

PREFACE

This resource was produced as a result of a professional development course, 'Printmaking through the work of William Morris', for primary school teachers. The course based at the William Morris Society's museum gave teachers the opportunity to examine the original drawings of William Morris. Helen Elletson (curator) gave an informative presentation of the working processes of William Morris, to develop teacher's knowledge and understanding. Teachers discussed how the museum could be used as a starting point for learning. The course stressed the importance of using drawing as a tool for learning and working from direct experience of real objects.

The course was organised to develop teacher's skills and techniques in printmaking. The teachers worked through the unit of work "*Investigating pattern*", giving them an insight into organisation and management.

This unit of work has been used successfully in many primary schools to produce high standards of work. It contains examples of work from primary school children. The resource gives an overview of the unit of work and contains detailed planning for each session as well as assessment criteria that meets the needs of the national curriculum. Support materials are included for presentations on interactive whiteboards to support teaching and learning.

We would like to thank the teachers on the course for their participation and hope that this resource will help primary school teachers in their teaching of printmaking through the work of William Morris.

Helen Elletson - Curator
Rosemary Bignell - Art Education
Consultant

CONTENTS

Introduction.....	1
Overview of the unit of work.....	2 - 3
Session 1 – Investigating the work of William Morris.....	4
Session 2 – Collecting visual information.....	5
Developing the design.....	6
Learning to look.....	7
Session 3 – Experimenting with repeating patterns.....	8
Sessions 4 & 5 – Organisation of the printmaking process and classroom management	9
How to make a print	10 - 11
Session 6 – Reviewing and evaluating	12
Pupil self evaluation sheet.....	13
Extending learning in other curriculum areas.....	14
Resources – How schools can use the William Morris Society's museum	15
<i>Resource sheets to support session 1</i>	
Looking at the work of William Morris.....	16
The designs of William Morris.....	17 - 18
Home learning	19



Rosemary Bignell has many years experience as a teacher and adviser in Art and Design. She organises INSET courses for primary schools and local authorities.

PRINTMAKING IN THE PRIMARY SCHOOL THROUGH THE WORK OF WILLIAM MORRIS

Introduction

This resource for primary school teachers offers practical advice and support for teaching and learning in Art and Design. It provides structured planning and assessment that meets the needs of the national curriculum and is based on good practice. It stresses the importance of working from visual resources to stimulate observational skills and how to develop skills and techniques in printmaking.

The work of William Morris is integral and provides the initial stimulus by investigating the processes he used to produce designs for textiles and wallpapers. The unit of work 'Investigating pattern' is devised for children to work in the same way as William Morris, to develop a print based on research from the natural world.

What does it include?

- **Printmaking to examine form, shape, pattern and texture**
- **How to use sketchbooks to collect visual research**
- **How to develop observational skills by working from direct experience of the natural world**
- **Organisation and management of the learning environment**
- **Differentiation of activities for children with special needs and at different stages of development**
- **How links can be made with other curriculum subjects: maths, history, science and ICT.**

How is it taught?

The unit could be taught over 6-8 weeks, each session building on previous learning. The unit is for years 4, 5 or 6 in key stage 2. It can be adapted for key stage 1 by making a print using one colour. It could also be extended for year 7 in key stage 3 by combining two designs and extending the repeat pattern (see print).



Design by a teacher on the course

Support materials:

- *Information sheets for teachers:* -'Learning to look'; 'How to make a print'.
- *Resource sheets* - Can be photocopied and projected onto a whiteboard to provide a starting point for discussion and to develop understanding.
- *Reference images of William Morris designs* – to stimulate discussion.
- *Pupil self-evaluation sheet* for pupils to evaluate their own learning.
- *Visits* – How schools can use the William Morris Society's museum.

