Exploring and Developing Ideas	Evaluating and Developing Work
▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ▪ Adapt their work according to their views and describe how they might develop it further. ▪ Annotate work in a journal.

Drawing		
Work from a variety of sources including observation, photographs and digital images. **Work in a sustained and independent way to create a detailed drawing.** **Develop close observation skills using a variety of view finders.** **Use a journal to collect and develop ideas.** **Identify artists who have worked in a similar way to their own work.**	**Lines, Marks, Tone, Form and Texture** ▪ Use dry media to make different marks, lines, patterns and shapes within a drawing. ▪ Experiment with wet media to make different marks, lines, patterns, textures and shapes. ▪ Explore colour mixing and blending techniques with coloured pencils. ▪ Use different techniques for different purposes i.e. shading, hatching within their own work. ▪ Start to develop their own style using tonal contrast and mixed media.	**Perspective and Composition** ▪ Begin to use simple perspective in their work using a single focal point and horizon. ▪ Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. ▪ Show an awareness of how paintings are created i.e. Composition.

Digital Media	Painting	Printing	Textiles	3-D	Collage
▪ Record, collect and store visual information using digital cameras etc. ▪ Present recorded visual images using software e.g. Photostory, Powerpoint. ▪ Use a graphics package to create and manipulate new images. ▪ Be able to Import an image (scanned, retrieved, taken) into a graphics package. ▪ Understand that a digital image is created by layering. ▪ Create layered images from original ideas.	▪ Develop a painting from a drawing. ▪ Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. ▪ Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. **Colour** ▪ Mix and match colours to create atmosphere and light effects. ▪ Be able to identify and work with complementary and contrasting colours.	▪ Create printing blocks by simplifying an initial journal idea. ▪ Use relief or impressed method. ▪ Create prints with three overlays. ▪ Work into prints with a range of media e.g. pens, colour pens and paints.	▪ Use fabrics to create 3D structures. ▪ Use different grades of threads and needles. ▪ Experiment with batik techniques. ▪ Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.	▪ Shape, form, model and construct from observation or imagination. ▪ Use recycled, natural and man-made materials to create sculptures. ▪ Plan a sculpture through drawing and other preparatory work. ▪ Develop skills in using clay including slabs, coils, slips, etc. ▪ Produce intricate patterns and textures in a malleable media.	▪ Add collage to a painted, printed or drawn background. ▪ Use a range of media to create collages. ▪ Use different techniques, colours and textures etc. when designing and making pieces of work. ▪ Use collage as a means of extending work from initial ideas.

Advised curriculum coverage maximum three media per year

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:	
English links	•
Mathematics links	• Symmetry and pattern links
Computing links	• Research tool , Using ICT to create repeating patterns.
Other links	•

Possible Experiences including visits/visitors/other:
Consider what could augment your planning to really enthuse the children in your class: • Visits to museums/art galleries to see examples of printing artwork. • Show artists artwork to the children.

Display/Resources ideas: **Children's completed art work to also be displayed**
Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught: Potatoes, sponges, cardboard templates, printing blocks, clay, fabric, wallpaper samples, examples of different prints from different artists.

Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	Question and make thoughtful observations about different types/styles and periods of printed	Art- Printing- Starter to the unit http://xtlearn.net/L/2686/43/M Elephant artwatch video.	Children will be able to say what they think Art is? Children will be able to respond to art work and	Create a picture using any media format you want: Why have you chosen this format? How have you

	Artwork. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	What is Art who decides what Art is? Leads on to what is printing? How are prints made? Show children the different types of printing. Why is printing an important form of Art work? Differentiation provided by the children's ideas and suggestions based upon the art they have seen.	share their opinions on purpose, audience, creativity. Artwork examples displayed and labelled with post it notes to be displayed as the starting point for the topic display and working wall.	created this art form? Who is the audience for your Art?
2	Work into prints with a range of media e.g. pens, colour pens and paints. Potato printing.	Give the children a range of different materials and a range of different artistic media and ask the children to use the materials to make a repeated pattern. How might they do this? How can they make sure they achieve the same pattern time after time? Exploration lesson. Where in art might you see repeated patterns? Where might a printing press or printing as an art form come in useful? How do we make sure things are copied exactly the same now? Explain the use of computer printers and photocopiers Some use of ICT word documents and 2paint to copy and paste to show how we can use modern technology to create prints. Create a class hand print poster or display with a hand from every child/adult in the class which can be used as display backing paper. HA: children are given a range of materials, artistic media and set a challenge – create the same repeated pattern using the materials given. No further instructions given. MA: children have a wider range of materials, paints and other artistic mediums. So pre prepared printing tools supplied for the	Children will have created a range of prints based on their ideas from lesson one. Children will have used and created a simple print from Paint, Pens, Felts and potatoes.	Collect as many examples of printing as you can find.

		children. LA: children use the medium of paint and limited materials to make prints e.g. paint, sponges and formed letters and shapes. Examples of repeated patterns given to show the children what is required.		
3	Create printing blocks by simplifying and initial journal idea.	Theme- patterns. Children are to research different string patterns that they would like to recreate. Children are to use cardboard, string and PVA glue to create printing blocks.	Children will of created block prints from cardboard. These will be photographed and stuck in books.	
4	Create printing blocks by simplifying and initial journal idea.	Children are to use their printing blocks to create a block print repeating picture. These can be used for display.	Each child will use paint to create printed repeated patterns.	
5	Create prints with three overlays	How might you make a print and template(s) so that you can overlay different prints over each other to make a new picture and then repeat it? Children will have created three different printing templates, shapes and patterns so that they can be used Draw a picture or design of something you would like to print. Think about how it could be printed in 3 different layers. Year 56 A2 Art - Printing January 2019 Lesson 5 is the children creating the printing blocks and templates to use to create final artwork in lesson 6. All children sketch their designs and their printing block ideas so that they have a starting point to be able to create their printing blocks from. HA: chn will create their own scene using their personally created printing blocks. MA: given picture choices which they can base their designs upon. LA: can have 3 printing blocks made (with support)	Children are to create three block printing blocks using cardboard, string and glue. They are to use these for their block printing.	Draw a picture or design of something you would like to print. Think about how it could be printed in 3 different layers.

6	Create prints with three overlays	Continuation of prints from last week so that all children have completed their artwork by the end of the session. Review of the children's own work and critical thinking on their own and others designs based upon the process they have carried out and their finished piece of printing artwork.	A completed piece of artwork is produced which has 3 layers of printing. Children are able to critically assess their artwork and suggest reasons why printing is a successful/unsuccessful art form	