

# 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 tear, and print with positive and negative stencils. 2a, 2b To investigate layering and overlapping colours when printing. 2a	To review what they and others have done and say what they think and feel about it. 3a To make decisions about how their work may be developed. 1b, 2b	To develop the use of clay slab relief blocks using three colours overprinting process. 2b	To develop clay slab relief printing with tissue inlays to produce unique state prints.2b To discuss and identify what they might change in their current work and develop in future work. 3b	To develop the process of direct printing using found objects, selected colours and surfaces. 2b	To identify similarities and differences in the work of designers. 5d To apply knowledge and understanding of materials and processes in developing responses. 2b

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<p><b>Activity</b></p>	<p><b>POSITIVE AND NEGATIVE STENCILS</b> Talk to the children about both positive and negative stencil prints and show them examples of both. Demonstrate by tearing a positive and negative stencil and taking prints. Take care to stroke out from the centre of the negative stencil and stroke from the outside to the centre using the positive stencil. Experiment with printing using both stencil forms. Then overlap and layer colours onto different selected surfaces. Remind the children to use colours from light to dark tones.</p>	<p>→ Ask the children to talk about their own and other's work from week 1 and to select a surface or surfaces to print onto. Invite the children to select either, or both positive and negative techniques and to experiment with a range of torn paper stencil shapes. Children should select their own range of colours and should be reminded that printmaking is about multiples, i.e. having torn a stencil, more than one print should be taken from it. The children could also experiment with the production of a multiple image using computers e.g. Paint, Dazzle or Mosaic.</p>	<p><b>CLAY SLAB PRINTS USING 3 COLOURS</b> Remind the children how to make a clay slab relief block. Take a ball of clay (small apple size) and ask children to press down onto the clay to give a flat surface (approx. 1 cm). Select objects to press into the slab to make impressions. Ink up block using foam to dab yellow paint onto the surface of the clay. Explain to the children that using light colours first, then overprinting in increasingly darker tones produces more effective prints. Use ready-mix paint to overprint the designs to produce a multi-layered print.</p>	<p>→ Ask the children to talk about their own and others' work. Select their favourite print from session 3 and comment on their selection. Demonstrate how sticking coloured pieces of tissue on to the surface of the prints would change the image and create unique state prints. Draw attention to the translucent nature of the tissue and how it allows under colours and shapes to be seen. Invite the children to make a new series of unique state prints, e.g. each one taken from the same block but adapted and modified by trapping tissue between the coloured overprints.</p>	<p><b>DIRECT PRINTS</b> Show the children examples of direct prints that have been made using flat or low relief objects e.g. leaves and feathers. Ask them to select from a range of similar objects provided and 'ink up' from a printing pad. Place the inked object onto a selected printing surface, cover with a folded sheet of newspaper and rub firmly. Complete the print by peeling away the newspaper and then the object from the surface. Experiment with the effects created by printing different objects and colours onto a range of surfaces.</p>	<p>→ <b>PRINTED DESIGNS</b> Ask the children to talk about their own and other's work from session 5. Show the children some examples of printed patterned images, e.g. length of fabric, wrapping paper, wallpaper etc. Ask the children to develop and print their own designs based upon their experiences of methods and processes from previous sessions. Remind the children about surfaces to print on and allow them to select from a range provided.  Children could work on the computer to produce designs.</p>
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## PRINTMAKING – YEAR 2/3/4

