

**Unit Overview for Art and Design - Subject: Printing**  
**Term**

**Year Three: Summer**

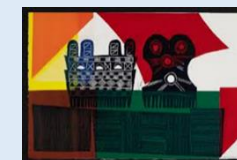
**Key Vocabulary:** lift, impression, print, stamp, block, surface pattern, line abstract form roller, polystyrene tiles, printing inks, etch, repeated image.  
Collagraph printing (Onto a rigid flat surface, stick objects like string, seeds, textured paper or fabric onto the surface. Turn this over dip into paint then press onto a piece of paper)

**Media/tools:** Press print, water-based printing ink, tray, roller.

**Katsushika Hokusai**  
Edo (Tokyo), Japan



**Atta Kwami**  
Ghana, Africa



**James Green**  
Peterborough, UK



**PRIOR LEARNING**

**STARTING POINTS:**

Most children can:  
In Y1 the children were introduced to simple collagraph with textured papers.  
Block print with 'found' objects including vegetable/paint matter.  
Create mono-prints using carbon paper and acetate.  
One colour Press Print printing.

Curriculum Skills	Learning Intention	Key Knowledge
<p><b>KEY LEARNING:</b> SKILLS AND KNOWLEDGE To use 3D materials and printing to give textured effects. Develop techniques in printing.</p>	<p><b>Artists – evaluating, analysing and contextual knowledge</b> <b>Key Questions:</b> How would you describe the designs of artists? Examine examples of the work of key artists. Identify key features of their work.</p>	<p><b>INTENDED END POINTS:</b> Know about key features and techniques of the featured artists artworks. Know that images can be repeated and/or rotated.</p>

<p><i>Examine and evaluate their own work. To create surface patterns and textures in a malleable material. Create sketchbooks to journal their ideas. Develop techniques in cutting and joining. Layer materials to create a 3D, textural effect. Make printed marks with a variety of objects – find which objects make the best marks. Use marbling effects on paper, cloth or 3D objects – investigate similarities and differences in techniques. Use a pounce to apply an even distribution of colour to a stencilled surface – layer different colour ink for leaves etc.</i></p>	<p>Identify similarities and differences in artist's lino printing work.</p>	<p><i>Colourways can alter the design. Know that using relief printing is a technique whereby what you 'etch' out of your tile, won't be printed. Know that images can be repeated and/or rotated.</i></p>
	<p><b>Accumulation of Technical Skill</b> <b>How can you use etching to print to create a design?</b> Learn to create a tile and use relief printing as a technique whereby what you 'etch' out of your tile, won't be printed. Take inspiration from the subject matter of the featured artists. Set out a printing table. Learn and use technical vocabulary: Etched -To cut into the surface of something to form lines. Repeat printed images -An image that is printed again and again and again Rotate printed images -An image that is turned.</p>	
	<p><b>Innovation and Application</b> <b>How can you create a relief printing design from a landscape photograph?</b> Sketch ideas in sketchbook building up sketching techniques. Annotate the design ready for transfer to the Press Print tile. Set up printing table and mix appropriate printing ink. Create prints on different coloured backgrounds.</p>	

	<p><b>Creative Reflection</b>  <i>How might these printed samples be used?</i>  How effective was the finished print?  Discuss effect.  Does the background colour affect the overall image?</p>	
<p><b>Thinking Deeper:</b> <i>Could another colour way create a different effect?</i></p>		
<p><b>Links to other subjects:</b></p>		
<ul style="list-style-type: none"> <li>• <b>Subject Specific links:</b> <i>Literacy – how to type instructions to write about techniques.</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Personal Development:</b> <i>Stimulating creativity and imagination, nurture and harness this.</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>S.M.S.C.:</b> <i>Explore how ideas and emotions can be expressed through abstract art. Discuss Mindful nature of creating artforms.</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Cultural Capital:</b> <i>Recognise, talk about and describe the work of artists from different cultures and times. Begin to show an understanding of the work of different artists and make comparisons. Recognise the history of printmaking as a craft and early industrial form – Caxton. Recognise and be aware of artists’ and designers’ use of pattern for functional and decorative purposes – stencilling in interior design throughout the world.</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>British Values:</b> <i>Mutual Respect – review each other’s work respectfully, work together at the printing table, help and advise others.</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Careers:</b> <i>Art as a career, commercial venture.</i></li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Equality</b> <i>New techniques introduced.</i></li> </ul>		