

Year 1 NC - pupils should be taught to:	Introduction to printing How we do this in Year 1	Year 1 Vocabulary	Year 3 NC - pupils should be taught to:	Cave prints How we do this in Year 3	Year 3 Vocabulary
<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products; • 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 	<p>Introduce printing as making a copy. Start with printing handprints (EYFS) and then looking at everyday objects to print with.</p> <p>Experiment with a range of print techniques using a variety of materials:</p> <p>Rolling - bobbins, wheels</p> <p>Pressing - plasticine imprints - pressing objects such as shells into plasticine and printing with the plasticine imprint</p> <p>stamping - using sponges, bubble wrap, blocks, leaves, fruit / veg</p> <p>rubbing - using wax crayons to rub prints of bark, lego,</p>	<p>Work Idea Observe focus design improve explore</p> <p>colour shape printing printmaking printing objects rolling pressing stamping rubbing layered print</p>	<ul style="list-style-type: none"> • to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; • to create sketch books to record their observations and use them to review and revisit ideas; • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of 	<p>Introduce cave art and make observations, commenting on use of lines, colour (neutrals, black, white)</p> <p>Sketch own cave art using different mediums - pencils, charcoal, chalk (onto dark paper) Which medium gives more authentic result?</p> <p>Recap on colour wheel and focus on how neutral colours don't usually show up on the colour wheel. Neutrals include black, white, grey, and sometimes brown and beige. They are sometimes called "earth tones." Learn how to</p>	<p>Drawing line, pattern, texture, form, record, detail, question, observe, refine.</p> <p>line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers, arrange, collograph</p>

<p>their own work.</p>	<p>brick wall etc</p> <p>Explore use of poster and acrylic paints and comment on effectiveness.</p> <p>Experiment with how colour is applied to achieve a clear print- e.g put paint on the vegetables or put the vegetables into the paint? Which works best? (trays, paint brush, rollers to be used)</p> <p>Print on different coloured / thickness / types of paper - does this affect clarity of print? Comment</p> <p>Create a layered print of a tree combining at least two techniques (e.g. bark rubbing for trunk, stamping leaves / flowers) Ext: background print? Children to choose and give reasons for choices based on what they have discovered through experimenting.</p> <p>Introduce William Morris and repeated patterns on fabric. Chdn to express an opinion on his work.</p>	<p>Previous knowledge</p> <p>ELG: -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. <p>Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. <p>3-4 years: • Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide 	<p>materials [for example, pencil, charcoal, paint, clay];</p>	<p>create these tones (colour mixing)</p> <p>Explore printing techniques, using block printing ink and acrylic paints; using paint brushes / rollers to apply paint.</p> <p>Relief printing/ Quick print</p> <ul style="list-style-type: none"> • Explore, looking at example work • Design own print, replicating cave art • Engrave / etch it into Styrofoam using suitable tools • Print onto plain paper and fabric, as well as onto different backgrounds (paint, chalk, crayons, pastels) • Experiment with different colours and overlaying • Evaluate <p>Collograph - Cardboard, string, foam</p> <ul style="list-style-type: none"> • Explore • Design own tile, replicating cave art • Investigate different 	<p>Previous knowledge</p> <p>Drawing See year 2</p> <p>Painting See year 3</p>
------------------------	---	--	--	---	---

	<p>Practice printing onto fabric. Is there a paint that works best? poster / acrylic?</p> <p>Revisiting collected prints, chdn to plan a repeated pattern to apply onto fabric - sketch at first and then repeat design, experimenting with colours.</p> <p>Create a repeated pattern onto fabric inspired by William Morris</p> <p>Evaluate chosen techniques and compare own fabric print to work of William Morris.</p>	<p>which materials to use to express them.</p> <ul style="list-style-type: none"> • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects • Explore colour and colour mixing 		<p>materials to create collograph tile for own design.</p> <ul style="list-style-type: none"> • Print onto plain paper and fabric, as well as onto different backgrounds (paint, chalk, crayons, pastels) • Create a repeated pattern with collograph plate • Evaluate <p>Design and create a layered cave art, justifying choices</p> <ul style="list-style-type: none"> -plan background - choose media -will the animal overlap 'person (or vice versa)? Why? Why not? -what colours should be used where? <p>Evaluate work against own design.</p> <p>Reflect on development of skills.</p>	
--	--	---	--	---	--