

Subject: Art, Craft and Design: Moon Printing	Year: 2 – Spring Term 2
<p><b>National Curriculum objectives</b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	
<p><b>To begin this unit, the children should have already learnt:</b></p> <p><u>(Line/Detail + Observation);</u> Increased control of lines to produce circles and shapes with increased fine motor skills. Creating recognisable images from their basic shapes. (R) Show increased control over lines Encourage children to look carefully, to observe and draw some details of people, objects, landscapes. (YR1)</p> <p><u>(Texture/Pattern);</u> Experiment with different drawing tools and mark making (R) Experiment with different marks to form patterns and some textures. (YR1)</p> <p><u>(Colour Mixing/Knowledge);</u> Make colour wheel: primary to secondary colour mixing (YR1)</p> <p><u>(Application of Paint);</u> Paint applied using printing, large and small brushes including watercolour. (YR1)</p> <p><u>(Construction/Form/Media);</u> Construct using a range of materials. (YR1)</p> <p><u>(Surface + Texture);</u> Experiment with materials and the effect of tools or fingers to change surface and texture (YR1)</p> <p><u>(Research+ Planning/Evaluation);</u> To begin creating with an outcome in mind. (YR1)</p>	<p><b>The learning in this unit will prepare the children to learn these things in the future:</b></p> <p>Year 3 Progression of Skills; <u>(Line/Detail + Observation);</u> Use experience of line to practise close observation to add detail to drawing</p> <p><u>(Texture/Pattern);</u> Show increased control creating different marks to form patterns and different textures to create effects, for example dots, lines, shapes, hatching.</p> <p><u>(Colour Mixing/Knowledge);</u> Tertiary colours. Tones of colour adding light and dark.</p> <p><u>(Application of Paint);</u> Paint applied with greater variety of brushes to try and copy effects including washes.</p> <p><u>(Construction/Form/Media);</u> Shape, form, model, and construct (malleable and rigid materials)</p> <p><u>(Surface + Texture);</u> Begin to experiment with more intricate surface patterns/ textures and use them when appropriate.</p> <p><u>(Research+ Planning/Evaluation);</u> Begin to plan design of object based on its purpose. Awareness of natural and man-made forms and how some are represented in sculpture.</p>
<p><b>Key Enquiry Question</b></p> <p>Can you make a textured print of the moon?</p>	<p><b>The Big Idea:</b></p> <p>Exploring different printing techniques (printing with objects, block printing, over printing and monoprint), to develop and plan a final piece based on the moon’s surface.</p>
<p><b>To achieve ARE, pupils will need to be secure in the following knowledge:</b></p>	

**By the end of this unit, children will know:**

How to try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences.  
Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use (for example refine/improve their first marks). (Create a range of prints inspired by the moon).  
When looking at creative work express clear preferences and give some reasons for these (for example, "I like this because...")  
Should know about the materials, techniques, and processes they have used, using appropriate vocab.

**(NSEAD Assessment framework)**

**By the end of this unit, children will be able to do:**

**Drawing Skills:**

(Line/Detail + Observation);

Show increased control over lines.

Encourage children to look carefully, to observe and include more detail e.g., in portraits.

(Texture/Pattern):

Show some control creating different marks to form patterns and different textures, for example dots, lines, shapes.

**Colour Skills:**

(Colour Mixing/Knowledge);

Colour Wheel: primary to secondary colours mixing, contrasting colour.

Adding light and dark.

(Application of Paint);

Paint applied with greater variety of brushes to try and copy effects.

**3D Design Skills:**

(Construction/Form/Media);

Shape, form, construct, and model with a purpose from observation and imagination using a range of media.

(Surface + Texture);

Use some decorative techniques.

(Research+ Planning/Evaluation);

To begin creating with an outcome in mind and say what its purpose is.

**Vocabulary:**

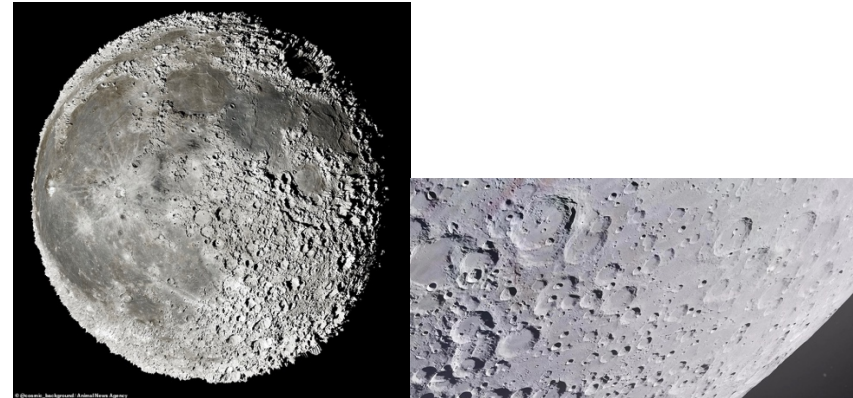
Line: Thick, thin, soft, narrow, fine, pattern, line, shape, detail, bold  
Texture: smooth, rough, wrinkly, bumpy, scraping, hatching, cross hatching, media marks, pencil, techniques, stippling, blending, pressing, rubbing.

Light, lightening, dark, darkening, tone, light/dark, pale, deep, shadow.

Materials, tools, experiment, properties, create, textural effects, carving, rolling, Styrofoam, ink, monoprint, block printing, over printing, photographer, Andrew McCarthy, high resolution, recreate.

**Artists:**

**Andrew McCarthy (2014) photographer – Moon images**



<https://mymodernmet.com/209-megapixel-moon-andrew-mccarthy/>

<https://tinyurl.com/38y9epcp>

**Media:**

Pencil

Styrofoam

Ink/Paint

**Useful Resources:**

Styrofoam printing with kids;

<https://www.artbarblog.com/styrofoam-printing-kids/>

Tinfoil – Easy mono printing video:

<https://www.youtube.com/watch?v=2eMakkwNk5U>

NASA Science: Earth's Moon: Gallery + Graphics:

<https://tinyurl.com/34rph6ec>

