

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design - Year: KS1 - A  
**Printing & Pattern**  
**Visual Elements - Colour - pattern-texture**

NC/Pos:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### **Aims**

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Subject content - Key stage 1**

Pupils should be taught:

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Prior Learning (what pupils already know and can do)

Make handprints or footprints with paint. Make prints with found objects like leaves and twigs.

End Points (what pupils MUST know and remember)

Know that a print is an art technique where an image, a texture or a shape can be reproduced many times on a surfaces like paper or fabric.

Know the raised pattern on an object or surface can be reproduced many times by printing.  
Know how to make a mono print.

Know the properties of printing ink and how it is applied.

Know historical facts about Japanese prints and the origins of printing.

Know that books, packaging, magazines and patterns on clothes are made by printing.

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Key Vocabulary to teach each session written in bold.**

### Session 1: **Printing/carbon paper transfer/ mono printing**

Introduction to printing. What is a print? What objects and items we use every day are reproduced from this process.

**Investigate carbon/ graphite paper mono printing.**

A monoprint is a form of printmaking in which an image is made from a smooth surface or 'plate' coated in printing ink such as a sheet of glass or metal. In contrast with other printing techniques, only one final image is made, making the technique closer to drawing or painting than other print processes.

A mono print drawing can be made from carbon paper.

Make Egyptian stylised flower monoprints - Ref Ancient Egyptian art images from tomb walls etc.

Lotus Flowers/ trees and scarab beetles. How are they different from realistic flower and tree images.

### Session 2: **Artist Study - Hokusai's The Great Wave of Kanagawa/ wood block/textiles/Japanese prints/**

#### **Artist Study - Hokusai's The Great Wave of Kanagawa**

Japanese artists are famous for their **wood block** printing.

Know that printing is an ancient art form and the first prints date back to 4th century BC. and first method of textile printing originated in China.

Learn about Japanese prints and how wood blocks were made. Japanese artists are famous for their wood block printing that were only seen by the rest of the world when Japan opened it's borders after 500 years of seclusion.

What shapes does the artist use to show moving waves and water?

Using skills learned from last session, create a monoprint using carbon paper influenced by the Artists style. On coloured ground.

Annotate results in sketchbooks.

### Session 3: **Acrylic paint/ rollers and palettes/found objects**

**Using acrylic paint, rollers and palettes - Explore - Answer the question - does the amount of paint I use effect the clarity / definition of my print?**

**Print with found objects**, bubble wrap, geometric shapes, leggo bricks, bottle tops etc.

Experiment on different colour backgrounds. Roller the flat objects like bubble wrap. Press the 3d objects like plastic forks into the paint. Evaluate/ answer the question.

Describe the printed images. Can you see the print of the surface texture?

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

### Session 4: Evaluate

**Using printing inks, rollers and palettes - Explore** - Answer the question - does the amount of paint I use effect the clarity / definition of my print? Is printing with this medium easier or more difficult than last lesson?

Experiment on different colour backgrounds. Roller the flat objects like bubble wrap. Press the 3d objects like plastic forks into the paint. Evaluate/ answer the question.

Explore with different objects to last week.

**Make a mono print using printing ink a square of plastic.** Apply the paint with a roller evenly over the plastic. Using a round ended tool, the other end of a paint brush, draw a simple shape like a leaf/ flower or any pattern. Press hard enough to move the ink to leave the pattern. Press evenly onto paper with your hands to make a print.

Note this has to be done fairly quickly as the ink will dry rapidly on the plastic.

Can you overlap printing.

Can you make 2 prints? Which one is the clearest or has the strongest marks?

Evaluate

Future learning this content supports:

Use of rollers to apply printing ink correctly (quantity of ink and pressure required) to press print tiles and relief print blocks.