

Year 8 Art & Design

Terms 4, 5 & 6: Bugs and Insects

Name:

Class:



What will you have learnt by the end of TERM 6?

The National Curriculum programme of study states that students should ***"know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation."***

As a continuation, students learn how to use different drawing techniques and explore 2D media such as graded art pencils, soft pastels, drawing ink and printing ink. Students will learn a range of skills to enable them to reproduce drawings and studies of bugs and insects.

Students will investigate the works of 2D artist and founder of the Arts and Crafts movement **William Morris** and will investigate working with polystyrene to produce a symmetrical print. They will continue to investigate and deepen their understanding of the artistic formal elements and other artistic vocabulary to enable them to discuss the work of others with a growing confidence. They will use this vocabulary to help them to analyse and evaluate their own work.

The Subjects

At KS3, students will study one "Art and Design" lesson once per week. Art and Design modules will include fine art, graphics and art. craft and design schemes of learning with a view to introduce students to a broad variety of visual literacy skills and knowledge. Terms 5 and 6 will focus on Art, Craft and Design.

Assessment

As all subjects within the Art, Design and Technology faculty are predominantly practical, assessment and verbal feedback is an essential aspect of most lessons- this may be teacher led, peer or self-assessment.

At the end of each module, each student will be given grades based upon the work they have completed in addition to an Attitude to Learning grade.

Resources / further reading:

<https://www.britannica.com/video/186407/movement-William-Morris-Arts-and-Crafts>

https://kids.kiddle.co/Arts_and_Crafts_movement

<https://mymodernmet.com/arts-and-crafts-movement-william-morris/>

<https://pediaa.com/what-influenced-art-nouveau/>

https://www.artyfactory.com/art_appreciation/visual-elements/pattern.html

<https://www.craftestan.co.uk/the-timeless-artistry-of-persian-tiles-a-deep-dive-into-their-historical-significance/>

Bugs and Insects Knowledge Organiser

Key Skills		Key Vocabulary	
Analysing the work of others using key vocabulary		Pattern	Any repeated shape, design or motif. These may be geometric or organic. There are different types of repeats such as full drop, half drop, mirror and continuous
Exploring the technical properties of a range of media			
Understanding how to draw for different purposes		Symmetry	Reflection, line or mirror symmetry is where one half of an object, shape or shape is exactly the same like in a reflection
Designing and creating lino or polystyrene tiles			
How to evaluate your own work		Simplification	The process of making something less complicated or detailed
Health and Safety			
Use equipment with care and diligence		Repetition	An art formal element such as colour, line, shape, texture etc. are repeated in visual compositions
Move around the classroom environment with awareness of others			
Behave appropriately in accordance with the class and school rules		Exaggeration	To emphasise (eg make larger or bolder) certain features or parts of an image, design or shape for effect
Materials used in Terms 4, 5 & 6:			
Graded Pencils	Watercolour	Embellishment	Thoughtful, decorative or interesting features are added to a design or drawing
Colour pencils	Drawing Inks		
Soft Pastels	Printing Ink		

FORMAL ELEMENTS WORD BANK

LINE	SHAPE/SPACE /FORM	PATTERN	TEXTURE	COLOUR	-tone	COMPOSITION
Fluent, free, rough, controlled, powerful, strong, geometric, angular, straight, curved, long, length, rhythm, movement, short, wavy, light, delicate, flowing, simple, thick, bold, thin, horizontal, vertical, diagonal, undulating, continuous, solid, parallel, swift, sure, broken, interrupted, rounded, overlapping, feint	closed, open, distorted, flat, organic, deep, angular, bulbous, symmetrical, asymmetrical, cuboid, square, forked, geometric, regular, tapering, sweeping, coiled, twisted, solid, sinuous, rounded, proportioned, height, width, depth, perspective, silhouette, mass, positive, negative, curvaceous, elongated, large, small, 2D, 3D	Broken, chequered, criss-cross, even, repeating, repetition, uniform, irregular, grid, symmetrical, ornate, linear, simple, radial, spaced, spotted, dappled, well-balanced, tessellated, striped, geometrical, busy, complex, intricate	Soft, smooth, coarse, rough, bumpy, uneven, spiky, broken, furry, fine, grainy, ridged, glossy, fluffy, hard, tactile, decorative, raised, scratched, shiny, prickly, jagged, flat, pitted	Warm, cool, cold, light, dark, solid, transparent, bright, dull, deep, monochromatic, realistic, abstract, harmonious, complementary, blend, contrasting, glowing, intense, luminous, mixed, opaque, pale, pastel, pure, hue, discordant, secondary, primary, tertiary, neutral, vibrant, translucent, earthy, bold, vibrant, subtle, brash, bleached, flamboyant, sombre	Light, medium, dark, shadow, shade, value, highlight, subtle, muted, contrasting, dramatic, strong, tint, graduated, varied, soft, harsh, mid-tone, bright, faded, intense, sombre, grey, powerful, feint, large, small	foreground, background, mid-ground, complex, confused, distance, eye-line, perspective, focus, form, near, proportion, scale, shape, symmetry, rule of thirds, golden ratio, point of view, balance, emphasis

