

## Year 2 - Art – Printing

Autumn Term A

### Topic:

Marvellous Maps/UK

### National Curriculum Link:

Subject- Printing

KS1 Art

### Artist Study:

Roy Lichtenstein

Keith Haring

Richard O’Neill (local artist)



### Prior Learning:

- Working with print blocks and a range of different materials to print with
- Repeated patterns

### Key Essential Skills and knowledge:

#### Generic

- Record and explore ideas from first hand observations
- Ask and answer questions about the starting points for their work
- Develop their ideas – try things out, change their minds
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work

#### Specific

- Suggest how other artists have used colour, pattern and shape
- Create work in response to another artist – Roy Lichtenstein, Keith Haring, Richard O’Neill
- Use print techniques in the style of different artists, with a range of hard and soft materials
- Learn the different print types and how they are created
- Make simple marks on rollers and printing palettes
- Make simple prints i.e. mono printing
- Roll printing ink over found objects to create patterns
- Design repetitive patterns
- Experiment with overprinting motifs and colour
- Make rubbings to collect textures and pattern

### Topic Vocabulary:

Relief, press, carbon printing, fabric printing, complex, pattern, materials, scoring

### Sequence:

- Why has the artist used this medium?
- Which piece is most effective?
- How can I design a piece of work in this style?
- How can I develop my artwork?
- What are the aesthetic qualities of your artwork?

### Thinking Deeper:

Could another colour way create a different effect?

**Media/tools:**

Press print, water-based printing ink, tray, roller

**Links:**

**Subject Specific links** – English - how to type instructions to write about techniques.

**Enrichment/ Independence** – Exploration of surrounding areas using maps

**Personal development** – Stimulating creativity and imagination, nurture and harness this.

**SMSC** – Explore how ideas and emotions can be expressed through abstract art. Discuss Mindful nature of creating artforms.

**Cultural Capital** – Recognise, talk about and describe the work of artists from different cultures and times.

Begin to show an understanding of the work of different artists and make comparisons.

**Careers** – Art as a career, commercial venture.

**British Values** – Mutual Respect – review each other's work respectfully, work together at the printing table, help and advise others.

**Equality** – New techniques introduced

**Community –Outdoor learning** – Forest school printing

**Topic:**

Marvellous Maps/UK

**National Curriculum Link:**

Subject- Printing  
KS2 Art

**Artist Study:**

Roy Lichtenstein  
Keith Haring  
Richard O’Neill (local artist)



**Prior Learning:**

- Working with print blocks and a range of different materials to print with
- Repeated patterns

**Key Essential Skills and knowledge:**

Generic

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Begin to explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Begin to compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them
- Begin to adapt work according to views and describe how they might develop it further
- Begin to annotate work in sketchbook

Specific

- Suggest how other artists have used colour, pattern and shape
- Create work in response to another artist – Roy Lichtenstein, Keith Haring, Richard O’Neill
- Use print techniques in the style of different artists
- Learn the different print types and how they are created
- Create printing blocks using a relief or impressed method
- Create repeating pattern
- Print with two colour overlays?

**Topic Vocabulary:**

Lines, Tones, Stencil, refine, resist printing, block, canvas

**Sequence:**

- Why has the artist used this medium?
- Which piece is most effective?
- How can I design a piece of work in this style?
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**Thinking Deeper:**

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**Equality** – New techniques introduced

**Community –Outdoor learning** – Forest school printing

**Topic:**

Groovy Greeks

**National Curriculum Link:**

Subject- 3D and Sculpture  
KS1 Art

**Artist Study:**

Ancient Greek art, architecture and sculpture



**Prior Learning:**

- Manipulate malleable materials
- Construction and joining of malleable materials

**Key Essential Skills and knowledge:**

Generic

- Record and explore ideas from first hand observations
- Ask and answer questions about the starting points for their work
- Develop their ideas – try things out, change their minds
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work

Specific

- Suggest how other artists have used colour, pattern and shape
- Create work in response to another artist
- Use tools effectively to create patterns and textures
- To plan, design and make from others artists and imagination

**Topic Vocabulary:**

Slip, Blend, Papier Mache, Model, architecture

**Sequence:**

- Why has the artist used this medium?
- Which piece is most effective?
- How can I design a piece of work in this style?
- How can I develop my artwork?
- What are the aesthetic qualities of your artwork?

