



Sustainability Ambassadors



Literacy



Healthy Citizens



Cultural Explorers



Designers



Mathematics



Careers Pathfinders



Scientific Investigators



Digital Learners



Global Enquirers



Engineers

**Subject: Art & Design Unit: Transition/ Victorian Craft  
Year Group: 5 Term: Autumn**

**EQ: How did the Victorians bring art into everyday life?**

*By the end of this unit, pupils should be able to articulate how the Arts and Craft artistic movement made art more accessible to everyone during the Victorian era.*

**Essential Vocabulary**

*Colour  
Motif  
Pattern  
Natural form  
Scale  
Primary  
Secondary  
Tertiary  
Harmonious  
Complementary*

**Big Concepts**

*Comparison  
Replication  
Printing  
Sequencing  
Composition  
Scale  
Experimentation*

### **Flag any content that might not have been covered during school closure**

Pupils will have missed work on logos/motifs, normally covered in Year 4 Summer term.

### **Retrieve Essential knowledge to support learning of big unit concepts**

- Colour mixing and blending in a variety of materials – including but not limited to paint.
- Children will have done printing previously, however the skills involved will need to be retrieved.

### **Subsequent National Curriculum Coverage**

#### Year 5 Summer – Gallery Rebels

- Pupils will continue to look at various art movements and consolidate their knowledge of art history.

**Transition**  
**Sequence of Teaching and Learning**

**Notes**

***During the 2 week transition period each year group is being assigned a Skill for Life to complete artwork around. The work will be going on display around school. Year 5's Skill for Life is: Being Safe.***

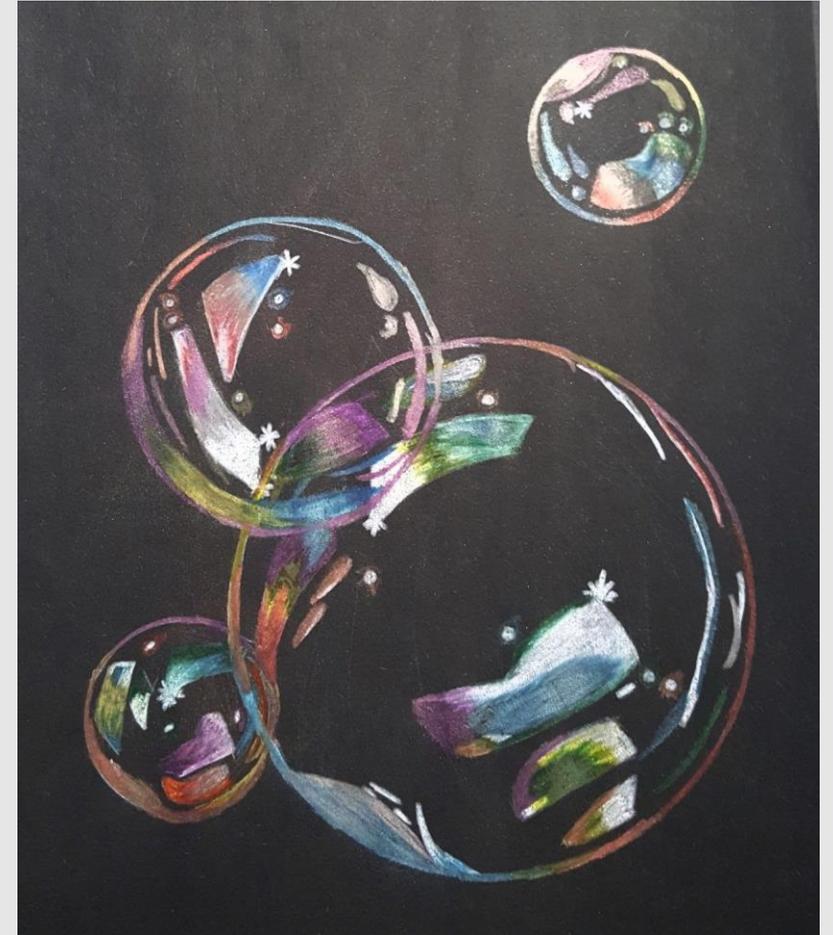
***For the Year 5 display, you will be creating 'bubbles'. This should link to PSHE work about how pupils have kept safe during lockdown period and how they will continue to stay safe in school. Bubbles will be displayed alongside quotes from pupils about how they are staying safe.***

***Please keep any work completed in a safe place.***

<b>1</b>	LO: To identify how colour represents emotion.	Use conversations about how pupils are feeling about return to school and ask children to recall how emotion is linked to colour. Pupils should be able to recall basic links, such as red meaning anger, blue meaning sorrow, etc.  Which colours would pupils use to describe how they feel about returning to school? Why?  Practise blending these colours using chalk (soft) or oil pastels.
<b>2</b>	LO: To create a final piece based on previously taught skills.	Recap skills from previous week. Remind pupils of blending techniques and how their use of colour can be used to represent emotion. Show pupils the example, pointing out the direction of lines and use of white to create reflection.  Each pupil to create at least one bubble on black paper using skills previously practiced.  Examples on following slide.

