

Subject: Art, Craft and Design: Relief Printing	Year: 6 – Autumn Term 2
<p><b>National Curriculum objectives</b></p> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>learn about great artists, architects and designers in history</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	
<p><b>To begin this unit, the children should have already learnt:</b></p> <p><b>Drawing:</b>  <u>Line/Detail + Observation);</u>  to practise observation while drawing to form increasingly detailed, accurate drawings (YR4-5)  <u>(Texture+ Pattern);</u>  Interpret the texture of a surface and make own decision how to represent this, use pattern for a purpose.(YR5)  <u>(Recording/Self Governing/Evaluation);</u>  Use initial sketches as a way of recording ideas, planning work, record work in a clear sequence in sketchbooks, reflecting on own work. (YR4-5)</p> <p><b>Colour:</b>  <u>(Application of Paint/Ink);</u>  Paint applied taking greater care. Using a greater variety of brushes or applicators to achieve a planned effect. (YR4)  Paint applied in a series of layers and techniques to achieve a planned effect (YR5)</p> <p><b>3D Design:</b>  <u>(Surface + Texture);</u>  Produce more intricate surface patterns/ textures (YR4)  Make choices using experience how to create surface pattern and texture and when to use (YR5)</p>	<p><b>The learning in this unit will prepare the children to learn these things in the future:</b>  National Curriculum Key Stage 3:</p> <ul style="list-style-type: none"> <li>to increase their proficiency in the handling of different materials</li> <li>to use a range of techniques and media (printing)</li> <li>to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their idea</li> <li>about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</li> </ul>
<p><b>Key Enquiry Question</b>  How do you create a relief print?</p>	<p><b>The Big Idea:</b>  Research relief printing techniques to create a Christmas Calendar.</p>
<p><b>To achieve ARE, pupils will need to be secure in the following knowledge:</b></p>	
<p><b>By the end of this unit, children will know:</b>  Independently develop a range of ideas which show curiosity, imagination and originality.  How to systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (for example sketchbooks show plans/choices how a work will be produced)  Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques (drawing, planning, carving, printing). Independently select and effectively use relevant processes in order to create successful and finishes work.</p>	<p><b>Vocabulary:</b>  Line: thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, guidelines, mark making, movement, expression, sketching.  Texture: pattern texture, emotion, hatching, cross hatching, media marks, pressure, movement, pattern.  Perspective and Composition: single focal point, vertical, horizontal, parallel.  Peer feed-back, self-evaluation, reflect, evaluate, revisit, improve, design techniques, intricate patterns, textures.  Relief printing, material names (roller, polystyrene) , technique, process, wood-cut printing, lino printing.</p>

Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and contexts behind the work.

How to describe, interpret and explain the work, ideas and working practises of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. (Elizabeth Catlett).

About the technical vocabulary and techniques for modifying the qualities of different materials and processes.

**(NSEAD Assessment framework)**

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

**Drawing Skills:**

(Line/Detail + Observation);

Improve their mastery of observation to form increasingly detailed, accurate drawings

(Texture/Pattern);

Continue to experiment and study the texture of a surface and make own decision how to represent this, use pattern for a purpose. Creating intricate patterns.

(Recording/Self Governing/Evaluation);

Use initial sketches as a way of planning work, record work in a clear sequence in sketchbooks, reflecting on own work to make improvements.

**Colour Skills:**

(Application of Paint/Ink);

Paint applied in a series of layers and techniques to achieve a planned effect

**3D Design Skills:**

(Surface + Texture);

Make choices using experience how to create surface pattern and texture and when to use

(Research+ Planning/Evaluation);

Use sketchbooks to plan, develop and collect ideas to inform 3D artworks.

Annotate work in sketchbook.

Solve problems as they occur. Review and analyse own work.

Artist: Elizabeth Cartlett, Sue Welfare (Norfolk artist)

**Artists:**

Elizabeth Catlett (1915-2012)– Example: 'I Am The Black Woman' from the series *The Black Woman* 1946

Sue Welfare (1963-) – Norfolk wildlife-based print maker.



**Media:**

Pencil  
Polystyrene carving  
Ink /Paint  
Rollers

**Useful Resources:**

How-to-website.

<https://www.royalacademy.org.uk/article/family-how-to-relief-printing>

<https://www.moma.org/collection/terms/relief-print>

