

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

Subject: Art & Design - Year: KS1 - B

### 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 that the raised pattern on an object or surface can be reproduced many times by printing.

Know that when mono printing only one final image is made.

Know that printing ink is very fluid, dries quickly and is applied using a roller.

Know that Japanese artists are famous for their wood block prints.

Know that Claire Harrup is an illustrator and printmaker based in the UK.

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

Appreciate and appraise

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

**Session 1: Print/woodblocks/ Leonardo Da Vinci/rollers/ printing ink/**

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

Learn that the first printing in history was in China. The oldest form of printmaking is the woodcut. As early as the Tang Dynasty (beginning in the seventh century) in China, (220 BCE - 206 CE) woodblocks were used for printing text onto pieces of textile, and later paper.

**Investigate mono prints** using printing ink rolled onto a flat surface (white board) . Place a drawing over and trace over the lines with a biro pen. Peel off to reveal the print.

**Imaginative drawing**

**Use Leonardo Da Vinci sketches** of flowers or machinery as reference for the work.

Create imaginary machines or invented flowers. Use marks like the artist.

Leonardo's writing was done in reverse.

Note the properties of the printing ink.

Compare printing ink and acrylic paint repeating this technique.

**Session 2; Raised pattern/negative print/**

**Printing with natural objects/ leaves/- cut peppers/ cabbage leaves.** Use Printing ink and rollers.

The raised pattern on an object or surface can be reproduced many times by printing.

Swap inks and rollers with a partner to achieve prints of more than 1 colour. Overlap images.

Print on fabric.

**Print a negative image** with a large leaf and bubble wrap. When you remove the leaf, a negative image can be seen on a bubble wrap background. ( Demo)

**Session 3; Corrugated card/ dabbers/ Claire Harrup/annotate.**

**Printing with corrugated cardboard,** cut out shapes, cotton buds and dabbers.

Artist Study - Claire Harrup - Food [Which Artists: Claire Harrup](#)

Observational Drawing of cut fruit and vegetable such as a pomegranate / orange/ mushrooms.

What background shapes do you need? What extra marks, lines, shapes and dots do you need to add with other printing equipment? (cardboard pieces/ rulers/ cotton wool buds)

Make visual notes in sketchbooks. Annotate and make lists for next lesson.

**Session 4:Evaluate**

**Imaginative Work**

**Printing with printing ink,** rollers and palettes.

Cut large background shapes drawn out last session. Roller with thin layers of printing ink.

Add printed details, lines, dabs, dots etc to create 'food' inspired by the artist' s work.

Work on A3 paper/ overlap images

Evaluate work.

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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.