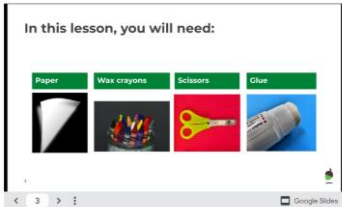


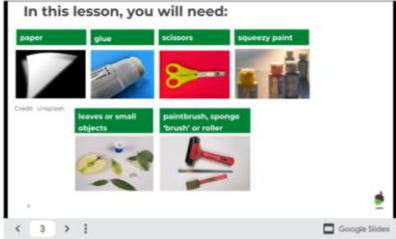
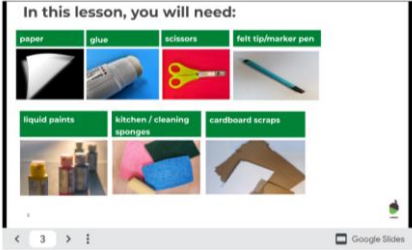


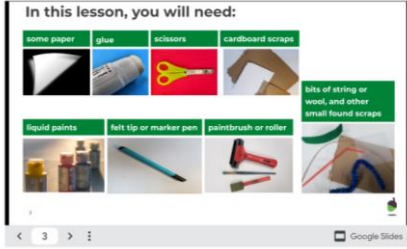

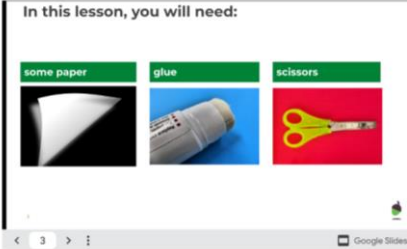




Year Group: 2		Term: Autumn #1 2021	Teacher: Sarah Bride	Subject lead: Dionne Sanati	Overview: Printmaking focus Artists: Jan Tcega & Sarah Jameson and Natascha Maksimovic		
Links to other learning: Maths – symmetry		Prior Learning: Year 1 will have explored colour mixing in preparation for this unit.	Future Learning: In the next term chn will explore sculpture using a range of different materials and methods including assemblage, relief sculpture, carving and modelling.	Risk Assessment: Supervision of scissor usage throughout. Lesson 1 – check the area for outside rubbings activity		Teacher CPD: Please watch the teacher led videos for each lesson prior to teaching/ transcripts are also available to support your modelling https://teachers.thenational.academy/units/printmaking-e273 Please ensure that you watch the teacher led videos in advance and that you try techniques out in your our sketchbooks before the lesson.	
<u>Learning Intention</u>		<u>Real Life Links</u>	<u>Lesson Outline (Key Questions in colour)</u>		<u>Resources</u>	<u>Vocabulary</u>	<u>Lowest 20% Adaptations</u>
1 I can recognise that ideas, thoughts and emotions can be expressed through the medium of sculpture – to understand the physicality of this process and its relationship to our three dimensional world. I can recognise and describe some simple characteristics of a range of sculpture, from different histories and cultures, including contemporary. Recognising the wide variety of materials and processes involved.			Lesson overview: Introduction to printmaking In this lesson, we will ask 'what is a print'? We shall look at pattern and texture in the environment and think about how we can capture this in a visual way. This lesson includes some physical activity and equipment beyond pen, paper or pencil. What is a print? What new words have you learnt today? What do you think of your piece of work? Make sure that children make spare rubbings on loose sheets of paper as they will be needed in lesson 5.		https://classroom.thenational.academy/lessons/introduction-to-printmaking-cruk4c Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.  Outside activity: Textured surfaces inside and outside for rubbings activity.		
2 I can experiment and explore with a wide variety of tools and materials to create different results through exploring sculptural processes. I can learn to manipulate a range of materials to create a structure. I can learn how to join materials in different ways.			Lesson overview: Exploring printing with found objects In this lesson, we will be making repeated and rotated prints using found objects. This lesson includes some physical activity and equipment beyond pen, paper or pencil. What is a monoprint? Can you make a rotated pattern? Can you make a repeated pattern? How hard or soft did you press down?		https://classroom.thenational.academy/lessons/exploring-printing-with-found-objects-6wv32r Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.		