Title of unit William Morris Investigating pattern	Practices Painting Sculpture Collage	Drawing ICT Printmaking Design Textiles Design	Visual elements Tone Colour Line Shape Form Space Pattern Texture	Vocabulary Symmetry- reflective, rotate, translation, pattern, repeat, press print block, register	Artists, designers, craftspeople William Morris	
Learning Objective	Week 1 To compare ideas, methods and approaches in others' work.	Week 2 To select and record from first hand observation of flowers, leaves and natural forms. To develop a design from initial drawings.	Week 3 To combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work.	Week 4 To apply experiences of materials and processes, developing their control of tools and printmaking techniques.	Week 5 To combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work.	Week 6 To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
Activity	Collect examples of pattern, list ways where pattern is found in the environment. Make studies in sketchbooks. Examine the designs of William Morris textiles and wallpapers. Discuss how they were made, examine how the pattern is repeated.	Draw the shape, pattern and textures of flowers/natural forms in sketchbooks. Make colour notes Use viewfinder to select an area. Draw out selected design. From colour notes, select colours for print, consider how new colours can be made by overlaying.	Experiment making marks using a sharp and blunt pencil on press print. Make a printing block using design from initial sketches on press print (polystyrene). Experiment with ways of repeating pattern on a grid. (can be carried out using ICT, if preferred)	Demonstrate how to take a print. Mark the top of the design with a cross on plan and on the back of the press print block. Print first colour repeating pattern from design using press print block from week 3. Review work as it progresses.	Wash press print block, add details, patterns and textures using both a sharp and blunt pencil. Push out areas to stay the first colour. Overprint on grid using second colour. Ensure the block is the right way round by matching the cross to the original design. Repeat process for third colour.	Compare different patterns in their work, which shapes are symmetrical? Which use rotation/reflection? Explain the printing techniques you used. What purpose could your print be used for? Compare prints with the work of William Morris.
Learning outcome	Identify simple shapes based on plant forms or other objects, describe ways patterns are made	Develop observational skills. Collect and select visual information for a design.	Explore ways of making and creating their own patterns.	Experiment with printing techniques following a design.	Make a two or three colour print from plan. Review work through discussion.	Identify similarities and differences between their own and others' work.

Stimulus Resources Materials	Sketchbooks 2B / 4B pencils Examples of the work of William Morris	Sketchbooks 2B / 4B pencils Coloured pencils or water colours Natural forms	Sharp and blunt pencils Press print (polystyrene) Designs in sketchbooks	Rollers Trays Water based printing inks Press print blocks Paper for printing	Rollers Trays Water based printing inks Press print blocks Paper for printing	Children's work Examples of the work of William Morris
<p>Differentiation – Through stimulus and activity</p> <p>Children at an early stage of development or with special needs – To work from simpler flowers e.g. primulas, poppies. To print using two colours.</p> <p>Children further on in their development - To work from complex flowers e.g. irises, lilies. To print using three colours</p> <p>Children who are gifted and talented – To experiment with extended repeat patterns</p>						
Expectations	<p>Most children will be able to:</p> <p>explore how shape and colour can be organised to create patterns for different purposes; collect visual information; experiment with printmaking techniques to make a printed pattern; comment on similarities and differences in their own and others' work; adapt and improve their own work, according to its purpose.</p>		<p>Some children will not have made so much progress. They will be able to:</p> <p>explore shape, colour and pattern; use printmaking techniques to make a printed pattern; talk about the differences between their own and others' work; suggest improvements for their own work.</p>	<p>Some children will have progressed further. They will be able to:</p> <p>explore relationships between shape, colour and pattern, and materials and processes; collect visual and other information with a purpose in mind; choose and experiment with materials and techniques to suit their intentions; compare the ideas, methods and approaches used in their own and others' work; improve and adapt their own work according to its purpose.</p>		

Session 1 Investigating the work of William Morris

During this session children will discuss and analyse the work of William Morris.

Home learning

Before the first session, ask the children to research the ideas and work of William Morris. Give out the **Home learning resource sheet**. Then in their sketchbooks ask them to record shapes and patterns in their environment.

Activity

- Start the session by asking the children to share their research about William Morris. This information can be written onto a flip chart or whiteboard and used in a display.
- Explain to the class they will explore the designs of William Morris, to investigate how he developed his designs from the natural world.
- Project **Looking at the work of William Morris resource sheet**, onto the whiteboard, use it to stimulate discussion within the class, consider each of the questions and encourage responses from the children.
- Give out examples of William Morris's designs, in pairs ask the children to discuss the questions in relation to their designs.
- To consolidate their learning photocopies of the design could be pasted into their sketchbooks, responses to the questions could be written around the image.
- Ask the class the meaning of 'symmetry'. Ask if their design is symmetrical and if so explain why.
- In pairs ask the children to identify lines of symmetry in their design. In a feedback to the class, introduce mirror symmetry.
- To summarise ask the class how William Morris developed his designs from sketchbook research, by transferring his design onto a grid to explore repeating patterns.

