

ART AND DESIGN IN SUFFOLK

Snape 5/6 Printmaking 1

PRINTMAKING – YEAR 6

ART AND DESIGN IN SUFFOLK

Snape 5/6 Printmaking 1

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Learning Intention	To select and develop ideas, from direct observation. 1a, 4a To use natural form as a starting point. 1a	To develop unique state prints using press-print reduction blocks and coloured tissue. 4a, 2a	To develop unique state prints using press-print reduction blocks and coloured tissue. 4a, 2a To compare ideas and adapt their work according to their views. 3a, 3b	To adapt work according to views and describe how they might develop further. 3b To reflect on and record the development of ideas. 1c, 4b	To investigate the batik process. 4a	To use the batik process and to produce an image in the style of artist Chinwe Chukwuogo - Roy. 4b, 5d
Activity	ANALYTICAL DRAWINGS – NATURAL FORM STARTING POINT Talk to the children about developing some analytical studies of natural forms in their sketchbooks using drawing pencils. (HB and 6B.) Explain that the drawings will provide them with the starting point for prints to be made in the following sessions. Offer the children a range of natural objects. Produce a series of analytical drawings by placing the viewfinders onto different sections of the objects. Ask the children to concentrate on the linear aspects observed through the viewfinder.	UNIQUE STATE PRESS-PRINTS Show the children examples and explain that they are going to transpose their drawings from session 1 into reduction block prints. This will be done using a 7.5cm square piece of press print. Demonstrate the process as outlined in Y5 printmaking plans. Explain that unlike the prints produced in Y5 each one of this series will be a unique state print. Demonstrate this process for the children by using small pieces of coloured tissue and sticking them onto the yellow (or lightest first colour) prints to make each one of the edition into a unique state.	→ SECOND PRINTING Ink up the block in red (or mid tone colour) and print exactly on top of the yellow prints from last session. This will result in the coloured tissue being trapped between the yellow and red printings, producing a unique state print. Ask the children to comment on their own and other's work. Encourage the children to adapt and modify their prints to match their original intentions.	→ THIRD PRINTING See Y5 session 3 for details of third reduction printing process. Ask the children to reference their original drawings and continue to adapt and modify their prints as they see necessary. SKETCHBOOK WORK Ask the children to use their sketchbooks this week to reflect upon and record the development of their work over the last three weeks. Encourage them to select print or prints produced as visual exemplars in the sketchbook and use annotation to support their critical reflective work.	BATIK Demonstrate the batik process using the tjanting tool and/or a brush to produce a range of marks onto paper. Ask the children to use a light coloured Brusho to wash over the paper. Explain to the children how the wax resists the colour. Dry the paper by blotting onto newspaper or paper towel and repeat the batik process by applying more wax followed by a second (darker tone) colour. Continue to repeat the process with increasingly darker tones of colour. Allow the children to experiment with the batik process and produce several images. Record the batik process using examples in the sketchbook.	→ Show the children some examples of the work of Chinwe Chukwuogo -Roy and discuss her 'Poppy' mono-prints. Explain that they are going to use the batik process in responding to her work. Demonstrate how the tjanting or brush may be used to draw lines and closed shapes onto the surface of the paper. Introduce Brusho colours between the wax lines and into defined areas surrounded by wax. Use sketchbooks to develop ideas for the images. Discuss and modify work as it progresses.

ART AND DESIGN IN SUFFOLK

Snape 5/6 Printmaking 1

PRINTMAKING – YEAR 6

Skills, concepts, knowledge and understanding	Selecting and recording analytical responses using a viewfinder. Exploring ideas to form a starting point for further work.	Transferring work and ideas into another medium and combining learned processes to produce unique state prints.	Comparing ideas and approaches to work as it progresses. Making modifications in light of developing ideas.	Referring back to starting points during the progression of work. Adapting and modifying work. Recording and reflecting.	Experimenting with the batik process using a paper surface.	Producing batik images in response to the work of the artist Chinwe Chukwuogo – Roy. Adapting and modifying work.
Vocabulary	Analytical Viewfinder Linear	Unique state print Transpose Development	Adapt Modify	Reference Refer Starting point Adapt Modify Develop	Batik Tjanting Wax Resist Wash Repeat	Resist Adapt Modify Shape Response
Curriculum links	Science- natural forms.	Literacy- listening and following instructions.	Literacy/PSHE/ Citizenship - discussing and commenting upon others' work .	PSHE- discussing own work and that of others', Literacy – recording and reflecting upon work produced.	Literacy- following instructions.	Literacy – following instructions. ICT- research.
Resources	Range of natural forms. i.e. plants, wood, shells etc. Sketchbooks, HB and 6B pencils, Viewfinders (square)	Press-print, Rollers, Non-porous inking-up slabs (e.g. Perspex), Water based printing ink, Tissue paper. PVA glue	As previous session	As previous session + Sketchbooks	HEALTH AND SAFETY GUIDANCE – CARE USING HOT WAX. Batik pot, Brushes for wax, (cannot be used for paint after wax) Brusho, Brushes, Tjantings, Strips of paper Hair-bands for children with long hair.	As session 5 + Paper, Sketchbooks. Chinwe Chukwuogo – Roy chinwegallery
Time	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour

ART AND DESIGN IN SUFFOLK

Snape 5/6 Printmaking 1

PRINTMAKING – YEAR 6

Expectations	Names	Next Steps
<p>Some children will have made limited progress. They will be able to ...use their own drawings as a starting point for printmaking and develop unique state prints. They will be able to discuss their work, make changes in the light of new ideas and record progress in their sketchbooks. They will be able to use the batik process to produce an image in response to the work of Chinwe Chukwuogo–Roy.</p>		
<p>Most children will be able to ...use their own drawings as a starting point for producing unique state prints. They will be able to compare ideas and approaches in their own work and that of others' and use this as a basis for further developments. They will be able to record the processes and techniques that they have used and chart the development of their printmaking through annotated examples. They will have understanding of the batik process and be able to produce an image in response to Chinwe Chukwuogo–Roy.</p>	<p>COMPLETED PRINTMAKING UNITS</p>	

ART AND DESIGN IN SUFFOLK

Snape 5/6 Printmaking 1

<p>Some children will have progressed further. They will be able to ... use close observation to produce analytical drawings that focus on the linear aspect of natural forms and use these as a starting point for printmaking. They will be able to produce unique state prints using previously learned techniques and adapt and modify their work as it progresses. They will also show understanding of the batik process and be able to plan colours and foresee outcomes in their work. They will be able to produce an image in response to the work of Chinwe Chukwuogo–Roy using the batik process. They will be able to evaluate current work and identify areas for further development.</p>		
---	--	--

PRINTMAKING – YEAR 6

ART AND DESIGN IN SUFFOLK

Snape 5/6 Printmaking 1

Single unique press-print in three colours with trapped tissue .



Paper batik.

Press-prints with tra

Paper batik in response to African imagery.

of holidays.

