

Learning journey	Art	Printing and Migration	Year 4 (Spring 2)	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p><b>In key stage 1 children will have:</b></p> <ul style="list-style-type: none"> <li>Understand repeated pattern, symmetry, regular and irregular shape and form.</li> <li>Print with a range of objects.</li> <li>Understand decorative techniques take different forms and can be replicated.</li> <li>Be able to use the primary colours to mix other colours.</li> </ul> <p><b>Before the start of the unit they will be able to...</b></p> <ul style="list-style-type: none"> <li>Make prints using objects such as fingers, cork or string.</li> <li>Understand that colour placed on an object can be transferred by pressing object onto a surface.</li> <li>Create works by layering colour.</li> <li>Explain the concept of pattern.</li> <li>Mix secondary and tertiary colours</li> </ul>	<p><b>Children will make observations</b> about how artists use different techniques to create works.</p> <p><b>Children will be taught</b> that the many of our printing ideas and methods have developed from ancient ideas and technology.</p> <p><b>Children will be provided opportunities</b> to record their observations and to create and practise their own designs in their sketch book.</p> <p><b>Children will learn</b> how to create a printing blocks by adding objects to create a positive and by removing material to create a negative.</p> <p><b>Children will be provided opportunities</b> to express themselves creatively through painting and printing art work.</p>	<p>Children will use their understanding the printing techniques to develop screen printing techniques in Upper KS2 Pop Art unit.</p> <p>Children will be able to reuse their knowledge of design and pattern in Upper KS2 units.</p> <p>Children will be able to apply their developing brush skills when painting finer details during their Year 5 Portraits unit.</p> <p>Children will be given the opportunity to develop their use of ICT in art in the Year 6 Pop Art unit.</p>	<p><b>Print:</b> an impression made by any method involving transfer from one surface to another</p> <p><b>Collograph:</b> a printing block made by gluing objects to a flat base</p> <p><b>Positive:</b> the lines or space filled by a colour – the colour that prints</p> <p><b>Negative:</b> the lines or space left blank or unfilled</p> <p><b>Off-set:</b> placement of the print so it is not in line with previous prints</p> <p><b>Composition:</b> the arrangement or layout of objects or artwork.</p> <p><b>Pattern:</b> a repeated decorative design</p>

## NC coverage and HWJS skills development

### National curriculum coverage for Art










Pupils should be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

### HWJS skills development

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## Knowledge organisers

Year 4 Art - Spring 2: Printing												
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### William Morris

<https://williammorrissociety.org/about-william-morris/>

<https://www.tate.org.uk/art/artists/william-morris-388>

### Printing information and ideas

<https://ohsobautifulpaper.com/2012/01/the-printing-process-block-printing/>

<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-printmaking-different-materials/zhytscw>

<https://www.accessart.org.uk/curriculum-planning-printmaking/>

<https://www.youtube.com/watch?v=SaSKKg-igNU>

<b><u>Connections / deepening understanding</u></b>	<b><u>RADE</u></b>	<b><u>Assessment</u></b> Details of the objectives that they will have covered within this unit of work	
<p><b>History</b> – Topic on Migration  <b>Wellbeing</b> – focus on trying out, creativity and resilience</p>	<p><b>UNCRC</b>  Article 13 – Right to opinions and sharing of thoughts  Article 31 – Right to be involved in creativity activities</p>	<p><b>By the end of the unit the children will be able to ...</b></p> <ul style="list-style-type: none"> <li>• Plan, design and make images from observation</li> <li>• Make own printing block by sticking objects to card</li> <li>• Make a print block by cutting away part of their design</li> <li>• Know how to ink up block correctly using a roller</li> <li>• Use collograph (printing block) to make a picture</li> <li>• Understand the idea of positive and negative</li> <li>• Make a series of prints exploring colour and off-set printing</li> </ul>	
<p><b><u>Key skill(s)/ knowledge to be assessed by the end of the unit</u></b></p>	<p><b><u>Lower attaining</u></b></p>	<p><b><u>Middle attaining</u></b></p>	<p><b><u>Higher attaining</u></b></p>
<p><b><u>Key Skills</u></b>  Make a print block by cutting away part of the design</p>	<p><b>Children can:</b>  Create a printing block with a basic pattern that shows in the negative (white) by cutting away the parts of block that show the main image.</p> <p>Image may appear very simplistic and cut away part may be very rough or wide. Errors in cutting away can be seen.</p>	<p><b>Children can:</b>  Create a printing block with a basic pattern that shows in the negative (white) by cutting away the parts of block that show the main image.</p> <p>Design may appear basic but there may be some attempt to show detail. Cut away areas have reasonably clear lines. Some errors made.</p>	<p><b>Children can:</b>  Create a printing block with a clearly thought-out pattern that shows in the negative (white) by cutting away the parts of block that show the main image.</p> <p>Design has been planned and thought through, with attempt to show more detail. Cut away areas have strong, clear lines which show up when printed. Limited errors made.</p>
<p><b><u>Key Knowledge</u></b>  Understand the idea of positive and negative in printed images</p>	<p><b>Children understand:</b>  Printed designs can be made by adding colour to the raised part of a printing block.</p>	<p><b>Children understand:</b>  Printed designs can be made by adding colour to the raised part of a printing block.  They understand the pattern can be stuck onto a block or removed from the block.</p>	<p><b>Children understand:</b>  Printed designs can be made by adding colour to the raised part of a printing block.  They understand the pattern can be stuck onto a block or removed from the block.</p>

	Children may not know that the image left by the coloured (raised) part is the positive image.	Children may be confused about which part is negative and which part is positive.	Children will understand that the coloured (raised) image is the positive and the white (removed) part is the negative.
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NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports