

ART AND DESIGN IN SUFFOLK

Snape Printmaking Yr 5/6 2

PRINTMAKING – YEAR 5

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Learning Intention	To produce a reduction print block using press-print. 2b	To produce a reduction print block using press-print. 2b To discuss work as it progresses and develop ideas. 3a, 3b	To produce a reduction print block using press-print. 2b To identify what they might change in their current work. 3b	To record and reflect on the reduction printing process. 1c, 3a	To combine different printmaking processes in developing their work. 2a, 5a	To research and respond to the work of printmakers. 5d, 4c
Activity	<p>REDUCTION BLOCK – PRESS-PRINT Show the children examples of three colour reduction block prints. Using a 7.5cm square of press- print, explain how to draw lines and marks on it by “worrying away” at the surface with both HB and 6B pencils. Explain that they should make deep incisions down to half the depth of the press- print. Ask them to close their eyes and feel the marks made. Place a ‘ T’ on the back to mark the top. Produce an edition of prints (4 or 5) in yellow or light colour onto individual sheets of paper. Experiment with a number of prints using flip and rotation. Clean block with a damp sponge.</p>	<p style="text-align: center;">→</p> <p>Ask the children to take the press print block from last week 1. Draw into it further with the 6B pencil this time to press down approx. 50% of the surface still left proud. Explain that every mark made on the press print this time will be a yellow mark on the print. This is because the block will be printed in red (or a similar mid tone) on top of the yellow. 2. Ink up the block in red and print exactly on top of the yellow prints from last session.</p> <p>Clean the blocks with a damp sponge ready for next session.</p> <p>Discuss and review work as it progresses.</p>	<p style="text-align: center;">→</p> <p>Ask the children to take the same press print block used in sessions 1 & 2 and draw away a further 50% of the surface. Explain, using exemplars, that every mark made will remain as a red mark on their prints when they finally print blue (or similar dark tone) on top of their red and yellow prints produced from sessions 1 & 2. Ask the children to in- up and roll up in blue and print exactly on top of their red and yellow prints. At any stage during the printing in sessions 1, 2 or 3 encourage the children to adapt and change their work in progress according to their views.</p>	<p style="text-align: center;">→</p> <p>SKETCHBOOK WORK Ask the children to use their sketchbooks this week to both record the reduction printing process and reflect on their own work and the work of others. Use the press-print block, and examples of the prints produced as exemplar material in the sketchbook. Encourage the use of annotation and ask them to reflect on how they would like to develop this work in the future.</p> <p>Ask the children to use ICT to support their developing sketchbook work.</p>	<p>COMBINING PRINTMAKING PROCESSES Explain to the children that they are to produce a stencil print overlaid with a mono- print. The stencil prints will be produced using torn paper stencils and ready-mix paint to provide flat areas of colour. The mono- prints will provide the linear aspect of the image and be overlaid on the stencil printed areas. The children should refer back to the stencil printing processes they used in Y2 and the mono processes they used in Y4.</p>	<p style="text-align: center;">→</p> <p>RESPONDING TO THE WORK OF PRINTMAKERS Look at and discuss the work of printmakers e.g. Dale Devereux-Barker, John Brunsdon, Belinda King. Ask the children to select and develop ideas in response to these examples in their sketchbooks. Explain that they may use any of the processes or techniques that they have explored in previous sessions.</p>