**Thinking Deeper:**

How would a modern-day sculpture of an important figure differ to these historical sculptures?

**Media/tools:**

Clay work with tools, papier mache, junk modelling

**Links:**

**Subject Specific links** – History – cross curricular links to unit on Ancient Greek. Discussion of this link are generated throughout the unit.

**Enrichment/ Independence** – Creating a sculpture in FS using natural materials- Theseus and the Minotaur maze

**Personal development** – Creativity, resilience, expression of self.

**SMSC** – Developing knowledge of a range of styles.

**Cultural Capital** – Recognise some famous Greek sculptures. Compare and contrast sculpture from different times of Ancient Greece

**Careers** – Discussion about a range of artists and their jobs.

**British Values** – Compare our monarchy to the emperors of Ancient Greeks

**Equality** – Displaying completed busts to embrace the equality of all art being appreciated

**Community –Outdoor learning** – Creating a sculpture in FS using natural materials- Theseus and the Minotaur maze

**Topic:**

Groovy Greeks

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Subject- 3D and Sculpture  
KS2 Art

**Artist Study:**

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**Prior Learning:**

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Generic

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
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- Begin to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
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Specific

- Suggest how other artists have used colour, pattern and shape
- Create work in response to another artist
- Use tools effectively to create patterns and textures
- To plan, design and make from others artists and imagination

**Topic Vocabulary:**

Mod Roc, Manipulate, natural material, man-made material, ceramic, coil, collage

**Sequence:**

- Why has the artist used this medium?
- Which piece is most effective?
- How can I design a piece of work in this style?
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**Topic:**

North America

**National Curriculum Link:**

Subject- Drawing

KS1 Art

**Artist Study:**

Picasso- continuous line drawing

Water based- architect



**Prior Learning:**

- Beginning to observe and draw shapes
- Invented new shapes and lines
- Beginning to draw on different surfaces

**Key Essential Skills and knowledge:**

Generic

- Record and explore ideas from first hand observations
- Ask and answer questions about the starting points for their work
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Specific

- Experiment with a variety of media
- Control the types of marks made with the range of media
- Suggest how other artists have used colour, pattern, shape and line
- Create work in response to another artist
- Suggest how other artists have used colour, pattern, shape and line
- Create work in response to another artist
- Draw lines, marks and shapes from observations
- Invent new lines
- Draw on different surfaces with a range of media?
- Use different textured and tone

**Topic Vocabulary:**

Form, tone, pattern, observation

**Sequence:**

- Why has the artist used this medium?
- Which piece is most effective?
- How can I design a piece of work in this style?
- How can I develop my artwork?
- What are the aesthetic qualities of your artwork?

**Thinking Deeper:**

How might other subject matter create more challenge?

**Media/tool:**

B, 2B and charcoal sticks, drawing pens, charcoal, a range of soft and hard pencils, graphite sticks, wax crayons, coloured pencils, fine liners, oil and soft pastels.

**Links:**

**Subject Specific links** – English – communicating ideas and responses in informative annotations.

**Personal development** – Develop the use of art as communication of ideas and imagination and learning behaviours.

**SMSC** – Mindful practise in absorbing oneself in producing art.

In the case of pre-historic people, it was also considered to be spiritual.

**Cultural Capital** – Learn about early forms of human creativity.

Look at and talk about drawing within their own environment.

Understand that drawing has different purposes in different cultures – prehistoric paintings/

Lascaux caves. Understand that drawing is used to record and inform – animals forms.

**Careers** – Art as a career prospect, commercial venture

**British Values** – Mutual respect for peers views and opinions.

**Equality** – New techniques introduced.

**Community –Outdoor learning** – Line drawing in FS, landscapes

**Topic:**

Water of the World

**National Curriculum Link:**

Subject- Drawing

KS2 Art

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Specific

- Suggest how other artists have used colour, pattern, shape and line
- Create work in response to another artist
- Experiment with a range of different media
- Experiment with ways in which surface detail can be added to drawings
- Use sketchbooks to collect and record visual information from different sources?
- Make marks and lines with a wide range of drawing implements doing this for a sustained period of time
- Experiment with different grades of pencil and other implements to create lines and marks and draw different forms and shapes
- Begin to show an awareness of objects having a third dimension

**Topic Vocabulary:**

Pattern, form, proportions, movement, expression

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