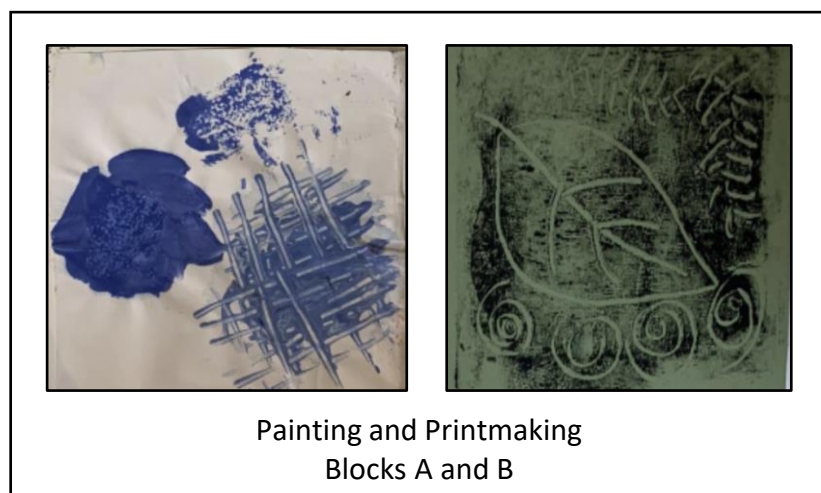


## Year 3 Art: Creative Response Painting and Printmaking – Block F

- This is a one-week block.
- This block is set in the context of the CUSP Art Festival.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Explanation of stimulus and reflection on the skills learnt	Response to stimulus and revisiting of skills	Applying knowledge, skills and techniques

At the end of this block, pupils will ...	
Know:	Be able to:
There are a series of steps in the creative process	Use knowledge of techniques and skills to make creative choices using painting and printmaking



In this block, pupils will have the opportunity to reflect on the processes they have learnt in previous ones. They will make choices based on this, to form part of a whole school collaborative artwork.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

# Point of reference: Y3 Painting and Printmaking – Block F

Pupils will be able to:

- use a range of painting techniques
- make a variety of printed marks



**Prior Learning**

- use mono printing and block printing techniques

## CUSP Connections:

This block is set in the context of the CUSP Arts Festival. Aesop's fable *The Bundle of Sticks* and its key message that '*in unity there is strength*' provides the stimulus for the work. Outcomes from this stand-alone project can be used as a school's contribution to the Arts Festival.

## Links to Literature:

*The Bundle of Sticks* by Aesop

## Materials:

Cartridge paper, A2 sugar paper (for Lesson 2), selection of colours of poster paint for the leaves in Lesson 3 (one colour per pupil in each group), printing ink (orange, yellow, white), poster paint (yellow, orange, white), pencils, cardstock, printing trays (or plastic lids), brayers or printing rollers, leaves (could be ironed between greaseproof or wax paper), paintbrushes, scissors

## Working Artistically

Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

# Point of explanation:

## Y3 Painting and Printmaking – Block F





Core Knowledge	Explanation
response	A response is an artistic or creative reaction to a stimulus such as music or other works of art.
reflect	To reflect means to think carefully and deeply about something.
collaboration	Collaboration refers to when pupils work together in order to produce or achieve something.

Vocabulary	Definition
preparation	the act or process of getting ready for something or making something ready
process	a series of things that are done in order to achieve a particular result
incubation	the second step in the creative process when ideas develop and grow

<b>Link to video:</b> <a href="https://vimeo.com/686194442/b224cf6bd6">https://vimeo.com/686194442/b224cf6bd6</a>
<ul style="list-style-type: none"> <li>• Explanation of the stimulus</li> <li>• Reflection on previously taught skills / techniques</li> <li>• Possible responses to the stimulus</li> </ul>





