

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design

Year: LKS 2 - Year 3

Fossils

Printing - surface texture, pattern

Drawing – form, tone

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.

Key stage 2

Pupils should be taught 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.

Pupils should be taught:

- 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 materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Prior Learning (what pupils already know and can do)

Printing with found objects. Using hard rollers and printing with bubble wrap. Negative images created from natural objects. Knowledge of repeating shape and pattern.

End Points (what pupils MUST know and remember)

Know a drawing is a collection of lines of different length, width, intensity, depth and shape.

Know that drawing pencils come in different grades, 2H – 6B and make different marks and that the material is called graphite.

Know there are various drawing techniques such as scumbling, side-stroke, feathering, cross hatching that can be created using different pressure and pencil lines of different thicknesses and by using drawing pencils of different grades.

Know these techniques are used to create form.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Know that a drawing needs to be simplified by using less detail and no shading to develop a design to be used on a print block.

Know that a print is an image that can be reproduced many times on flat surfaces like paper or fabric.

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

Know that printing inks are thick and sticky and have to be applied to a printing tile with a roller.

Know that an impressed print is an image engraved into the surface of a polystyrene tile.

Know that a relief print is sometimes called a collagraph and is made by shapes of material added in relief to the surface of a tile.

Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.

Know that all artists use sketchbooks, which are used to collect ideas and practise skills.

Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.

Key Vocabulary to teach each session; written in bold at the beginning of each session. To be revisited in following sessions

Session 1

Key vocabulary: Printing, fossils, skeleton, organism, index fossils, geologic

What is a fossil? How long ago were fossils formed?

Fossils are over 10,000 years old. The oldest fossils are around 3.48 billion years old to 4.1 billion years old. Fossils are the preserved remains of ancient animals, insects and plants. Fossils are not the skeleton or remains of the organism itself, they are rocks.

Trilobites and ammonite fossils are the most common - they are index fossils. Index fossils are fossils used to identify geologic time periods.

What is a print?

A print is an image that can be reproduced many times from one print block.

Learn that famous artists have worked in this genre of art, including Pablo Picasso.

There is evidence of fabric prints dating back to 4th century BC. The first method of textile printing originated in China, where examples of carved woodblock printing from 220AD were found.

Introduce the children to a variety of printing techniques, which they will create in future lessons.

- a) Polystyrene block print – impressed technique
- b) Relief print block (collagraph)

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Session 2

Key Vocabulary: graded pencils, graphite sticks, secondary source, primary source, form, side-stroke, scumbling, feathering, cross hatching, chalk pastels, tone

In sketchbooks complete warm-up observational drawing exercises, C & D to add to repertoire of skills to use and practise in sketchbooks. Use graded pencils, pens or graphite sticks.

Use 3D objects as children need to focus on form.

Children learn and practise shading techniques to capture form. Look for the shadows and where the pencil needs to be a darker shade. There are lots of ways to add darker patches. Scumbling – shading using tiny circles and scribbles. Side stroke – using the side of a pencil with light pressure. Feathering – a series of short lines that appear to be a single line. Cross hatching – horizontal and vertical lines cross.

Using secondary source photocopies, children complete a 'detailed drawing of the form' of fossils, using the new pencil skills introduced in the warm-up activity.

On sugar paper, challenge the children to up-scale their drawings, adding colour with chalks in pastel shades.

Advise children that chalks are messy to use, they are not like colouring pencils. Demonstrate how to press gently and blend colours with a fingertip in circular movements.

Session 3

Key Vocabulary: polystyrene block, impressed, simplify, relief design, collagraph (relief print)

Explain to the children that they will now simplify one of their fossil drawings, in order to make a polystyrene print block. Demonstrate how to use a blunt pencil or the wooden end of a paint brush to press gently into the block. If children press too hard, they will make a hole. Remind children that the design needs to be simplified.

Demonstrate how to create a Collagraph print block. [Collagraph printing lesson - YouTube](#)
Children cut shapes from foam sheets and build up their image by sticking the pieces onto a piece of thick card. Stick down with PVA glue, leaving gaps between the pieces. Don't cut pieces that are too small, as they are too difficult to attach.

Session 4

Key Vocabulary: Printing inks, hard rollers, palettes, transfer, multiple

Using printing inks and hard rollers print the polystyrene print block. The printing ink is thick and sticky and must be rolled out thinly, avoiding blobbing. Use a palette or a piece of box card to roll out the ink. Carefully place the print block onto the page in sketchbooks and apply pressure with flat hands to transfer the print to the paper. Peel gently away from the base paper. Multiple prints can be made if required.

Using printing inks and hard rollers print the relief print block (collagraph). The printing ink is thick and sticky and must be rolled out thinly, avoiding blobbing. Use a palette or a piece of box card to roll out the ink. Carefully place the print block onto the page in sketchbooks and apply pressure with flat hands to transfer the print to the paper. Peel gently away from the base paper. Multiple prints can be made if required.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

If required, print onto a fabric background to make a collaborative artwork.

Aprons needed

Session 5

Key vocabulary: Evaluate, annotate

Children to evaluate and annotate their work with simple sentences. Which print was the easiest to achieve? Did you enjoy printing?

Annotate sketchbook entries with dates, media used, and skill practised.

Add simple comments about skills learned.

Future learning this content supports:

Creation of surface texture and impressed design on clay. Development of mono prints.