

# ART AND DESIGN IN SUFFOLK

## SNAPE YEAR 2/3/4 PRINTMAKING

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<b>Learning Intention</b>	To use a roller and printing ink to experiment with mark making. 2a, 4b To make thoughtful responses to a story as a starting point for their work. 5a	To review what they and others have done and say what they think and feel about it. 3a To develop the use of tools and techniques learned in previous session. 4a	To investigate the possibilities of a range of materials and processes by experimenting with mono-printing. 2a	To select colours and surfaces to develop ideas. 1b	To review what they and others have done and comment upon the images achieved using the mono-printing process. 3a To record and reflect in sketchbooks 1c	To use plasticine to produce a relief stamp. 2b To print coloured, repeated patterns onto selected surfaces. 2c
<b>Activity</b>	<b>USING A ROLLER</b> Demonstrate how a slab should be 'inked up' using a roller and black block printing watercolour. Ask the children to experiment with the correct thickness of ink and to ink the slab by rolling in different directions, e.g. north/south and east/west and lifting the roller at the end of each roll in order to spread the ink evenly and quickly. Tell the children a story about "The Coach Trip". Invite the children to respond using roller and ink using a series of marks and lines suggested by the story e.g. short rolls, stamping actions, tipping the roller on its edge, twisting etc.	→ Show the children effects produced by placing textured objects under the paper and rolling on top. In groups, invite the children to select their own textured objects to produce similar effects and make a group surface on a table. Using one colour ink and different coloured surfaces get them to explore the effects that they have produced. Discuss the different group results and invite the children to try the 'textured tables' of other groups with their rollers and different papers.	<b>MONO-PRINTS</b> Show the children examples of mono prints. Remind them that they will be using exactly the same process to ink their slab as in sessions 1 and 2. Demonstrate the way in which a mono print is made. Using lolly sticks cut straight at one end, scratch thick and thin lines on the inked slab. Show the children how to place paper onto the scratched slab and rub gently over the back before peeling the paper away to reveal the mono- print. Ask the children to experiment with making a variety of marks.	→ Ask the children to talk about the range and quality of marks produced by the class in session 3. Explore further some of their favourite marks from session 3 as well as marks they have observed by looking at the work of others. Invite the children to experiment on a range of colours and surfaces of their choice. Record and reflect on the work produced in their sketchbooks. Images may be selected for use in the sketchbook and annotated. Ask the children to say what they think and feel about their work and record their comments in their sketchbooks.	<b>ANIMAL PRINTS</b> Ask the children to collect pictures of animals which have distinct skin colour patterns i.e. tiger, leopard, zebra etc. Also any examples where this patterning has been used as a basis for design i.e. papers, textiles, ceramics etc. Explain to the children that they are going to use these markings as a starting point. Record some of the designs in their sketchbooks and select suitable ideas for making mono-prints. Ink up the slabs as before, scratch designs onto the tile and print on different surfaces.	<b>PLASTICINE STAMPS</b> Discuss some examples of stamp blocks and show the children the stamping process. Explain how they are going to make their own stamp block. Take a small ball of plasticine (conker size) and bang onto table to produce a flat face. Use an object to make impressions into the flat face. 'Ink up' the flat face by placing it onto an inked slab and then print as a stamp. Explore repeat pattern images, using coloured inks (light to dark) Ask them to experiment with overprinting colours on selected surfaces Children may develop their designs using ICT.