# Point of delivery:

## Y3 Painting and Printmaking – Block F

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>1. Painting and Printmaking (Blocks A and B)</p> <p>Impasto is the technique of applying paint so thickly that it stands out from the surface, creating texture</p> <p>Tonking is the technique of taking paint off (or blotting) a surface to reveal other marks</p> <p>Sgraffito is the techniques of scratching through a layer to reveal another</p> <p>A monoprint is a printed drawing where designs are scratched into a layer of ink and then a surface print taken</p>	<p>Explain and discuss the steps involved in the creative process:</p> <ul style="list-style-type: none"> <li>• preparation</li> <li>• incubation</li> <li>• illumination</li> <li>• evaluation</li> <li>• verification</li> </ul> <p>Use observations of natural objects as a stimulus for revisiting, practising and experimenting with monoprinting techniques</p> <p>Evaluate outcomes and compare with prints made earlier in the year</p>	<p>Introduce and discuss the steps involved in the creative process. It is the process by which we generate new ideas and nurture them.</p> <p><u>Preparation</u> This step requires the gathering of ideas and reflecting on what has been done before. We draw upon past experiences in our long-term memory to generate new ideas and plan how we will move forward to put these ideas into practice.</p> <p><u>Incubation</u> This step requires time for the ideas to develop and grow as we explore materials and mediums.</p> <p><u>Illumination</u> (lightbulb moments) Through practical activity and experimentation, results are achieved; some are expected and some provoke a feeling of surprise, awe and wonder.</p> <p><u>Evaluation</u> This step requires time for reflection on choices made and decisions taken. When looking back at the original stimulus and our initial plans, we might ask ourselves whether our outcomes align with original ideas. This process involves self reflection and receiving feedback from others.</p> <p><u>Verification</u> At this completion point we share our results with others.</p> <p>Give pupils the opportunity to look back on their work from Blocks A and B. What do they recall about these activities? Can they explain to others what they did and how the marks were made? Revisit and discuss the techniques of tonking, impasto and sgraffito. Can pupils recall these techniques? Can they explain them and find examples of each in their sketchbooks?</p> <p>Provide the necessary materials to enable pupils to explore the marks and effects that can be achieved using these techniques. Pupils could create a grid of eight rectangles to organise their experimental marks.</p> <p>For the second task, provide pupils with a range of leaves for them to observe closely. Prompt pupils to take time to describe the colours, details, markings and patterns they can see and encourage them to look carefully at both sides of the leaves, noting the shapes, textures and patterns. Pupils could use magnifiers to assist them in observing detail. Give pupils the opportunity to revisit the printing techniques taught in Block B and make monoprints of leaves by drawing shapes and details into paint or ink and taking a surface print.</p> <p>Encourage pupils to evaluate the results and compare them with the prints made earlier in the year. Finally, pupils complete Vocabulary Task 1.</p>	<p>Can recall and explain the five steps of the creative process</p> <p>Can explain and describe the painting and printing techniques they have used and state their preferences</p> <p>Can apply and develop previously taught techniques to create a variety of effects</p> <p>Can recall and follow a process to create a clear and detailed monoprint</p> <p>Can use technical language to describe methods, techniques and effects</p> <p>Can identify skills they have improved and those they need to work on</p>

# Point of delivery:

## Y3 Painting and Printmaking – Block F

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>2. An impressed stamp is a printing tool which can be made from a material such as clay</p> <p>Natural or man made objects can be pressed into a clay stamp to create patterns, shapes and texture</p> <p>An impressed stamp can be used to print from many times to create a repeated pattern or design</p>	<p>Make an impressed stamp based on observations of the shapes, textures and patterns of leaves</p> <p>Demonstrate understanding of the term <i>collaborative</i></p> <p><i>Collaborate</i> with others to create one piece of artwork using repeat printing techniques</p> <p>Follow set criteria to complete a piece of group artwork</p> <p>Evaluate results</p>	<p>Prior to this lesson, time will need to be allocated to allow each pupil to make their own impressed stamp from clay (refer to Lesson 3, Block B). Prompt pupils to refer to their leaf studies from Lesson 1 as a stimulus for their stamp designs. Allow the stamps to dry before beginning this lesson.</p> <p>Read the Aesop fable <i>The Bundle of Sticks</i> and introduce the key theme: ‘<b>In unity there is strength</b>’. Challenge pupils to explain the meaning of this proverb and give examples from their own experiences.</p> <p>Prompt pupils to look back at the printing techniques they learnt in Block B. What other techniques did they use besides monoprinting? Can pupils explain the processes involved? Can they use appropriate technical vocabulary when describing or explaining these processes?</p> <p>Organise pupils into groups of four. Provide one sheet of paper for each group and allocate one colour of paint to each pupil in the group. Instruct pupils to take turns to print with their stamp, using their allocated colour only. Emphasise to pupils that they must create concentric circles of repeated prints, radiating out from the centre of the paper.</p> <p>Once completed, discuss with pupils the advantages and disadvantages of working collaboratively. Use questioning to gather pupils’ views and feelings about this process and assess their ability to identify strengths, difficulties and potential solutions to those difficulties.</p> <p>Pupils could possibly repeat this activity but make up their own rules for where to apply their printed marks.</p>	<p>Can recall and apply repeat printing techniques using an impressed stamp</p> <p>Can apply paint evenly to the surface of the stamp to achieve a clear print</p> <p>Can consider the position of prints to maintain a regular pattern</p> <p>Can take turns and make compromises where necessary</p> <p>Can communicate ideas clearly and calmly to others</p> <p>Can give feedback sensitively and can receive feedback from others</p> <p>Can suggest ways in which techniques could be improved and how to make the group work together with greater harmony, patience and understanding</p>

