

Art project year 2





Progression in art pattern/printing African patterns	
	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 <ul style="list-style-type: none"> ▪ NB Don't forget to take pictures with your cameras 	

Progression in art African patterns/printing

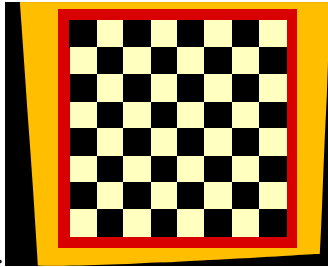


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L.I. To research a new topic+	
Key Vocabulary: Pattern African Traditional repeated	Key Resources: Laptop/ books computers PowerPoint
1st Part of lesson: Introduction (minutes)	Investigating <p>Introduce to the children that they are going to take 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.</p> <p>Start with looking at any homework that the children have brought in. Explain that the whole school will be doing this art project over the next few weeks. Show children PowerPoint on African patterns. Explain to the children they will need to find out about African patterns.</p> <p>Show the children some work.</p>
2nd Part of lesson: Main Teaching (minutes)	<p>Ask the children some of the questions;</p> <p>What do you think this work is about?</p> <p>What can you see in the painting / print / textile / sculpture / photograph etc?</p> <p>What action is happening?</p> <p>How are the objects arranged?</p> <p>How would you describe the colours that the artist has used?</p> <p>What colours are there? Cold / warm / complementary / dark / light / bright / dull?</p> <p>Are they deliberate or accidental?</p> <p>How would you describe the work? What terms do we use for work of this type?</p> <p>Can you describe how you think he started? What would be needed?</p> <p>What words would you use to describe the working methods employed?</p> <p>Is it happy? Does it make you feel sad, lonely, unsettled, melancholy, like laughing or cheerful, etc?</p> <p>What makes us feel this way?</p> <p>Is it the subject matter? How it has been portrayed or what it shows?</p> <p>Is it the colours / textures / tone used which create the mood?</p> <p>When and where was it made?</p> <p>Are there any evidence or clues which tell us these things?</p> <p>Who was the work made for? How do we know?</p>
3rd Part of lesson: Independent Work (minutes)	<p>Children on the computer/laptops research and collect information about African art.</p> <p>Children can create a fact sheet for display or for sketchbooks</p>
Inclusion: (EAL, SEN and G&T)	<p>EAL/SEN work in mixed ability pairs</p> <p>G&T collect more information</p>
4th Part of lesson: Plenary (minutes)	<p>In pairs children report back to the class what they have found out</p>
Success Criteria/ Lesson Outcomes	<ul style="list-style-type: none"> • I can recognise African patterns • I can collect images and pictures- African pattern • I can collect information about African patterns
Evaluation	

LESSON 2		Time: 1-1/2hour
To create a pattern To create a printing block		
Key Voc Layout African Pattern Repeat		Key Resources: Sketchbooks, pencils, scissors, cardboard foam
1st Part of lesson: Introduction (5 minutes)	<p>Designing</p> <p>Explain to the children to that they will be creating their own patterns today based on African patterns.</p> <p>In sketchbooks, children do different designs. Get the children to think about colours, layout, how the pattern might repeat? Get the children to limit the number of shapes they use eg 2 for extension or g&t 3. Children should do these with crayons, or coloured pencils. You may want to limit the choice of colours that they use.</p> <p>Split the paper into 4 to create different designs</p>	
2nd Part of lesson: Main Teaching (20 minutes)		
		
3rd Part of lesson: Independent Work (25 minutes)	Children choose favourite design. This is the one they will use to create their own printing block	

	<p>Making Printing Blocks</p> <p>Tell the children today they will get the opportunity to make their own printing blocks based on their designs.</p> <p>Share and show examples of the different printing blocks, discuss with the children how they think they were made. Children will be using cardboard and foam to create printing block.</p> <p>Children draw directly onto the foam this can then be cut out and stuck on the card. A small piece of card will be used as a handle.</p> <p>Demonstrate to the children how to make the printing block, each child will make 2/3 depending on ability in art.</p>
<p>Inclusion: (EA, SEN and G&T)</p>	<p>EAL/ SEN work 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</p>
<p>4th Part of lesson: Plenary (minutes)</p>	<p>Children to evaluate their designs. What do they like, what could they change? Children can be reflective in their sketchbooks. Look at each other's work and evaluate.</p>
<p>Success Criteria/ Lesson Outcomes</p>	<ul style="list-style-type: none"> • I can sketch my ideas • I can design a pattern based on African • I can create shapes for my printing blocks • I can make a printing block
<p>Evaluation</p>	

LESSON 3		Time: 1hour
LI: To use a block print to create a pattern based on African patterns To select and choose colours To evaluate work/others		
Key Vocabulary: Choice Selection layout		Key Resources: paint, brushes, paper printing block
1st Part of lesson: Introduction (minutes)	Explain to the children that today they will be making their own prints based on their own designs.	
2nd Part of lesson: Main Teaching (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	
		
3rd Part of lesson: Independent Work (minutes)	Children print stamp/design on paper.	
Inclusion: (EAL, SEN and G&T)	By outcome	
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	Success criteria <ul style="list-style-type: none"> • Used printing blocks to create a print based on African • Chose a variety of colours • Created a pattern based on own design • Evaluated own and others work 	
Evaluation		