Learning objectives

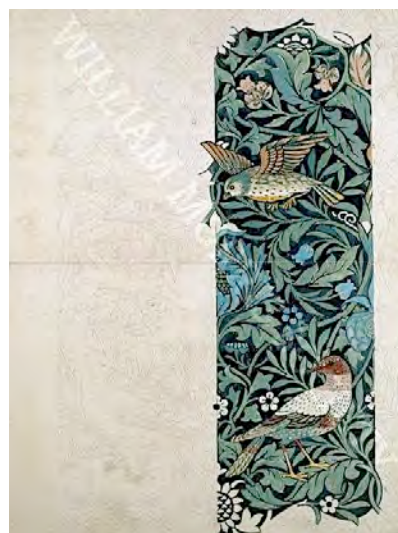
Children learn to:

- develop an awareness of pattern and texture in the environment
- develop an understanding of the process William Morris used to develop his designs
- develop an understanding of 'symmetry'
- express their own views.

Resources

- examples of designs by William Morris
- resource sheet:
Looking at the work of William Morris
- sketchbooks
- 2B or 4B drawing pencils

Vocabulary **Visual elements:** shape, pattern, texture **Process:** grid, design, repetition, symmetry, rotational symmetry, mirror symmetry, reflection, lines of symmetry



Assessment for learning

Can the children:

- explain how William Morris developed his designs?
- use a limited, broad or extended vocabulary to express their views?
- understand the terms: symmetry, mirror symmetry, reflection?

Differentiation *Through resources*

Provide mirrors for children at an earlier stage of development to help them understand reflection. For discussions pair children with English as an additional language with a child who has well developed language.

Session 2

Collecting visual information



Drawing with colour notes

Session 2 may be taught in two lessons.

Activity

- Explain to the children that they will work in the same way as William Morris, collecting visual information from flowers and natural forms. This research in their sketchbooks will be used to inform their prints.
- Provide real flowers, not pictures. In pairs, ask the children to describe their flower. Identify differences in features, shape, size and colour. *The Learning to look resource sheet advises how to develop observational skills.* Match the complexity of the flower to the child's ability. (See differentiation) Brainstorm vocabulary. Ask the children to draw the form, shape, texture and pattern of the flower, leaves and buds, encourage them to fill the whole page and remind them not to draw the pot.

Teaching point - It is important the children work from real flowers rather than pictures as they can touch the flowers and leaves to investigate the textures and look carefully to explore details of pattern and shape.

Learning objectives

Children learn to:

- describe the shape, pattern, form and texture of natural forms
- select and record flowers, leaves and natural forms from first hand observation
- develop a design from initial drawings
- review what they have done.

Resources

- 2B or 4B drawing pencils
- sketchbooks
- soft coloured pencils
- water colours
- natural forms
- press print (polystyrene 15cm x 15cm.)
- viewfinder

Vocabulary **Visual elements:** shape, pattern, texture, form **Descriptive:** smooth, bumpy **Process:** colour notes, viewfinder

- Throughout the drawing process extend looking by asking questions. Can you draw any smaller shapes? Can you see any patterns or textures?
- Demonstrate how to make colour notes by drawing a line from parts of their drawing, then mixing a patch of colour. Show how colours can be blended by layering. List the colours used on the adjacent page.
- As a class, review drawings, model questions for the children e.g. what details of shape, texture and pattern are shown? How are the drawings different? How could the drawing be improved?

Differentiation *Through stimulus*

For children at an earlier stage of development provide flowers with simple shapes such as sunflowers, primulas or poppies. For children who have progressed further, provide flowers with complex shapes such as irises or lilies (stargazer).

When brainstorming, provide visual support for children with English as an additional language.

Session 2 Developing the design, selecting colours



Selecting a design using a viewfinder

Assessment for learning

Can the children:

- use a limited, broad or extended vocabulary to describe the shape, texture, form, colour and pattern of a natural form?
- represent the visual and tactile qualities of a natural form in detail?
- talk about their drawings using some art vocabulary?
- identify differences between drawings?
- select visual information for the design?