Homework 1 Term 4	Due Date:
Copy the shading techniques from page 5 of the knowledge organiser using biro (ball-point pen), Complete a biro drawing of a bug or insect on plain paper using one of the photographic examples from page 5. Use appropriate biro techniques to add tonal values and textures.	(see class charts)
Homework 2 Term 4/5	Due Date:
<p>Read the information about William Morris and the Arts and Crafts Movements on pages 6 and 7. Answer the questions on the next page using full sentences.</p> <p>You may wish to conduct additional research to help you to complete the extension task question.</p> <p><i>(What do you think William Morris' opinion was on the advances in technology within the UK? Why do you think this?)</i></p>	(see class charts)
Homework 3 Term 5	Due Date:
<p>Introduction to William Morris: Nature, Industry, and Environmentalism</p> <p>Read the information about William Morris and the Arts and Crafts Movements on pages 9 and 10. Answer the multiple choice questions on pages 11 and 12.</p>	(see class charts)
Homework 4 Term 5	Due Date:
Conduct first hand observational drawings of leaves, plants, flowers, etc. from a garden or park (or vase). These can be in pencil only, or you can choose to add colour with any resources you may have, such as watercolour paint or colour pencil. Please see page 13 for further information and examples.	(see class charts)

Biro Techniques for Homework 1

Biro Techniques: copy the techniques shown below:

 Hatching →

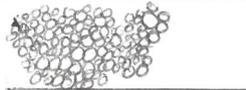
 Cross-hatching →

 directional-geometric →

 directional-organic →

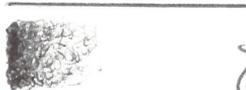
 stippling →

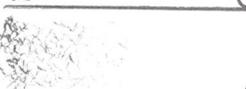
 tonal range →
low value — high value

 circles →

 loops →

 scribbles (large) →

 scribbles (small) →

 lines & crosses →

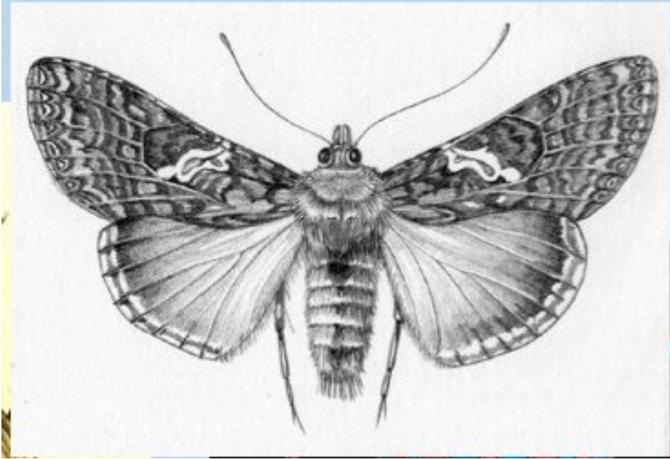
 Negative space →

own style 1 →

own style 2 →

own style 3 →

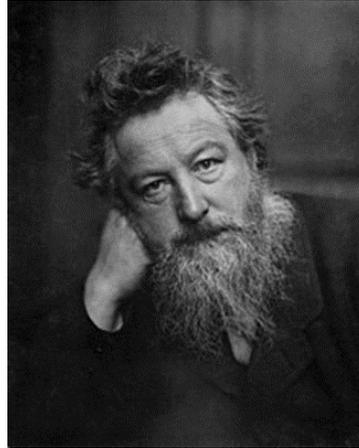
Visual Resources for Homework 1



Resource for Homework 2



"Strawberry Thief," 1883



William Morris, "Leicester Wallpaper" (Photo: Victoria & Albert Museum)

William Morris 1834 -1896 Artist Research

William Morris, born in London 1834, was an artist, designer and craftsman as well as a writer and **social activist**.

