

## National Curriculum Art & Design - Knowledge

- Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Create sketch books to record observations and use them to review and revisit ideas.
- Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Learn about great artists, architects and designers in history.

## Key Learning

William Morris (1834-1896) was a poet, artist, craftsman, designer and printer. He designed wallpaper, textile patterns and stained-glass windows. He was also a calligrapher.



Morris was influenced by nature. Many of his designs feature flowers, leaves and birds.

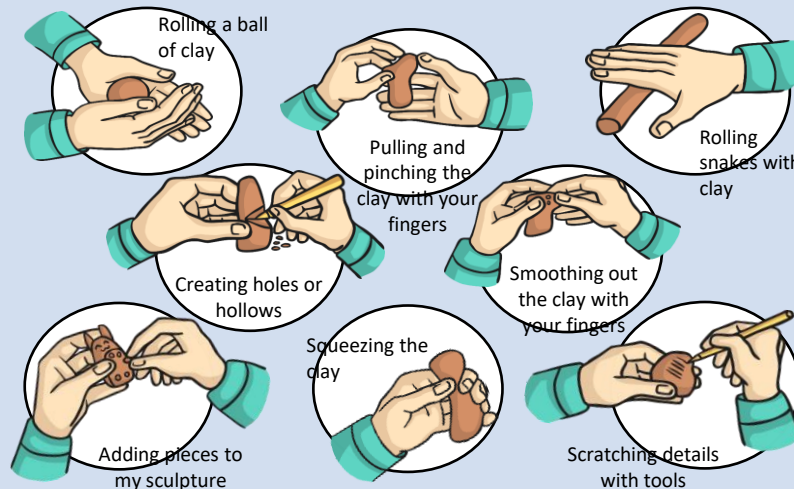


Illuminated letters were first used nearly a thousand years ago when books were written by hand.



There are different types of clay including: porcelain clay, red clay and black clay.

### Techniques using clay:



## Vocabulary

**Fine art:** paintings, drawings, photography and sculpture that is produced purely to look at and appreciate.

**Decorative art:** the design and manufacture of beautiful objects that also are functional e.g. textiles, wallpaper, ceramics, architecture.

**Textiles:** a type of cloth or woven fabric.

**Calligraphy:** the 'art of writing'; includes illuminated letters and manuscripts.

**Illuminated letters:** when letters or texts are beautifully decorated.

**Sculpture:** a piece of 3D art; many different materials can be used to produce a sculpture.

**Malleable:** able to be moulded or pressed into shape without breaking or cracking.

**Brittle:** hard but liable to break easily.

**Slip:** a mixture of clay and water; used to help attach piece of clay together.

**Score:** a piece

**Moisten:** to wet slightly.

**Smooth:** having an even and regular surface; free from perceptible projections, lumps, or indentations.

**Design:** a plan or drawing produced to show the look and function of another object before it is made.

## Key Learning: Create own clay sculpture in the style of a William Morris illuminated letter

- 1 Critical analysis: William Morris.**  
Learn about the life and work of William Morris, including the distinction between 'fine art' and 'decorative art'. Retrieve knowledge of vocabulary associated with art critiques. Discuss aspects of examples of William Morris's artwork under headings: introduction, form, content and process then record ideas and impressions for your chosen artwork.
- 2 Illuminated letters.**  
Retrieve learning from previous lesson, including 'fine art' and 'decorative art' and their purposes. Introduce illuminated letters, where they are used and discuss their history. Have children seen these in books? Discuss and share examples. Study historical and modern examples of illuminated letters, practice ideas for own design in sketch books then produce final design using own initial.
- 3 Clay modelling/sculpting techniques.**  
Discuss prior learning: what is a sculpture? Can you name any famous sculptures or sculptors? Discuss ideas for why clay is an effective material for sculpting. Investigate and evaluate the effects of tools on clay and practice a variety of techniques including: rolling, pinching, smoothing, squeezing and scratching.
- 4 Clay tiles and joining techniques.**  
Verbally evaluate techniques practiced previous lesson. Share and collate 'top tips' for working with clay. Practice rolling a clay tile using rods and joining two separate pieces of clay using scoring and slip.
- 5 Create own clay bas relief tile in an illuminated letter design.**  
Apply skills learned throughout the unit to create own artwork: a clay bas relief tile showing your illuminated letter design from lesson 2. Adapt design as necessary to enable effective use of clay.