p>	Foam material, brown paint, children’s background artwork	Print, rubbing, smudge, image, revers, shapes, surface, pressure, decoration, cloth
Lesson 3	I can use paint to make a leaf print. I can use another printing technique.	To add to their previous work by purposefully making a print using paint and leaves.	<p><u>Main Teaching</u> Show the children the Teacher’s example artwork from last week – so far we have done the background and tree trunks. Explain to the children that we are going to go on a little walk to gather some leaves for today’s work. Today we are going to do another form of printing, to make the leaves for our woodland background. Model painting the leaves green and then printing them onto the background – where should I print the leaves? Children to go to the tables and have a go, encourage the children to take their time as the leaves are fragile.</p> <p><u>Differentiated Activities/ Challenges</u> T to support children with poor fine motor skills with</p>	children’s background artwork, green paint, white paint, paint pallets, paintbrushes, leaves	Print, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, cloth

			<p>paint and printing of leaves.</p> <p><u>Plenary</u></p> <p>Children to wander around the tables and have a look at their peer's artwork.</p>		
Lesson 4	I can identify appropriate collage materials.	<p>To recognise and describe the characteristics of collage.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, shape, form and space to choose appropriate collage materials.</p>	<p><u>Main Teaching</u></p> <p>Explain that over the next two lessons we are going to be thinking about creating our owl for our woodland background. Show the children the video of owls https://www.youtube.com/watch?v=m0XgSrdYQRY – throughout the video discuss the different features of the owls e.g. colours, shapes. After watching the video discuss what the word 'collage' means and share the Collage Textures powerpoint with the children. Have a wide range of materials that children could or could not use – children to discuss in mixed groups which would be good materials to use and why? T to take photo of children exploring materials and speech bubble about child's reasoning.</p> <p><u>Differentiated Activities/ Challenges</u></p> <p>Children to work in mixed ability groups.</p> <p><u>Plenary</u></p> <p>Circle time – children to talk about the colours and shapes they might use to collage their owl next week.</p>	Collage Textures powerpoint, owl video, collage materials, speech bubbles.	Fabric, colour, pattern, shape, texture, glue, stick, scissors, felt, hessian, scraps, wool, yarn, fur, weave
Lesson 5	I can identify appropriate collage materials. I can use collage materials appropriately to make my owl.	To use a range of materials to create a collage effect for their owl.	<p><u>Main Teaching</u></p> <p>Explain that today we will be making the owl which will be going onto our woodland background. Show each child the owl template and a range of collage materials. Model creating a collage on the owl, use different techniques such as scrunching and layering. Explain about using different colours to highlight different parts of the owl. What colour would the eyes be? Or the beak?</p> <p>Children to go to their tables and collage their owls.</p> <p><u>Differentiated Activities/ Challenges</u></p>	Owl template, tissue paper, crepe paper, cellophane, scissors, glue.	Collage, material, paper, tissue, cellophane, scrunch, layer, shapes, fill, space, Fabric, colour, pattern, shape, texture, glue, stick, scissors, felt, hessian, scraps, wool, yarn, fur,

			<p>T to support children in using different textures to create their collage, question to challenge children – why are you doing it like that? How else could you do it?</p> <p><u>Plenary</u></p> <p>Children to rotate around the classroom and choose a peer's owl, to talk about, explaining what they like about it.</p>		weave
Lesson 6	I can evaluate my work and make links to the work of William Morris.	<p>To show interest and describe what they think about their own work and work of others.</p> <p>To describe similarities and differences between their work and others.</p>	<p><u>Main Teaching</u></p> <p>Ask the children to discuss in talk partners about what we have been working on over the past few weeks. Bring out the children's printing work and collaged owl. Explain that the children are going to attach their owl to their background – discuss the idea of making it look 3D- coming off the page. Children to go to the tables, cut out their owl from last week and assemble their artwork to their background.</p> <p>Children to then complete the Widgeit Self- Assessment sheet – photo of work and assessment sheet to go in books for evidence.</p> <p><u>Differentiated Activities/ Challenges</u></p> <p>T to support children with joining their artwork together, where needed.</p> <p><u>Plenary</u></p> <p>Children to rotate around the classroom looking at each other's artwork – and to pick their favourite – children to regroup on the carpet and discuss why they chose their favourite and why it was their favourite.</p>	Children's collage, children's printing work, widgeit self - assessment sheets.	Collage, print, artwork, colour, shape, tone, texture, Fabric, colour, pattern, shape, texture, glue, stick, scissors, felt, hessian, scraps, wool, yarn, fur, weave