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## PRINTMAKING – YEAR 2/3/4

<b>Skills, concepts, knowledge and understanding</b>	Inking up a slab correctly and using a roller in different ways to make a variety of marks. Listening and responding to a story as a starting point for artwork.	Discussing the range of marks made in previous session and developing the range of marks. Understanding how different materials placed under the printing surface can show texture. Working with others and experimenting with ideas produced by the class.	Using the mono printing process.	Developing skills in mono-printing using different colours and working from light to dark. Discussing own work and that of others and reflecting ideas.	Selecting and presenting own work in sketchbooks Exploring designs based on animal skin patterning.	Developing work to include previously learned techniques.
<b>Vocabulary</b>	Inking-up Directions Rotate	raised Texture Effect Underneath Experiment	Mono printing Scratched Peeling pressure	As previous session	Annotated Animal Based response	Repeat Pattern Impression.
<b>Curriculum links</b>	Literacy- listening and responding to a story, Geography- directions, environment.	Literacy- discussing work, PSHE/Citizenship – working with others.	Literacy- following instructions.	Literacy – speaking and listening, PSHE/Citizenship – discussing work.	Literacy- annotated designs, Science –animal skin patterning and camouflage, ICT – research skills.	Numeracy – repeated patterns, ICT- multiples.
<b>Resources</b>	Water based printing ink – black, Non-porous inking-up slabs (e.g. Perspex) Rollers, Sugar paper.  See attached story: <a href="#">"The Coach Trip"</a>	As previous session + Water based printing ink in range of colours.	Non-porous inking-up slabs (e.g. Perspex), Lolly sticks, Photocopy paper, Black water based printing ink.	As previous session+ Water based printing ink in a range of colours.	As previous session + Sketchbooks, Scissors, PVA glue. Examples of animal skin patterns.	Plasticine, Water based printing ink- range of colours, Range of papers.

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Time	1 hour.	1 hour	1 hour.	1 hour	1 hour	1 hour
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## PRINTMAKING – YEAR 2/3/4

Expectations	Names	Next Steps
<p><b>Some children will have made limited progress. They will be able to ...use a roller to make marks, ink a slab correctly and use this to produce mono-prints. They will comment on their own work and that of others and record some of what they have done in their sketchbooks. They will be able to design and use a plasticine stamp to make repeat patterns.</b></p>		
<p><b>Most children will be able to ...use rollers to produce work using different marks and to ink-up a slab and use this to produce mono-print designs on different surfaces. They will reflect on and record what they have achieved and observe and comment upon their own work and that of others. They will be able to adapt and improve their own work according to its purpose. They will understand the idea of repeat patterning and produce work using a plasticine stamp.</b></p>	<p><b>YEAR 4 – PRINTMAKING UNIT</b></p>	

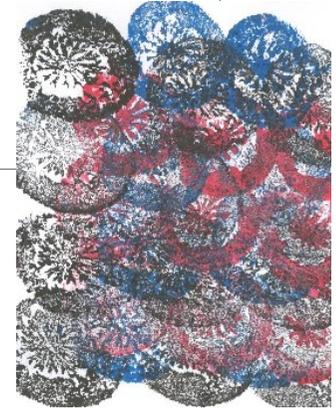
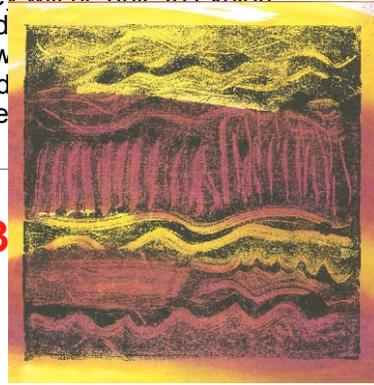
# ART AND DESIGN IN SUFFOLK

Some children will have progressed further. They will be able to ... use rollers to experiment with printmaking techniques and produce work using overlays and different marks. They will be able to explore

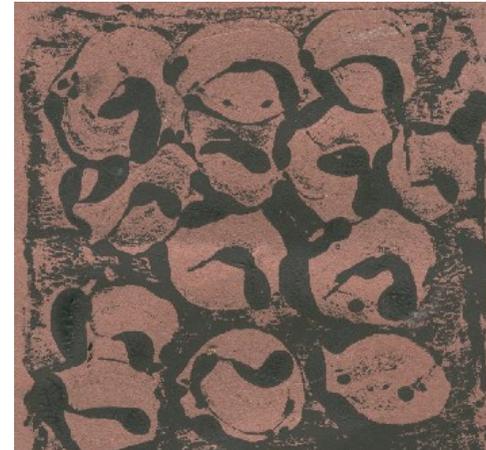
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YEAR 2/3



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