		<p>What happened when you pressed harder or softer? What technique worked best for you? Which objects worked best for you?</p> <p>Teacher adaptation to be made to ppt/ lesson: include some examples of artwork by modern day artists Jan Tcega and Sarah Jameson. Children choose some pre-printed images from artists and to reflect on examples in their sketchbooks using questions below to guide reflections.</p> <p>What do you think inspires Jan/ Sarah's monoprints? What colours has Jan/ Sarah used and why do you think they chose those colours in their monoprints? https://www.artprintsa.com/Jan-Tcega.html https://www.sarahjameson.co.uk/monoprints</p> <p>Make sure that children make spare prints on loose sheets of paper as they will be needed in lesson 5.</p>	 <p>Children will also need a selection of small flat objects for printing.</p>		
<p>3 I can begin to develop and use materials and joining techniques in response to stimulus. Children demonstrate a recognition of the qualities and characteristics of the materials.</p> <p>I know the terms connected with the process of sculpture: tools, techniques, and elements, for example: texture; relief ; construct; edit ; form etc.</p> <p>I can create shapes to use in their sculptures</p>		<p>Lesson overview: Making your own stamps for printmaking</p> <p>In this lesson, we will make our own stamps for printmaking, explore repeated patterns, and overlap colours and shapes on our prints. This lesson includes some physical activity and equipment beyond pen, paper or pencil.</p> <p>Can you describe the repeated patterns in the items? Have you found that some shapes in the patterns were the same? Can you improve your print by overlaying? What happens if your used your colour mixing skills in overlaying? What would happen if you overlaid a yellow shape onto a blue shape...what colour would you get? Can you reflect on this question in your books...What is a motif?</p> <p>Make sure that children make spare prints on loose sheets of paper as they will be needed in lesson 5. Make sure children keep their stamp template in case they wish to use it again in lesson 5.</p>	<p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link. https://classroom.thenational.academy/lessons/making-your-own-stamps-for-printmaking-6mvk6t</p>  <p>Children will need enough kitchen/ cleaning sponges for one each (spare just in case!). They will also need a selection of patterned items to use in sketching e.g. cushions, vases, material, tiles etc...</p>		
<p>4 I can transfer knowledge and understanding of design work, to develop skills necessary to work harmoniously together, working to solve problems that occur and show perseverance.</p> <p>I can reflect on their own work, and adapt their sculpture by adding colour, texture and pattern to make it more interesting and exciting</p>	<p>Maths – symmetry reflected/ rotated</p>	<p>Lesson overview: Making a collagraph print</p> <p>In this lesson, we will drawing a design for a collagraph, creating a textured printing surface, and reviewing and adapting our work as we go. This lesson includes some physical activity and equipment beyond pen, paper or pencil.</p> <p>What is a collagraph? What does texture mean? Written reflection in their books after the first print...What worked well? What will you change?</p>	<p>https://classroom.thenational.academy/lessons/how-can-we-bring-our-drawings-to-life-64vkee</p> <p>Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>		

			<p>Can you describe your print patterns to a partner?</p> <p>Make sure that children make spare prints on loose sheets of paper as they will be needed in lesson 5. Make sure children keep their collagraph template in case they wish to use it again in lesson 5.</p>			
5	<p>I can talk about their own work, describing the process, and articulate their own thoughts and ideas with developing confidence.</p> <p>I can use the language of art connected to sculpture in their discussions.</p> <p>I can gain a sense of audience for my work.</p>		<p>Reviewing and presenting our printmaking work</p> <p>We will review our printmaking processes so far, make collages from our prints, review our work, and give our work a title, so that we can present it! This lesson includes some physical activity and equipment beyond pen, paper or pencil.</p> <p>Teacher adaptation to be made to ppt/ lesson: create a sheet for the children to match techniques to images.</p>  <p>Teacher adaptation to be made to ppt/ lesson: include some examples of artwork by modern day artist Natascha Maksimovic (images on ppt can be used). Children choose some pre-printed images from artist and to reflect on examples in their sketchbooks using questions below to guide reflections.</p> <p>What can you see in them? What do they remind you of? What letters and numbers can you spot? Why do you think she gave that piece that title?</p> <p>What type of face will you create in your collage? Show your partner your collages? Which is their favourite? Why? How are our prints different to Natascha's? Can you give your work a title? What title would you give to your partner's piece? Why?</p>	<p>https://classroom.thenational.academy/lessons/reviewing-and-presenting-our-printmaking-work-c9jkk6d Teacher CPD video will help guide your teaching and modelling. PPTs are also available in above link.</p>  <p>Children will also need their spare rubbings and prints from previous lessons to create their collages.</p>	