Transition  
Sequence of Teaching and Learning

*Examples of work:*



## How did the Victorians bring art into everyday life?

### Sequence of Teaching and Learning

#### **Notes**

Be mindful that pupils have missed a considerable amount of their Arts education. They may need time to revisit basic skills as part of this sequence of learning – tweak the time spent on each lesson within reason to account for this.

<b>1</b>	LO: To investigate the natural form.	Sketch plants and flowers.  Annotate with details of shapes, natural colours, etc.
<b>2</b>	LO: Compare and evaluate existing William Morris prints.	Introduce William Morris. Class complete reading research about the Art & Craft movement.  Discuss and annotate a selection of prints by William Morris. Identify similarities and differences between prints and real life plants looked at previous week. Note how Morris uses shapes like diamonds and squares to repeat patterns. LA - comment upon likes and dislikes of an image MA - Gives clear examples of tone, shade, colour and can annotate. HA - Annotates images with thoughts and can draw out certain aspects that they want to carry forwards into their own work - experiments with these on a small scale within the sketchbook.
<b>3</b>	EQ: How did William Morris use repeating patterns to create wallpaper?	<b>This EQ would span across more than one lesson.</b> Research how William Morris create wallpaper. This video is useful: <a href="https://www.youtube.com/watch?v=fAy_intiqVM">https://www.youtube.com/watch?v=fAy_intiqVM</a>  Children to create a sketch of a pattern that they could repeat to create their own 'Arts & Craft' style wallpaper, using previous research to influence their design. Encourage the use of typical symbols for the movement (flowers, leaves, upside down hearts, etc) and colours typical of those available to William Morris. HA could identify how they would use multiple layers of colours to create their print. There should be evidence of consideration of how they will lay their print out, e.g. squares next to one another, 'brick' style pattern, etc.  Use polystyrene blocks to mark out design using a pencil. Use printing ink to layer on colour and print into sketch book. Children should aim for pattern to join at edges and create a 'seamless' wallpaper. This video is good for showing the printing process in full: <a href="https://www.youtube.com/watch?v=u7MbzxUeZwE">https://www.youtube.com/watch?v=u7MbzxUeZwE</a>  Frequent opportunities for evaluation should be given throughout the process. Children should be able to identify how their research has influenced their final print.

## Sequence of Teaching and Learning

4	EQ: How did William Morris' legacy continue?	<p><i>Children should now be familiar with William Morris and his style of art. They should be able to articulate key motifs of the Arts and Craft artistic movement. Research both embroidery and William Morris' daughter – May Morris. (She worked for her father's design company, specifically in charge of embroidery).</i></p> <p>Annotate some pictures of May's embroidery. Can children identify similarities between her work and her father's?</p>
5	LO: To experiment with embroidery techniques.	<p><b>This LO would span across more than one lesson.</b></p> <p>Experiment with various embroidery techniques. <b>Children will have missed basic sewing skills so time will need to be spent teaching knots, threading needles, etc.</b></p> <p>Differentiate as appropriate: LA: Running stitch MA/HA: Various embroidery techniques</p> <p>Once children are confident with techniques return to sketchbooks to create a simple design based on May Morris' work. Encourage children to pick a simple design. It would be beneficial for them to have spent time sketching this in their sketchbooks and simplifying further, thinking about how they will incorporate the techniques they have learnt.</p> <p>Sketch design on material using pencil and embroider design. Lots of Youtube videos with ideas that could help with this. For example: <a href="https://www.youtube.com/watch?v=uOz6kc1DX2I">https://www.youtube.com/watch?v=uOz6kc1DX2I</a></p> <p>Document and evaluate in sketchbook.</p>

# How did the Victorians bring art into everyday life?

## Sequence of Teaching and Learning

### Examples of work:



# Skills for Life

Resilience

Communication

Being  
Safe

Team-working

Problem  
Solving

Self-motivation

## Real World Links including pupil experiences:

Pupils will learn the skills required to be an artist. They will explore aspects of being a historian and a geographer.

## Skills for Life/ Core Values:

**Being safe** – using equipment safely and correctly.  
**Problem Solving** – tackling Enquiry Questions  
**Communication** – expressing opinions on existing artwork.  
**Resilience** – acting on feedback and improving work continually. Sewing skills.

## Influential Figures:

The Arts & Crafts art movement  
William Morris  
May Morris

## Plan for deliberate Reading opportunities:

Opportunity to read about artistic movements as well as influential figures.