

	NC Links:
<ul style="list-style-type: none">○ Overview of project stages○ 1. Research and set homework (whole school)○ 2. Computer research in class○ 3. Designing printing block and patterns○ 4. Making printing blocks○ 5. Printing○ 6. Evaluating work <p>NB Don't forget to take pictures with your cameras</p>	

Progression in pattern/printing Paul Klee and Kandinsky



LESSON 1		Time: 1hour
To research Paul Klee and Kandinsky		
Key Vocabulary: Printing Paul klee Kandinsky		Key Resources: sketchbooks, pencils, computers
1st Part of lesson: Introduction (minutes)	Year 1 Art Artist- Paul Klee and Kandinsky Set children homework. Get children to find out about the artists Paul Klee and Kandinsky; encourage them to do drawing and collect pictures (to be set as homework) Introduce to the children that they are going to take part in a whole school project. Some of their work might get chosen for a big display in school and other children's work may get chosen for a display in Ilford library or across the borough. This art project will be done over the next few weeks. Explain that the whole school will be doing the project.	
2nd Part of lesson: Main Teaching (minutes)	Show children PowerPoint on Paul Klee and Kandinsky. Explain to the children they will need find to out about the artist and his work. Show the children some of his work. What can they tell you about the picture? Content Looking at what the work is about. The subject matter of the piece. What do you think this work is about? What can you see in the painting? How are the objects arranged? What do you think they represent? Why do you think this? How many people shapes / colours etc. can you see? Form Looking at the formal elements in the work of art. How have the parts been arranged or put together? Are they carefully positioned? Or haphazard /regular / balanced / random etc? What shapes can you see in the composition? Are they repeated elsewhere? How would you describe the colours that the artist has used?	
3rd Part of lesson: Independent Work (minutes)	Get the children to research the artists and collect samples of work. This could be done as a whole class.	
Inclusion: (EAL, SEN and G&T)	EAL/SEN work in mixed ability pairs. G&T collect more information.	
4th Part of lesson: Plenary (minutes)	In pairs; children report back to the class what they have found out.	
Success Criteria/ Lesson Outcomes	<ul style="list-style-type: none"> • I can recognise Paul Klee and Kandinsky • I can collect images and pictures by Paul Klee and Kandinsky • I can collect information about Paul Klee and Kandinsky 	
Evaluation		

LESSON 2		Time: 1-1/2hour
LI: To print using a block print To select and choose colours To create a pattern		
Vocabulary Block print Colour Pattern Klee kandisky		Key Resources: Paint, palettes, brushes, stamps, cardboard, scissors, paper. Use craft foam to cut shapes.
1st Part of lesson: Introduction (5 minutes)	Explain to the children to that they will be creating their own patterns today based on Paul Klee and Kandinsky. Split the paper into 4 to create different designs.	
		



Children choose favourite design. This is the one they will use to create their own printing block / or teachers' printing block that are already made (see Reception)

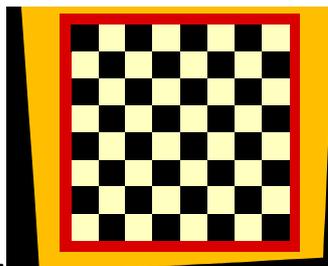
Children can use self-adhesive craft foam to make the block on wood or cardboard.

2nd Part of lesson: Main Teaching (20 minutes)

Model to the children how to use printing blocks. Talk through reason for choice of colour, position on the paper.

Things to consider: How does it look? Which colours are they choosing? How does it compare to the artist's work How does it compare to their own design? Does the pattern repeat?

Children think about the layout; this should be basic repeat/or layered shapes.



Eg.

3rd Part of lesson: Independent Work (25 minutes)

Children print stamp/design on paper.

Inclusion: (EA, SEN and G&T)

EAL/ SEN work with teacher support
Children will need support to do this, so this could be done in small groups with LTA support, G&T to produce more intricate designs

4th Part of lesson: Plenary (minutes)

Evaluation in the classroom - create a mini art gallery for children to look at work, think about what went well, what could improve and discuss why they like certain pictures

Success Criteria/ Lesson Outcomes	<p>Success criteria</p> <ul style="list-style-type: none">• Used printing blocks to create a print based on Paul Klee and Kandinsky.• Chose a variety of colours• Created a pattern based on own design• Evaluate own and others work
Evaluation	