Developing a design

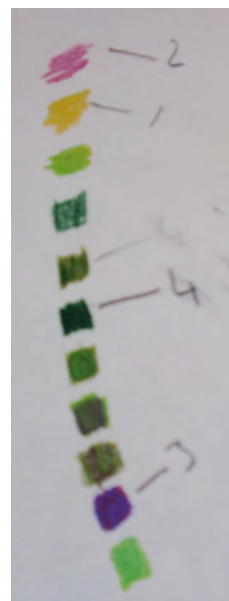
- Show the children how to cut a viewfinder. Place it over the original drawing in their sketchbooks.
- Select an interesting area from the drawing. Hold the viewfinder in place with small pieces of masking tape.
- Give each child a square of polystyrene size 15cm. X 15cm. On a new page in their sketchbooks draw around the press print block.
- Enlarge the section of drawing shown in the viewfinder.



Enlarged section

Selecting colours for the print

- Look back at the list of colours from the colour notes.
- Ask the children to choose three colours for their print. Experiment with overlaying the colours to see how the colours will change when the second colour is printed.
- Explain how it may be better to use the lighter colours first.
- Number the selected colours 1 to 3.



Learning to look – Developing observational skills

Structuring looking – Focusing, questioning, selecting, analysing



Two girls looking carefully at a primula

Learning to see is a sophisticated skill that requires conscious effort to develop. Children need to slow down, to take time to look. A simple object has learning potential. Questions have to be asked discoveries made. A child's concentration span will get longer. As the quality of questions improve so will the quality of the drawing or painting.

Ask the children to use all of their senses to find out about an object:

What does it **feel** like?

What does it **smell** like?

What does it **sound** like?

What does it **look** like?

Consider the formal elements of **shape, line, texture, form, tone, pattern and colour.**

Children are naturally inquisitive through their endless questions learning takes place. Discovery and understanding can be steered through language but it can also be recorded through drawing and painting.

Questions devised by a teacher on the course to extend looking. This encourages the use of language to describe the visual qualities.

List of questions about a natural form.

How is the flower made up (constructed)?

Can you describe the shape of the petals?

What do they feel like?

What can you see in the centre of the flower?

Can you describe the stamens and stigma?

Can you see any patterns?

Where are they on the flower?

Touch the leaves gently, describe how they feel. Can you describe the textures, what do they remind you of?

At a later stage children take on the questions themselves. As their observational skills develop their descriptions become more detailed. They gain confidence and build up the skills needed to solve problems, thus ensuring progression.

Session 3 Experimenting with repeating patterns



Selected repeat pattern

Activity

Planning the repeat pattern

- Make 4 photocopies of the design. Ask the children to cut them out carefully.
- Refer back to the designs of William Morris and explain mirror symmetry. Discuss rotational symmetry.
- Encourage the children to experiment with ways of making a repeating pattern, ask them to select the one they like best giving their reasons why. The final design can be pasted into their sketchbooks to be used as a plan for their print.

Exploring mark making

- Give each child a small piece of polystyrene then ask them to experiment by making curved, straight and zigzag lines using a sharp and a blunt pencil. The purpose of this is to familiarise the class to the materials and to ensure that the lines are etched deep enough on the block.
- Ask what the differences are between the lines made by the blunt and sharp pencil.



Experimental piece

Learning objectives

Children learn to:

- experiment and explore repeating patterns, review and modify their ideas
- understand the terms reflective (mirror) and rotational symmetry
- develop skills and techniques.

Resources

- scissors
- glue stick
- sharp and blunt pencils
- press print (polystyrene)
- designs in sketchbooks

Vocabulary symmetry - mirror (reflection), rotational, press print block, indent

Making the press print block



Main shapes of design etched on block

- Provide press print squares - 15cm x 15cm. The main shapes from their initial design should be copied onto the block (the patterns and textures will be added after the first print), use the blunt pencil for thicker lines. On the back of the block draw a cross at the top of the design. Then add crosses to the top of their design on their plan. Write name onto the back of the block.

Assessment for learning

Can the children:

- experiment and review alternative designs and justify their choice?
- understand and use the terms reflective (mirror) and rotational symmetry?
- create a press print block based on their design?

Sessions 4 and 5

Organisation of the printmaking process and classroom management

Activity

Classroom management

Good organisation is paramount to ensure successful prints.

- Organise an area for drying the prints such as a drying rack or rig up a washing line.
- Provide aprons or old shirts to protect clothes.
- Decide whether to print in groups or as a whole class.
- Organise a clean area for children to work on their blocks.
- Provide paper towels to dry printing block after washing.