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Skills, concepts, knowledge and understanding	Producing first colour prints from press-print reduction block. Learning the process of reduction printing using press-print.	Producing second colour prints from press-print reduction block. Understanding the principle of working from light to dark colours.	Discussing own work and that of others. Adapting and modifying their work according to their views.	Recording and reflecting on the process of reduction printing and annotating own work. Commenting on the results of their printing and how they would like to develop their work in the future.	Combine processes already learned to produce an overlaid printed image.	Using the work of printmakers as a starting point for development.
Vocabulary	Press-print Reduction printing 'worrying away' Incisions Inverted Edition Individual	As previous session	As previous session	Annotated Record	Combination Overlaid Linear	Response Printmaker
Curriculum links	Literacy – following instructions.	Literacy- following instructions.	Literacy/PSHE/ Citizenship – discussion of own work and that of others.	Literacy-instructional text, explanatory text.	Literacy- referencing own written material in sketchbooks.	ICT- research and downloading skills.
Resources	Non-porous inking-up slabs (e.g. Perspex), Rollers, Block printing water colour – light tone, A4 white photocopy paper, Press-print, Pencils.	As session 1+ Block printing water colour – mid tone.	As sessions 1 and 2 + Block printing watercolour – dark tone.	Sketchbooks, PVA glue, Scissors, Digital camera.	Newsprint, Ready-mix paint, Sponges, Non-porous inking-up slabs (e.g. Perspex), Rollers, Water based printing ink, Lolly sticks, Pencils, Photocopy paper.	As previous session + Dale Devereux-Barker, John Brunsdon, Belinda King. Google Google Images
Time	1 hour.	1 hour	1 hour.	1 hour	1 hour	1 hour

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Expectations	Names	Next Steps
<p>Some children will have made limited progress. They will be able to ...produce three coloured prints using a press-print reduction block, discuss and explain what they have done. They will be able record the process of reduction printing in their sketchbook with examples. They will be able to use stencil prints and mono prints in conjunction to produce a more complex image. They will be able to discuss the work of printmakers.</p>		
<p>Most children will be able to ...produce three colour reduction prints using press-print and discuss, understand and record the process of reduction printing, producing annotated examples of their work. They will be able to discuss what they and others have done and suggest improvements and developments that could be made. They will be able to use previously learned processes and techniques in combination to produce an overlaid print. They will be able to research and discuss the work of printmakers and develop responses through their own work.</p>	<p>YEAR 6 – PRINTMAKING UNIT</p>	

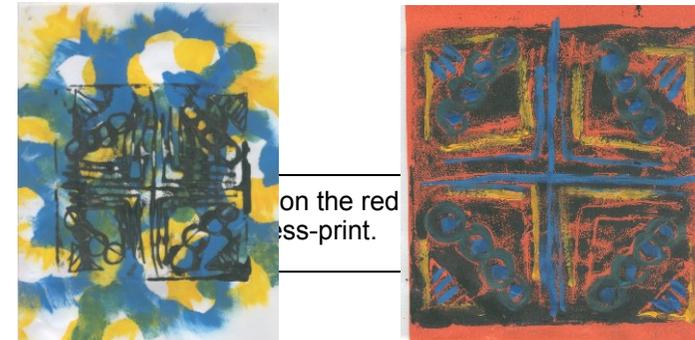
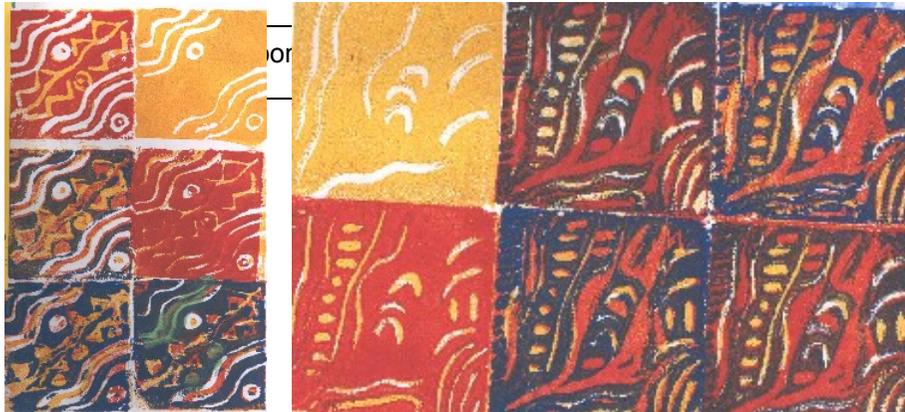
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Some children will have progressed further. They will be able to ... explain the process of reduction printing and modify their work as it



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on the red
ss-print.

Press-prints showing how the work is built up in stages working light to dark.

Mono-print over stencil printed image.

Mono-print overworked with ready-mix paint.