

HOLY FAMILY CURRICULUM PROGRESSION– ART: PRINTING



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| Year Group | Early Years |
| Knowledge | I know how I can create/produce a rubbing. I can print with variety of objects and colours. I am able to use a range of materials and tools to print with e.g. cork, resources around me in the classroom. |
| Key vocabulary | Print, techniques, rubbing, art. |

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| Year group | One |
| Knowledge | I can describe what I can see and like in the work of another artist/ craft maker/ designer. I know to create printing designs using a range of patterns and media such as printing blocks, using a relief and impressed printing. I can reflect upon my work and say what I think went well and what I could do differently to improve. |
| Content | Exploring patterns in the environment, rubbings. Sketches of patterns such as leaves. Investigate making imprints into plastecine. Create overall image by combining printing and rubbing Take inspiration from a range of artists who use printing (Kandinsky, Matisse) |
| End of topic expectations | Children will be able to investigate and use printmaking materials, techniques and processes to communicate their ideas in both imaginative and experimental work. They will be able to explore ideas about resist and relief block printmaking, suggest ways of improving their work and say what they think about their own work and the work of others. |
| Key vocabulary | Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth. |

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| Year group | Two |
| Knowledge | I can say how artist/ craft maker/ designers have used colour, pattern and shape I know how I can use repetition and certain material to create a piece of printed work in response to another artist's work. I can record my printing in my sketch book and comment on how different pieces were created/how they could be improved. |
| Content | Children to explore printing in response to an artist based on the theme of the world's oceans (J. M. W. Turner). Experiment with ways of achieving a clear print, which ways work best? They will experiment with different colours (which colours work |

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| | well?) Children evaluate their work and create their own printmaking piece using the skills they have developed. |
| End of topic expectations | Children will have investigated and used resist and relief printmaking materials and processes to communicate ideas. They will be able to say what they think and feel about their own and others' work and suggest ways of improving their own work. |
| Key vocabulary | Print, Rubbing, Smudge, Image, Reverse, Shapes, Surface, Pressure, Decoration, Cloth, Repeat, Rotate, Mono-print, Two-tone print. |

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| Year group | Three |
| Knowledge | I can talk about and compare the work of different artists and my own. I know about and explore work from other cultures and periods of time, begin to understand the viewpoints of others, know about different printing techniques and how they can be used to create simple pictures, talk about artists work. I can demonstrate an increasing knowledge of using different printing techniques which are recorded in my sketchbook such as relief printing, two/three colour printing and mono printing |
| Content | Explore examples of prints relating to topic (Ancient Egyptian Hieroglyphs) Use inspiration from previous examples to design own ideas, investigate different mono-printing techniques with own design, try printing with 3 colours, continuously evaluate and discuss own and others work through the learning and exploring process. |
| End of topic expectations | Children will produce work using different marks, produce monoprint designs on different surfaces. Children to reflect on and record what they have achieved and comment upon their own work and that of others. They will be able to adapt and improve their own work according to its purpose. They will understand the idea of repeat patterning. |
| Key vocabulary | Imprint, Impression, Mould, Monoprint, Background, Marbling, Surface, Absorb, Stencil, Negative image, Positive image. |

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| Year group | Four |
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| Knowledge | <p>Knowledge as year 3</p> <p>I can talk about and explore different styles and patterns which artists have used.</p> <p>I can explain art from other periods of history, demonstrating my ideas and comparisons within my sketchbook.</p> |
| Content | <p>Explore patterns relating to topic (Romans).</p> <p>Create a portrait using the mosaic technique as used during the Roman era, investigating different materials to create print collograph.</p> |
| End of topic expectations | <p>Children will produce mono-prints and Press Print to reflect the linear aspect of designs.</p> <p>Children can make a relief block, which focuses on shapes found in the studied designs, and use this for printing on a variety of surfaces to produce repeated pattern work.</p> <p>They will be able to discuss their own work and that of others and make improvements to their work as it progresses</p> |

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| Key vocabulary | <p>Linear, Manipulate, Block, Repeat, Collograph, Continuous, Cylinder.</p> |
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| Year group | <p>Five</p> |
| Knowledge | <p>I can discuss and review my own and others work, express my thoughts and feelings, and identify modifications/ changes and see how my work can be developed further.</p> <p>I can learn about, discuss and evaluate the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information, experiment with different styles which artists have used</p> <p>I can continue to investigate printing using a range of materials and techniques such as mono printing, using an overlay and overprinting.</p> |
| Content | <p>Explore, evaluate and reflect on prints from a range of artists, design own print, use methods of engraving to create printing block or pattern, Print and experiment with different colours and overlaying, continuously evaluate and reflect on own work and progress.</p> |
| End of topic expectations | <p>Children can produce three colour reduction prints and discuss, understand and record the process of printing, producing annotated examples of their work.</p> <p>They will be able to discuss what they and others have done and make improvements to their work.</p> <p>They will be able to combine previously learned processes and techniques.</p> <p>They will be able to research and discuss the work of printmakers and develop responses through their own work.</p> |

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| Key vocabulary | Monotype, Printing plate, Inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Pressure. |

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| Year group | Six |
| Knowledge | <p>Knowledge as Year 5.</p> <p>I can make a record about the styles and qualities of their work.</p> <p>I can say what my work is influenced by and what elements I have taken from the existing pieces.</p> <p>I can include technical aspects of artist's work in their own work.</p> |
| Content | Explore, evaluate and reflect on prints from a range of artists, design own print, use methods of engraving to create printing block or pattern, Print and experiment with different colours and overlaying, continuously evaluate and reflect on own work and progress. |
| End of topic expectations | <p>Children will be able to use their own drawings as a starting point for producing unique prints.</p> <p>They will be able to compare ideas and approaches in their own work and that of others and use this as a basis for further developments.</p> <p>Children will be able to record the processes and techniques that they have used and chart the development of their printmaking through annotated examples.</p> |
| Key vocabulary | Aesthetic, Pattern, Motif, Rotation, Reflection, Symmetrical, Repetition. Relief, Etching, Engraving, Indentation, Pressure. |