Organisation of the printmaking process

- Look at plans in sketchbooks, put pairs of children together who have chosen the same first colour.
- Set out the printing areas, (see printmaking resource sheet).
- Make sure the white and black printing papers are accessible.
- Tell the children they are to work in pairs, one person with clean hands to lift the prints.

Demonstrating the printmaking process

Refer to: *'How to make a print'*

Teaching points

- Remind the children to squash the tubes of printing inks to ensure the ink has not separated.
- Tell the children to check the ink is rolled evenly onto the roller.
- Remind the children to cover the corners and edges of their press print block.
- Make sure the child printing has their plan in front of them to follow.
- Encourage the children to review the quality of their prints during the printmaking process. Have they used too much or too little ink?
- Show the children how to subtract areas to stay the same colour on their press print block by pressing down the polystyrene with a blunt pencil. Add textures and patterns.
- Demonstrate how to register - match up edges of the press print block before printing the second colour.
- If the background is to stay the second colour cut out the background on the block.
- Repeat the subtraction process. Areas can be cut out eg. leaves before printing the third colour.

Learning objectives

Children learn to:

- combine the visual and tactile qualities of materials and processes and match these qualities to the purpose of the work
- apply experiences of materials and processes, developing their control of tools and printmaking techniques
- review work through discussion using appropriate vocabulary.

Vocabulary: press print block, indent, reduction process, register, pressure, design, shape, texture, pattern

Resources

Refer to: *'How to make a print'*

Assessment for learning

Can the children:

- develop printmaking techniques to produce a two or three colour print independently?
- experiment with printmaking techniques following a design?
- review work as it progresses and make improvements?

Differentiation *Through support*

Provide adult support for children with special needs.

Sessions 4 and 5

How to make a print

Organisation of the printing area

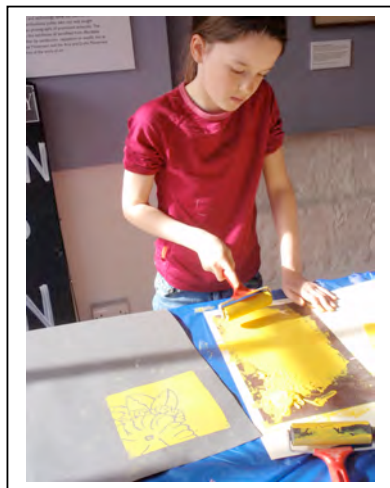


Resources

- press print block (cut into 15 cm. squares)
- water based printing inks
- rollers
- trays
- spatulas (for mixing colours)
- paper for printing
- aprons
- drying rack or washing line, pegs

Session 4

Printing the first colour



Step 1

- Squeeze some ink into the **corner** of the tray (small quantities, top up if needed).
- Mix up first colour using a spatula and match to colour notes.
- Put small quantities onto the roller.
- Roll out ink onto the tray in both directions. Tell the children the idea is to make sure the ink is evenly distributed onto the roller.
- Roll the ink onto the press print block ensuring the corners and edges are covered.



Step 2

- Refer to design in sketchbook, make sure the cross at the top of the block is matched to design.
- Place press print block onto the paper leaving a 3cm. border.
- Roll the back of the block using a dry roller.
- Remember to roll the corners and edges. Lift block.
- Work from design, make sure the block is the right way round. Check X on the top of block.
- Register print, repeat process 4 times.

Sessions 4 and 5

How to make a print

Preparing the block



Step 3

- Wash and dry press print block. Pat until completely dry.
- Refer back to drawing with colour notes and the first print. Identify areas to stay the first colour.
- Use a blunt pencil to push down areas.
- Look at original design, add details of patterns and textures using sharp and blunt pencils.

Session 5

Printing the second colour



Step 4

- Refer back to the second colour in sketchbook.
- Match the colour, mix using a spatula.
- Make sure the ink is evenly rolled onto the block.
- Refer back to the plan.
- Print the second colour, register making sure the block is the right way round.
- Repeat the process 3 more times.
- Place the print onto the drying rack.

Printing the third colour



Step 5

- Wash and dry the press print block.
- Refer to the drawing with colour notes and the second print to identify areas to press down. Add patterns and textures.
- Some shapes eg. leaves may be cut out and printed separately.
- Make a decision about the background colour. The design can be cut out if the background is to stay the second colour.
- Mix and match third colour.
- Repeat step 4 referring to plan.
- Place the print onto the drying rack.

