

Art Long Term Progression Plan: Printing

Concept	EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR 6
Content Printing	Create a picture using a variety of objects such as 3D shapes, cotton reels, natural objects.	<p>I know how to create a repeating pattern in print</p> <p>Use printmaking to create a repeating pattern.</p> <p>Print repeat motifs in one colour to create patterns using squared paper.</p> <p>Print with a range of tools e.g. junk, leaves, vegetables?</p> <p>Begin to identify forms of printing: books, posters, pictures and fabrics.</p> <p>Use printmaking to create a repeating pattern.</p>	<p>I know how to create a printed piece of art by pressing, rolling and stamping.</p> <p>Overprinting to demonstrate colour mixing.</p> <p>Simple dyeing techniques such as marbling, tie-dye, mono-printing.</p> <p>Stencil-printing (design and make)</p> <p>Explore simple printing in relief: e.g. string and card.</p>	<p>I know how to print onto different onto different materials using at least two colours.</p> <p>Print using a variety of materials, objects and techniques including layering.</p> <p>Explore pattern and shape to create designs for printing.</p> <p>Engraved prints e.g. polystyrene, plasticine.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p>Use of a roller.</p>	<p>I know how to print onto different materials using at least four colours.</p> <p>2/3/4 colour printed patterns including overprinting for colour mixing.</p> <p>Engraved prints e.g. polystyrene, plasticine.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p>Use of a roller.</p>	<p>I know how to create an accurate print design following criteria.</p> <p>Printing with textured surfaces e.g. sponges, engraved blocks.</p> <p>Mono-printing including masking out techniques.</p> <p>Design and make a relief block e.g. string, found materials.</p> <p>Discuss how to adapt/improve their work according to their outcomes.</p>	<p>I know how to overprint to create different patterns.</p> <p>Select appropriate printing technique for a given task. e.g. relief, stencil, engraved.</p> <p>Stencil printing for positive/negative images.</p> <p>Over-printing using 3 plus colours.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>

				To produce a clear print.	Demonstrate experience in fabric printing. To produce a clear print.	To refine their printing techniques to produce a precise and clear image each time.	Describe techniques and processes. To continue to refine their printing techniques to produce a precise and clear image each time.
Why Here/Why now	To introduce pattern to support development of spatial awareness and routines.	To become aware of forms of printing in everyday life. To be able to repeat a pattern in different forms, building on skills taught in reception.	To introduce and explore forms of print making using different skills and techniques.	To combine 2 colours when print making on different materials and beginning to understand the techniques to be used.	To combine more than one colour when looking at different printing techniques using a range of materials to print onto.	To give the children opportunities to refine the printing skills from their prior learning.	To use all their prior knowledge of printing techniques to create an art piece involving over printing.
Key Vocabulary	Print, printing, pattern, press.	Print, pattern, stamping, repeated.	Stencil, layering, relief/block printing, mono.		Marbling, engrave, combine.	Relief, resist, masking.	Over printing, positive, negative.
Possible artists to use.	Piet Cornelies Mondrian	Andy Wahol Paul Klee	Mark Rothco		Sonia Delaunay Wassily Kandinsky	Hockney	

Theoretical Knowledge. (Cultural and contextual content)	<p>Theoretical knowledge needs to be the starting point for each unit of artwork. This will include,</p> <p>EYFS/Yr1- To have an image of the focus artist with examples of their work to chose from. Children are to select their favourite pieces to add to their sketchbooks as a montage.</p> <p>Yr2, Yr3, Yr4- As above, but to include discussion and written sentences to clarify the choice of work. The children begin to interpret pieces of work thinking about how and why questions in relation to the artist’s work.</p> <p>Yr5, Yr6- As above, but to create a detailed fact file of the focused artist. The children to continue to improve their ability to interpret pieces of work thinking about how and why questions in relation to the artist’s work.</p>
Practical Knowledge	<p>Your practical knowledge is the content lined out in the long-term plan. Practical knowledge will develop over the course of the term by ensuring your lessons are sequential and builds up to a final piece of work.</p>
Disciplinary Knowledge	<p>Children explore concepts of quality, value, and purpose. This should link to your theoretical knowledge and should give a personal response to the art work they are focusing on.</p>