

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: LKS 2 - Year 3 – Autumn

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 & shapes.

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

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Know there are various drawing techniques such as scumbling, side strokes, 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.
Know that a drawing needs to be made simpler 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.

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

Session 1: **Printing, fossils, graded pencils, graphite sticks, secondary source, primary source, form, side stroke, scumbling, feathering, cross hatching, chalk pastels, form, tone,**

Introduction to Printing Theme Fossils.

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.

In sketchbooks complete warm-up observational drawing exercises, C & D to add to repertoire of skills to use and practice in sketchbooks. Alternate the exercises over the 5 sessions. Use graded pencils, pens or graphite sticks. **Use 3D objects. Children need to focus on form.**

Learn /practice 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,

In sketchbooks practice new drawing techniques.

Use the secondary source photocopies to complete a 'detail drawing of form' of fossils. Try to use the new pencil skills in the drawings. Draw on sugar paper

Challenge to up-scale your drawings. Add colour with chalks in pastel shades.

Chalks are messy to use, they are not like colouring pencils. Press gently and blend colours with your finger in circular movements. (Teacher Demonstration)

Session 2: **Polystyrene block, impressed, simplify, relief design, genre. Collagraph (relief print)**
[Collagraph printing lesson - YouTube](#)

What is a print? An image that can be reproduced many times.

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

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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. Introduction to variety of printing techniques. 1. Polystyrene block print – impressed technique. 2. Relief print block.

1 – From a sketchbook drawing simplify a drawing of a fossil to make a polystyrene block print. Use a blunt pencil or the wooden end of a paint brush to press gently into the block. If you press too hard you will make a hole. The design needs to be 'simple'

2 – On a piece of thick card cut shapes from foam sheets and build up the image shape on the surface of the block in pieces. Stick down with PVA glue. Leave gaps between the pieces. Don't cut pieces that are too small. They are too difficult to attach.

Session 3: **Printing inks, hard rollers, palettes, transfer, multiple,**

Using printing inks and hard rollers print the block polystyrene tile. The printing ink is thick and sticky it has to be rolled out thinly. No big blobs! Use a palette or a piece of box card to roll out the ink. Apply pressure with flat hands to transfer the print to paper. Peel gently off the base paper. Multiple prints can be made.

The print will take a day or so to dry.

Session 4:

Using printing inks and hard rollers print the relief print. The printing ink is thick and sticky it has to be rolled out thinly. No big blobs! Use a palette or a piece of box card to roll out the ink. Apply pressure with flat hands to transfer the print to paper. Peel gently off the base paper.

The print will take a day or so to dry.

Print on a fabric background to make a collaborative artwork.

Session 5: **Evaluate, annotate**

Finish printing process if required and all other work.

Children add sample prints to their sketchbooks and label.

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 practiced.

Add simple comments about skills learned

Demonstrate secure practice of drawing exercises C & D (SEE OVERVIEW) to add to repertoire of skills to use and practice in sketchbooks

Future learning this content supports:

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