Session 6

Reviewing and evaluating



In this session the children will review their work and how they developed skills and techniques in printmaking.

Activity

- Ask the class to think about the skills and printmaking techniques they have acquired. Ask for feedback from each child. This information can be scribed and used when filling in the self-evaluation sheet. Discuss how they overcame problems during the printmaking process.
- Organise the class into pairs to review their prints. *Which parts of the design do you like then give your reasons why? Is there a balance between space and the design? Are the colours harmonious or contrasting?* Finally discuss three ways in which their partner's print is successful and three ways in which it could be improved.
- At the end of the session provide each child with the **Pupil self-evaluation** sheet for feedback on the work undertaken in this unit. Ask the children to consider how they could improve their work in the future. The sheet can be pasted into their sketchbooks.
- Ask the children to relate their own work to the work of William Morris.

Extension activity

In their sketchbooks children can annotate and draw the stages of the printmaking process. Provide a list of vocabulary.

Learning objectives

Children learn to:

- review their own and others' work by identifying successful areas and areas for development
- compare ideas, methods and approaches in others' work and say what they think and feel about them
- develop and extend their understanding of reflective and rotational symmetry.

Resources

- children's prints
- examples of designs by William Morris

Vocabulary **Visual elements:** shape, pattern, space, colour **Process:** design, repetition, symmetry, rotational symmetry, mirror symmetry, reflection, asymmetrical, contrast, harmony






Assessment for learning

Can the children:

- critically review their own and others' work by identifying successful areas and areas for improvement?
- make comments that demonstrate knowledge and understanding of the printmaking process?
- use appropriate vocabulary to describe different uses of reflection, rotation and symmetry?

Differentiation *Through support*
For discussions, pair children with
English as an additional language with a
child who has well developed language.

Art and design Name:	<u>Pupil self-evaluation</u>	Year:	Unit: Investigating pattern	
Objective				
I am able to draw from observation the shape, pattern, texture and colour of the structure of a flower and make colour notes.				
I am able to talk about the designs of William Morris and the process of making a textile design.				
I can use a viewfinder to select an interesting part of my drawing and explore different repeating designs on a grid.				
I can transfer my design onto a press print block using sharp and blunt pencils.				
I am able to make a good quality print of the first colour.				
I can draw details of pattern and texture and select areas to indent.				
I can make a good second colour print, registering and overlaying the colour.				
Ways in which I could improve my work:				
What I enjoyed about this unit:				

Extending learning in other curriculum areas

Literacy

Children can:

- extend descriptive vocabulary by observing and describing natural forms
- create metaphors and similes to describe parts of a flower such as, paper thin petals
- write a description of how it might feel being a child factory worker in Victorian times
- debate the industrial workplace in relation to working as a craftsperson
- produce an illustrated poster to give instructions 'how to develop a print', the layout could be developed in an ICT lesson.

History

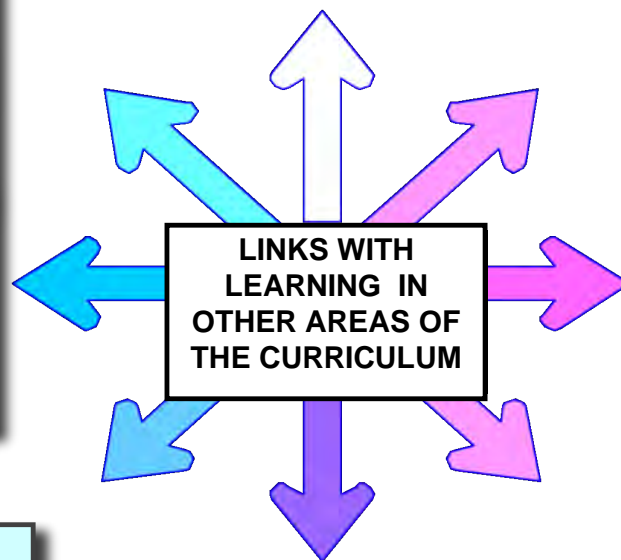
Link to topic '*Finding out about a significant person in their own locality*'

Children can:

- explore the ideas of William Morris, to develop an understanding of his importance as a designer who wanted to bring good design to all people in Victorian times
- discuss why William Morris disapproved of industrialisation and how he fought for workers' rights due to concerns about working conditions in factories
- research the 'Arts and Crafts Movement' to explore their ideas
- look at the printing press William Morris used, make comparisons to present day printing, exploring the use of computers.

