


Subject: Art, Craft and Design: Representing Water: Printing	Year: 3 – Spring Term 1
<p>National Curriculum objectives</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • learn about great artists, architects and designers in history • to create sketch books to record their observations and use them to review and revisit ideas 	
<p>To begin this unit, the children should have already learnt:</p> <p><u>(Colour mixing/knowledge);</u> Make colour wheel: primary to secondary colour mixing (YR1) Colour Wheel: primary to secondary colours mixing, contrasting colour. (YR2) Adding light and dark (YR2) <u>(Application of paint);</u> Paint applied using printing, large and small brushes including watercolour (YR1) Paint applied with greater variety of brushes to try and copy effects. (YR2)</p> <p><u>(Construction/Form);</u> Shape, form, construct, and model with a purpose from observation and imagination using a range of media. (YR2) <u>(Surface + Texture);</u> Experiment with materials and the effect of tools or fingers to change surface and texture (YR1) Use some decorative techniques. Replicate patterns and textures in 3D form. (YR2) <u>(Research + Planning/Evaluation);</u> To begin creating with an outcome in mind. (YR1+2)</p>	<p>The learning in this unit will prepare the children to learn these things in the future:</p> <p>Year 4 Progression of Skills; <u>(Colour mixing/knowledge);</u> Beginning to experiment colour matching, Self-lead colour mixing. Experimenting with intensity of colour. <u>(Application of paint);</u> Paint applied taking greater care. Using a greater variety of brushes or applicators to achieve a planned effect.</p> <p><u>(Construction/Form);</u> Use range of equipment and materials e.g., recycled, natural and manmade materials with increasing confidence. Continue to develop experiential knowledge of how to attach materials. <u>(Surface + Texture);</u> Produce more intricate surface patterns/ textures and when to use <u>(Research + Planning/Evaluation);</u> Use sketchbooks to plan, develop and collect ideas to inform artworks. Analyse and interpret natural and manmade forms of construction. Adapt work as and when necessary and explain why.</p>
<p>Key Enquiry Question</p> <p>Can you recreate the effect of water through printing?</p>	<p>The Big Idea:</p> <p>Experimenting with different forms of printing (string/monoprinting/block printing) to create different effects.</p>
<p style="text-align: center;">To achieve ARE, pupils will need to be secure in the following knowledge:</p>	
<p>By the end of this unit, children will know:</p> <p>How to gather and review information, references and resources related to their ideas and interventions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas. Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques (<u>experimenting with a range of printing</u></p>	<p>Vocabulary:</p> <p>Colour wheel, primary, secondary colours, mix, tints, tones, shades, experiment, effects, textural effects, blocking, washes, layering, texture, evaluate, compare, review, depth, transparent, solid.</p> <p>Record, observe, review, revisit, manipulate, improve, mastery, design techniques, surface patterns, materials, create, surface patterns, textures, construct, create.</p>

<p><u>techniques</u>). Select, and use appropriately, a variety of materials and techniques in order to create their own work.</p> <p>Take the time to reflect upon what they like and dislike about their work in order to improve it.</p> <p>Be able to explain how to use some of the tools and techniques they have chosen to work with.</p> <p>(NSEAD Assessment framework)</p>	<p>Monoprinting, printing block, string printing, recycled collage, marbling.</p>
<p>By the end of this unit, children will be able to do:</p> <p>Colour Skills: <u>(Colour mixing/knowledge);</u> Tertiary colours. Tones of colour adding light and dark. <u>(Application of paint);</u> Paint applied with greater variety of brushes to try and copy effects.</p> <p>3D Design Skills: <u>(Construction/Form);</u> Shape, form, model, and construct (malleable and rigid materials) Develop understanding of different adhesives + methods of construction <u>(Surface + Texture);</u> Begin to experiment with more intricate surface patterns/ textures and use them when appropriate. <u>(Research + Planning/Evaluation);</u> Awareness of natural and man-made forms and how some are represented in sculpture.</p>	<p>Media: String printing blocks Bubble-wrap printing Recycled/collage block printing Monoprinting Cotton buds Paint Ink</p> <p>Useful Resources: https://thecuriousprintmaker.co.uk/string-prints/</p>  <p>https://www.twinkl.co.uk/resource/t3-ad-4-print-making-mono-printing-lesson-pack https://www.twinkl.co.uk/resource/t3-ad-5-print-making-block-printing-lesson-pack</p>