Morris trained as an architect, but his working life was spent trying to improve the way that peoples homes looked inside, and he was interested in doing this in an affordable way.

Morris's designs were usually patterns based on flowers and leaves and sometimes animals. He created intricate, interlocking designs which were very details. He was inspired by his gardens and walks in the countryside as well as textiles and carpets from the Middle East.

After his marriage, Morris commissioned an architect friend to design and build him a house in Bexleyheath. It was called the Red House, and he moved in there in 1860. He spent two years furnishing and decorating it along with his artists friends. What they achieved was so successful that Morris set-up a company producing decorative items for the home including wallpaper, textiles, tiles and stained glass.

Morris was a founding member of the **Arts and Crafts Movement** in the 1880's. the members of this movement were concerned about the decline of rural handicrafts bought about but the **industrial revolution** an the use of machines to mass produce decorative items. They wanted to fight again the loss of traditional skills and creativity.

Homework 2 Questions

1. When and where was William Morris born?

2. What kind of objects did Morris design?

3. What inspired Morris' designs?

4. What is the name of the movement which Morris helped to establish in the late 19th century?

4. What is the name of the movement which Morris helped to establish in the late 19th century?

6. Looking at the examples of Morris' work, list 6 words to describe his style.

Extension: What do you think William Morris' opinion was on the advances in technology within the UK? Why do you think this?

Resource for Homework 3

Introduction to William Morris: Nature, Industry, and Environmentalism

William Morris was not only a brilliant artist and designer but also a passionate advocate for the environment. His deep connection to nature was a driving force behind his designs, as well as his philosophy about life and work. Morris saw nature as a source of beauty and inspiration, but he also had strong opinions about the damage caused by industrialization. His life and work reflect a desire to reconnect with the natural world and resist the harmful effects of mass production.

Morris' Love of Nature

Morris' love of nature was evident in both his personal life and his artistic endeavors. From a young age, he was captivated by the beauty of the natural world. He was particularly drawn to the English countryside, where he spent much of his youth, and his love of plants, flowers, and birds was reflected in his designs. Many of his most famous works, such as *The Strawberry Thief* and *Bird and Pomegranate*, feature intricate patterns of flowers, birds, and vines, capturing the natural beauty he admired.



Strawberry Thief, 1883, William Morris (1834-1896)



Bird and Pomegranate, (designed c.1926, reprinted c.1950)

Morris once said, “**Have nothing in your houses that you do not know to be useful, or believe to be beautiful.**” This sentiment not only reflected his belief in the beauty of nature but also in the importance of craftsmanship and handmade work. He believed that objects and designs should reflect the beauty of the natural world, which could be appreciated and respected.

His strong connection to nature wasn't just about aesthetic pleasure—it was also about the sense of wonder and the importance of preserving the world he loved. In a time when the natural environment was being increasingly threatened by industrialization, Morris felt that the relationship between people and nature was becoming strained, and he aimed to restore that balance.

Morris and the Industrial Revolution: A Reaction Against Mass Production

The Industrial Revolution, which began in the late 18th century, radically transformed society, especially in Britain. Factories sprang up across the country, and new machinery allowed for the mass production of goods at a faster and cheaper rate. However, Morris, like many of his contemporaries, was critical of this new way of life.

While mass production made goods more affordable and accessible, it also led to a decline in the quality of workmanship and a detachment from the natural world. Machines replaced skilled artisans, and factory-produced items often lacked the artistry and beauty of handmade objects. For Morris, this shift in production was not only a loss of quality but also a loss of personal connection to the materials and the natural world.

In reaction, Morris became a vocal critic of industrialization. He believed that the industrialized world was focused on profit and efficiency at the expense of creativity, craftsmanship, and the natural environment. He argued that industrial production led to environmental destruction and degradation. His work in the Arts and Crafts Movement was a direct response to these concerns.

Morris also founded **Kelmscott Press** in 1891, which became famous for producing beautifully crafted books with exquisite typography and hand-printed designs. He rejected mass-produced printed books in favor of creating works that were as much a piece of art as they were literature. This was his attempt to bring beauty and craftsmanship back to everyday life.

Resource for Homework 3

Could William Morris Be Considered the First Environmentalist?