Maths

- Explore shape and pattern in the natural world
- Identify symmetrical and asymmetrical patterns
- Understand and use the terms reflective and rotational symmetry
- Explore lines of symmetry
- Look at examples of tessellation in Islamic art



ICT

Children can:

- use ICT to design repeat patterns
- scan sections of design to explore repeat patterns using rotate and flip then experiment with different colour ways
- use ICT to explore different layouts for the instructions 'how to develop a print'.

Science

Links may be made with the science topic '*Living things and their habitats*'.

Children can:

- use magnifying glasses to investigate the structure of flowers
- through observational drawing, identify different parts of the flower such as stem, stamen, stigma, pollen, petals, and discuss their functions
- discuss growth and change in a plant then draw the bud, flower and seed to develop an understanding of the life cycle of flowering plants.

Resources – How schools can use the premises of the William Morris Society

‘The children very much enjoyed the activities and it was an excellent start to our art week. The children were keen to find out more about the life and work of William Morris’.

St. John’s Primary – Walham Green

Visits by schools may be arranged to the William Morris Society’s museum. The sessions could include:

- Presentations to show the processes William Morris used by looking at the original watercolours of his designs for wallpapers and textiles.
- Demonstrations on the actual printing press William Morris used (this can be arranged in advance).

Classes can examine:

- Sample books of William Morris designs for textiles and wallpapers.
- Hand printed designs compared to machine printed contemporary designs.
- A wooden printing block that was used to print William Morris designs
- How natural dyes such as indigo were used on printed cottons.

Arts week

- Power point presentations about the work of William Morris were made to a whole school at assembly time. (200 pupils)
- This was followed up by art activities focussing on William Morris in each class across the school.

Workshops – For more details about content or to arrange an educational visit contact:

admin@williammorrissociety.org.uk

The William Morris Society

26 Upper Mall, Hammersmith, W6 9TA
0208 741 3735

www.williammorrissociety.org.uk



Materials - recommended suppliers

Seawhite – www.seawhite.co.uk

A4 sketchbooks

Water based printing inks

A2 Black sugar paper

A2 white cartridge paper

GLS - www.glsed.co.uk

White trays

Rollers

Polystyrene - Press print



Acknowledgements

Mary Newland – *A tool for learning*

Charlie Salter – *Painting at key stage 2*

Lynne Switzman for her observations and comments.

No part of this publication may be reproduced in any form without prior permission in writing. However resource sheets may be freely photocopied for educational purposes for use in schools or educational establishments only. William Morris designs © William Morris Society Author Rosemary Bignell Copyright © Rosemary Bignell 2019

Looking at the work of William Morris

What shapes and colours are predominant?
How does the design stand out from the background?

Can you describe the design of the textile?
What was the design based on?

What colour scheme has been used?
Is it harmonious or built up of colour contrasts?

How has the design been arranged?
Is the design symmetrical?

Can you identify the lines of symmetry?

Do you think the flowers were observed directly or were they remembered or imagined?
Why?

Can you describe the pattern in the design?

Do the flowers and birds look realistic or are they stylised?

How was the work made and what was it made with?
What materials, tools, processes and techniques did the artist use?

Do you like the design?

How does it make you feel?

Through what stages did the artist work?
Do you think William Morris worked from sketchbook drawings?

What skills must the artist have required to produce the work?

Can you find the shapes, lines and rhythms that give the design a feeling of movement?



WILLIAM MORRIS TEXTILE DESIGNS

Blackthorn - 1892



Strawberry Thief - 1883



Honeysuckle - 1876



WILLIAM MORRIS TEXTILE DESIGNS

Daffodil - 1895



Evenlode - 1883



Rose - 1883



WILLIAM MORRIS

Art and Design – Home Learning

The homework task is to research the life and work of the designer William Morris.

- When did he live?
- What did he design?
- What were his designs based on?
- What was the Arts and Crafts movement? What were their interesting ideas?
- Can you find examples of designs by William Morris?

At home find and draw 3 repeating patterns from wallpaper or fabrics.

Use the local library or the Internet to collect your information.

You may present your research any way you wish, it could be as a poster, a booklet or as a power point.



William Morris, *Strawberry Thief*, printed cotton 1883 © William Morris Society



William Morris, *Evenlode*, printed cotton 1883 © William Morris Society