ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: ART UNIT: Batik CONCEPT: Conflict YEAR:5

BIG QUESTION	What are the key features of William Morris designs?	
END OF UNIT OUTCOME	Fashion show with batik bag reflecting the designs of William Morris	
NC 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**.	
WEEK	**KEY KNOWLEDGE**	**RESOURCES**
1	**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.	See websites below
RICH TASKS	Annotate key question to identify prior knowledge – what do we know about William Morris's designs. Explore information about William Morris as class	

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	and independently using QR code/Ipads and create artist page in sketch books detailing findings using are and text.	
2	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	Examples of WM art work Ipads QR codes Scissors Colours etc
RICH TASKS	After exploration of design, create list of key features with examples to illustrate. Choose one and reflect it to create repeated pattern – watercolour pencils to colour match the colours used in the original	
3	**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.	Cloth Tjanting Wax and heated pots Newspaper Pencils Dyes Pots Aprons Brushes
RICH TASKS	Explore the key information about Batik. Teacher to model how to Batik and focus on health and safety aspects. Chicken to have square of cloth and practise using tjanting and how to create different effects to add to sketch book.	
4	Know how to create close observation drawings of nature to create a repeating Batik template. Get children to think very carefully about the areas which will be left white.	Large paper WM art work Watercolour pencils
RICH TASKS	Revise key features of William Morris art work. Children to produce design inspired	

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	by him in paper (same size as bag). S-one large design A- reflected design C – design repeated in four quadrants.	
5	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.	Designs Bags Tjanting Wax and heated pots Newspaper Pencils Dyes Pots Aprons Brushes
RICH TASKS	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 (CLASS TEACHER TO IRON OFF WAX WHEN DRY)	
6	Revision of key knowledge	
END OF UNIT OUTCOME	**To evaluate my t-shirt design** Whole class fashion show to take pictures and evaluate effectiveness of designs using radar diagram. COMBINE WITH TIE DYE TSHIRTS	

https://kids.kiddle.co/William_Morris

https://kids.britannica.com/students/article/William-Morris/275942

https://primaryfacts.com/143/william-morris-facts/