While the term "environmentalist" wasn't used in the 19th century, Morris' views and actions place him ahead of his time in terms of environmental awareness. His rejection of industrialization and his insistence on craftsmanship over mass production can be seen as a form of resistance to the exploitation of both workers and natural resources. He saw the beauty in the natural world and understood its fragile nature, which is why he advocated for a return to traditional, sustainable ways of living and working.

Morris was deeply concerned with the pollution and destruction that came with industrial progress. In his writings and lectures, he spoke of the negative effects of factories on both people and the environment. His love for nature and his belief in the interconnectedness of all things led him to argue that humans should live in harmony with the environment rather than exploit it for profit.

Although he did not use the language of modern environmentalism, Morris' ideas were foundational to the later development of environmental thought. He believed in the importance of sustainability, in both the production of goods and the way people interacted with the land around them. His focus on handcrafted, sustainable products was a direct rejection of wasteful industrial processes that led to environmental damage.

Examples of Morris' Environmental Advocacy:

- **The Arts and Crafts Movement:** Morris' Arts and Crafts Movement emphasized the value of handcrafting and artisanal work. He promoted the idea that people should make things by hand, using natural materials and techniques that respected the environment. This was in direct contrast to mass-produced, factory-made goods, which Morris believed were damaging to both people and the natural world.
- **The Kelmscott Press:** Through the Kelmscott Press, Morris produced books that were not only works of literary importance but also works of art. He carefully selected natural materials, such as high-quality paper and inks, and employed handcraftsmanship to produce each book. In doing so, he highlighted the importance of sustainable, artisanal production and rejected the environmental and social costs of mass production.
- **Morris' Socialism:** Morris was also deeply involved in the Socialist movement, believing that economic systems that focused on profit and exploitation led to environmental destruction and social inequality. He argued for a system where the needs of people and the environment were considered above profit.

Conclusion: Morris as an Early Environmental Advocate

In many ways, William Morris can be seen as an early environmentalist. His work not only reflected his love of nature but also his desire to protect it from the damage caused by industrialization. Through his designs, writings, and activism, Morris advocated for a life that was in tune with the natural world—a world that he believed should be respected and protected. His commitment to handcrafted goods, sustainability, and environmental awareness laid the groundwork for the environmental movements that would develop in the 20th century.

Morris' legacy is not just in the beautiful patterns and designs he left behind but in his philosophy of creating a world where art, nature, and society exist in harmony.

Homework 3 Questions

1. When was William Morris born?

- A) 1784
- B) 1834
- C) 1874
- D) 1904

2. Which movement is William Morris most closely associated with?

- A) The Renaissance
- B) The Arts and Crafts Movement
- C) The Impressionist Movement
- D) The Futurist Movement

3. What was one of Morris' main concerns about the Industrial Revolution?

- A) It led to the destruction of nature.
- B) It created more art.
- C) It improved working conditions for artisans.
- D) It reduced the quality of craftsmanship.

4. What type of natural elements did Morris frequently use in his designs?

- A) Rocks and stones
- B) Flowers, birds, and plants
- C) Fish and sea creatures
- D) Mountains and trees

5. What did Morris believe mass production led to?

- A) Increased quality of goods
- B) A connection with nature
- C) The loss of craftsmanship and environmental harm
- D) The promotion of artistic freedom

6. What was the name of the press that Morris founded to produce beautifully handcrafted books?

- A) Morris Printing House
- B) The Kelmscott Press
- C) The Arts Press
- D) The Crafty Press

Homework 3 Questions

7. Which of the following best describes Morris' opinion on industrialization?

- A) He fully supported the factory system.
- B) He believed it benefited society.
- C) He was critical of it for damaging craftsmanship and the environment.
- D) He thought it created beautiful art.

8. Morris' work in the Arts and Crafts Movement emphasized:

- A) Mass production
- B) Handcrafted goods and nature-inspired designs
- C) Technological advances in design
- D) Industrial machinery

9. What political ideology did Morris support?

- A) Capitalism
- B) Socialism
- C) Liberalism
- D) Anarchism

10. Could Morris be considered an early environmentalist?

- A) True
- B) False

Planning for Homework 4

Drawing from nature like William Morris

Make **two** drawings from nature outdoors or from a still life. Remember that they should be **what you can see**, for example:

- Leaves
- Flowers
- Pine cones
- Plants
- Seed pods or heads
- Flowers in a vase



Viewfinders can be a helpful aid to selecting a detail

Optional Drawing Page for Homework 4

Drawing 1:



Drawing 2:

