ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Art - Batik UNIT: For Narnia TERM: Autumn 2 YEAR GROUP: 5

THE BIG QUESTION			
What are the key features of William Morris designs?			
END OF UNIT OUTCOME	Art exhibition including sketchbooks and finished bag for Y6 to visit		
OBJECTIVES	• Pupils should be taught about great artists, architects and designers in history. • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including **drawing**, **painting**, **sculpture** and **textiles**.		
CONCEPT: Conflict	Wax v paint		
LESSON 1 QUESTION	**Who was William Morris?**		
KEY KNOWLEDGE	**William Morris** was an English **artist**, **poet** and **politician**. He was incredibly creative and he produced decorative art in a range of different forms: including **textiles**, furniture, wallpaper, **stained glass** windows, book design and **tapestry**. William Morris lived and worked during the **Victorian era.** He was born in 1834 and he died in 1896 and got a degree from Exeter Collage in Oxford and then went onto get a job as an **architect**. He soon stopped this job to become a painter, in the mid-1860s, he concentrated on designing **wallpaper**. In 1875 William Morris started a new company, **Morris and Co**. His patterns were inspired by the natural world and are some of his best-known works of art. His patterns **repeated** which made them perfect for wallpaper and textiles. When William Morris died in 1896, his doctor said that Morris had carried out the work of ten men during his lifetime.		
RICH TASK	Introduce The Big Question – what do they already know? Annotate L1 question to identify prior knowledge – what do we know about William Morris's designs. Explore information about William Morris as class and independently using QR code/iPads and create artist page in sketch books detailing findings.		
SUPPORT AND CHALLENGE	S – prepared key facts available C – why did Morris' doctor say 'had carried out the work of ten men during his lifetime.'		
KEY VOCABULARY	artist poet politician textiles Victorian architect inspired repeated	**RESOURCES**	https://kids.kiddle.co/William_Morris https://kids.britannica.com/students/article/William-Morris/275942 https://primaryfacts.com/143/william-morris-facts/ Examples of William Morris work William Morris portraits Funky scissors Range of paper

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Art - Batik UNIT: For Narnia TERM: Autumn 2 YEAR GROUP: 5

LESSON 2 QUESTION	**What features would I expect to see in William Morris' work?**		
KEY KNOWLEDGE	Key features of William Morris's work include inspiration from nature, with designs full of flowers, leaves, and birds; repeated patterns created by motifs like leaves and birds; and a focus on craftsmanship and simplicity in contrast to mass-produced Victorian designs. Use of symmetry, a limited number of colours (two or three), and the technique of repeating motifs in a design. Nature as inspiration: Morris's designs are full of natural elements like flowers, leaves, vines, and birds. Repeated patterns: He created repeating patterns by using a single motif and repeating, rotating, reflecting, or layering it to create a larger design. Symmetry: Many of his patterns are symmetrical, creating a sense of balance. Simple colour schemes: He often used a limited palette of just two or three colours in his designs. Craftsmanship: He emphasized making things by hand, valuing the skill of the craftsperson over mass production.		
RICH TASK	Retrieval practice activity – cops and robbers – facts about William Morris Look at a range of William Morris designs – what do they tell us about his interests and inspiration, discuss how you would describe the art techniques he has used. Focus on nature, repeating patterns, detail, natural muted shades After exploration of design, create list of key features with examples to illustrate. Choose one and reflect it to create reflected pattern – watercolour pencils to colour match the colours used in the original		
SUPPORT AND CHALLENGE	S – key words to support features list C – how could his designs link with our Narnia topic?		
KEY VOCABULARY	nature repeated patterns nature symmetry muted craftsmanship	**RESOURCES**	Cops and Robbers Examples of WM art work Watercolour pencils
LESSON 3 QUESTION	**How can I use tjantings effectively?**		
KEY KNOWLEDGE	Batik is a technique of 'wax-resist', which is applied to a whole piece of cloth (Almost always the original cloth is white) and it originated from Indonesia. Batik is either made by drawing dots and lines of the resist with a 'spouted tool' called a 'tjanting' (silent t). First the wax is applied over the pencilled-in outline of the pattern. They must then use the ink and a paint brush to paint the ink onto the exposed cloth. Make sure that the ink is applied thoroughly as this will ensure the colour is bold. They must then leave the Batik to dry and then carefully iron the wax off.		

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Art - Batik UNIT: For Narnia TERM: Autumn 2 YEAR GROUP: 5

RICH TASK	Retrieval practice activity – how does this picture is typical of William Morris' designs? Explore the key information about Batik. Teacher to model how to Batik and focus on health and safety aspects. Children to have square of cloth and practise using tjanting and how to create different effects to add to sketch book.		
SUPPORT AND CHALLENGE	S – designs available to copy C – more detailed designs and colour mixing		
KEY VOCABULARY	batik Indonesia tjanting wax resist ink	**RESOURCES**	Cloth Tjanting Wax and heated pots Newspaper Pencils Dyes Pots Aprons Brushes
LESSON 4 QUESTION	**What features of William Morris' work can I incorporate into my design?**		
KEY KNOWLEDGE	Recap features from lesson 2 Design will be white where wax is put/line is drawn		
RICH TASK	Retrieval practice activity – As a table, have 5 minutes to produce top tips list to remember when batiking. Revise key features of William Morris art work. Model design and remind children to think very carefully about the areas which will be left white. Explore ink colours available, which would be suitable colours to use and how could we make others not available? Look at examples and which have been successful and how could they be improved. Children to produce paper design inspired by William Morris (same size as bag).		
SUPPORT AND CHALLENGE	S- simple bold design – examples available C – more features used in design		
KEY VOCABULARY	As lesson 2	**RESOURCES**	Large paper WM art work Watercolour pencils
LESSON 5 QUESTION	**How will I successfully transfer my design from paper to cloth using batik?**		
KEY KNOWLEDGE	First the wax is applied over the pencilled-in outline of the pattern. They must then use the ink and a paint brush to paint the ink onto the exposed cloth. Make sure that the ink is applied thoroughly as this will ensure the colour is bold. They must then leave the Batik to dry and then carefully iron the wax off.		
RICH TASK	Retrieval practice activity – discuss design with partner, are there any problem areas, what do we need to think carefully and take care with. Make any adjustments to design. Revise health and safety information. Children to pencil designs on bag. Leave back and handle white. Use tjanting to add wax to design. Allow to dry before using inks to add colour to design. Produce William Morris and Batik leaflet for Y6 as part of exhibition while groups are batiking. Painting as whole class		

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Art - Batik UNIT: For Narnia TERM: Autumn 2 YEAR GROUP: 5

	(CLASS TEACHER TO IRON OFF WAX WHEN DRY)		
SUPPORT AND CHALLENGE	S – teacher to check design, small group support C – encourage colour mixing and careful application of design		
KEY VOCABULARY	As lesson 3	**RESOURCES**	Designs Bags Tjanting Wax and heated pots Newspaper Pencils Dyes Pots Aprons Brushes
LESSON 6 QUESTION	**How effective was my design?**		
KEY KNOWLEDGE	As past steps		
END OF UNIT OUTCOME	Revision of key knowledge Set up art exhibition space for Y6 – share work and Y6 buddy to give feedback. Complete radar diagram to evaluate work after exhibition and feedback. What links to our concept have you found?		
SUPPORT AND CHALLENGE	S – Sentence stems to support evaluation ideas C – Detailed explanation of EBI ideas		
KEY VOCABULARY	As past steps	**RESOURCES**	Radar diagram