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<b>Skills, concepts, knowledge and understanding</b>	Using the technique of tearing positive and negative stencils to make prints. Demonstrating an understanding of working light to dark tones.	Exploring tearing and using both positive and negative stencils for printing. Understanding that printmaking involves production of multiple versions of images.	Producing three colour overprinted images using clay relief blocks.	Evaluating and modifying own work after discussion. Making unique state prints. Producing clay slab prints with the inclusion of overlaid tissue. Using overlays to produce translucent colour effects in their printmaking.	Learning techniques associated with making direct prints from natural objects. Selecting suitable objects to suit purpose.	Discussing and evaluating designs. Using prior knowledge of materials and processes to produce work in response.
<b>Vocabulary</b>	Positive Negative Stencil Tearing Overlapping Layering Tones Light Dark	Surface Torn Multiples Versions	Multiple Impression Overprinting	Unique Translucent Transparent Opaque	Direct prints Printing pad Peeling Ink-up	Run Response
<b>Curriculum links</b>	Literacy- speaking and listening.	Numeracy- multiples of shapes, tessellation, ICT- multiple images.	Literacy – following instructions.	PSHE/Citizenship – discussing own work and that of others. Science – translucent, transparent, opaque materials.	Science- natural/ made objects Literacy- following instructions.	Literacy/ PSHE /Citizenship - discussing likes and dislikes. ICT- repeat patterns.
<b>Resources</b>	Newsprint or thin paper, Foam sponge, Ready-mix paint, Flat tray for paint, Sugar paper.	As session 1 +  Different surfaces to print on.	Clay (small apple sized), Objects to make impressions, Ready-mix paint.	As session 3 + Coloured tissue PVA glue	Flat, low relief found objects e.g. leaves, feathers etc., Printing pad (flat tray with 5 mm foam pad), Ready-mix paint, Newspaper, Range of papers.	Printed, patterned images i.e. fabric, wrapping paper, wallpaper etc. Range of printmaking materials and surfaces used in this unit.
<b>Time</b>	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour

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Expectations	Names	Next Steps
<p><b>Some children will not have made so much progress. They will be able to ...</b>talk about their work and how they have made their prints. They will have experimented with stencil printing, the use of overlays and printing directly from objects and clay tiles. They will be able to suggest ways to improve their printed images.</p>		
<p><b>Most children will be able to ...</b>discuss pattern and printmaking, make stencil and direct prints. They will also be able to produce a clay tile and develop their work with overprinting and the use of tissue overlays.</p>	<p><b>YEAR 3 – PRINTMAKING UNIT</b></p>	
<p><b>Some children will have progressed further. They will be able to ...</b> discuss pattern and printmaking and explore the techniques of stencil and direct printing, modifying their work as it progresses. They will be able to experiment, enhance and develop their work with the use of overlaying techniques using tissue within clay slab prints.</p>		

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Stipling

Stroking

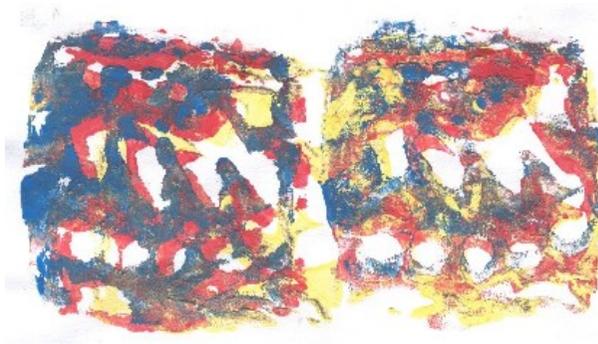
Experiments with positive and negative stencils.



Direct print of a feather.



Wrapping paper design using stencil and cork prints.



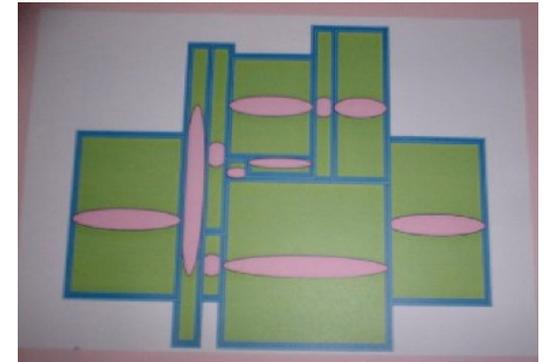
Three colour clay slab relief print.



Clay slab relief prints with tissue trapped between printed layers.



Display of work made in response to Indian fabric designs using collograph prints over gold and tissue surfaces.



Repeat motif patterns explored using the computer.