

Brough Primary School – Curriculum Intention Plan 2022 - 2023



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| Subject: Art Year Group: Year 3/4 CYCLE A | | Area of learning: Drawing and Printing Using printing techniques to explore monochrome art to represent a vision of light and dark. |
| Links to previous work/Remember when | <u>Printing experiences in Y1/2</u> <ul style="list-style-type: none"> Using objects and basic tools and equipment to make patterns and images. Working with a range of processes, controlling materials and tools. Using printing to illustrate and explore ideas, commenting on what is done. | |
| Term | Year 3/4 | Key Skills to be taught |
| Summer 2023 What the children should know at the end of this series of lessons | | <u>Printing skills for Y3/4</u> <ul style="list-style-type: none"> Approaching work in stages to use simple processes to make more complicated designs. Developing work from initial studies and investigations. Understanding how printing differs from other art processes and how it is used in different cultures. Using a number of colours to build up in a sequence. Using precise repeating patterns by creating accurate printing blocks |

Vocabulary

Imprint, impression, mould, background, marbling, surface, absorb, stencil, pounce, negative image, positive image, linear, register, manipulate, block repeat, collagraph, monochrome

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| Sequence of learning | Objectives and suggested details provided by the subject leader. |
| 1 | <p><u>To use different techniques to shade parts of a drawing to represent light and dark areas.</u></p> <p><i>To begin, each child needs to complete the tonal shading sheet (resources) and stick into their sketchbooks.</i></p> <p>Follow the Shading Techniques powerpoint (see resources folder) to practise using different shading techniques to show how to represent where light is shining onto different parts of the ball. Give the children something circular to draw round - like a lid of some sort - for them to use throughout this session. Children can record these experimental drawings in their sketchbooks. The children's sketchbooks should show a range of techniques (at least three) for</p> |

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| | <p>creating shading in drawings. Get the chn to label each drawing showing which angle the light is coming from - as seen on p6&7 in the Google Slides.</p> <p>*There is also a mindfulness extension sheet to practise shading in the resources folder</p> |
| 2 | <p>To discover who artist Bridget Riley is and to make a printing plate in the style of Riley.</p> <p>Look at Bridget Riley. Discuss who she is and look at some of her artwork (brief powerpoint in resources folder). Many of her pieces are created using black monochrome. Next, children will create a simple collagraph print by glueing (PVA works better) string to a small piece of cardboard to make a printing plate. The string can be placed randomly on the cardboard, however the children wish, so it creates straight or wavy lines. The idea is to design a printing plate that is inspired by Riley's style. Children make at least two different designs. These will not be used to print with until the next session as the glue will need time to dry properly.</p> <p>*A collagraph print is made by glueing different materials to cardboard and creating a kind of collage. During the inking process the ink will rub off surfaces that are smooth or higher and stay on surfaces that hold more ink, at edges and at lower points thus creating the image.</p> <p>https://www.youtube.com/watch?v=7_bf090w8s0 - short video how to make</p> |
| 3 | <p>To create collagraph prints in the style of Bridget Riley.</p> <p>Using the printing plates created in the previous session, paint the string with black ink and print onto white paper to represent dark on light. This process will help to show where the ink prints from when it is added to a raised surface. Let the children experiment in their sketchbooks first to get an idea of how much ink they need to use and how hard to press etc. When they are ready they can print onto white A4 card, possibly in a repeated pattern but it is up to them as this experience is more about the process than the final product.</p> |
| 4 | <p>To compare the designs of Bridget Riley and Mary Quant.</p> <p>Introduce the children to fashion designer, Mary Quant (see powerpoint in resources folder). Compare her style to Bridget Riley's. Follow the prompts in the powerpoint. *you will need bottle lids for this session! We have loads in EYFS so just come and ask when you want them!</p> <p>OR! If you can source enough cylinders from the 3D shape resources, you could use those instead or glue lids...</p> |
| 5 | <p>To use a printing technique to create artwork in the style of Riley and Quant.</p> <p>To represent light and dark, glue an A4 piece of black card/paper onto an A3 piece of white paper so you end up with a black half and a white half.</p> |

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| | Use the bottle lids *or cylinder 3D shapes* from the previous lesson and use the block printing technique to print black flowers on the white side and white flowers on the black side of the paper - inspired by Quant - to create a monochrome effect. The children can decide how this is set out; whether they want to do it in a repeating pattern way or a more random design. Incorporate the collagraph technique into their designs as well by using their cardboard and string plates from the second session. |
| 6 | 'To share, reflect and discuss' How can I reflect on my artwork? Children will reflect on their finished monochrome artwork, sharing what they like and what they would like to try again / do differently. Can the children talk respectfully about their own work and the work of others through peer discussion? Invite children to display their work on tables or on the wall. Encourage positive language and a celebration of all their hard work! |

Learning Outcome/product

To create a piece of monochrome artwork using different printing techniques that represents light and dark in the style of artist, Bridget Riley and fashion designer, Mary Quant.



| Assessment records | List only those children who have not achieved the expected outcomes. |
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| Assessment records | List only those children who have exceeded the expected outcomes. |
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End of unit assessment question

Can you explain how using pencil and shading techniques can be used to show where light is hitting an object?
What is the difference between collagraph printing and block printing?
How does printing differ from different art processes such as painting?