### Questions for assessment

**What** is an impressed stamp?

**How** easy / difficult was it to work as a group?

**What** is the difference between printing and painting?

**Which** parts were easy / difficult?

**How** did you decide on the design of your stamp?

**Did** everyone contribute and take turns?





**How** did you make your stamp?

**What** would you do differently next time and **why**?

**How** could you improve the way you work as a team?

# Point of delivery:

## Y3 Painting and Printmaking – Block F

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>3. Marks and mediums can be combined to create texture</p> <p>Collaboration is working with others to complete a task or achieve a goal</p> <p>Secondary colours are colours made from mixing two primary colours</p> <p>A hue is a shade of colour</p>	<p>Apply knowledge of printmaking and painting techniques to a specific context</p> <p>Create pattern and texture using impasto, sgraffito and tonking</p> <p>Mix shades of colour</p> <p>Use an impressed stamp to make a number of well-defined prints</p> <p>Evaluate results</p>	<p>Explain to the pupils that they will each be creating leaves from hand cut-outs to contribute to a collaborative whole-school artwork.</p> <p>Show pupils how to trace around their hands accurately. These are then cut out as they will form the leaves of the tree.</p> <p>Challenge pupils to use a combination of painting techniques revisited in Lesson 1 to decorate their hand.</p> <p>Remind pupils how to mix secondary colours and instruct them to use shades of orange and yellow only.</p> <p>Pupils can then create a second hand, but this time using their printing block to create repeated marks and patterns. Again, remind pupils to use only orange and yellow hues.</p> <p>While these dry, pupils can paint and print on sugar paper (A2) using shades of brown to create a textured surface. (These will be used later to make the trunks and branches of the school tree.)</p> <p>Encourage pupils to share and evaluate their prints and paintings, using Vocabulary Task 2 to guide their discussion.</p>	<p>Can choose and use specific painting techniques to create desired effects</p> <p>Can explain choices</p> <p>Can use an impressed stamp to produce a number of consistently well-defined prints</p> <p>Can mix a range of colours and hues successfully</p> <p>Can identify strengths and areas for improvement in their own work</p>

### Questions for assessment

**Which** painting techniques did you choose and why?

**How** clear are your prints?

**What** is a hue?

**What** could you do to make your prints clearer?

**What** is a secondary colour? Give an example.

**How** did you create a textured surface for the tree bark?

**Which** painting technique is most effective at creating a textured effect?

**How** do you make shades of brown?

# Oracy and Vocabulary: Y3 Painting and Printmaking – Block F

## Task 1:

Order these adjectives according to their strength of meaning.

wipe	dab	rub	pat	scrape
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Exploration:



How many ways can you remove paint from a surface?

- What is the difference between a *blot* and a *rub*?
- What difference does it make if you *wipe* or *scrape* paint from a surface?
- Can you *scratch* paint off a surface using a pencil? What other tools or objects can you use? What effects do you achieve with different tools?



## Task 2:

Work with a partner to evaluate your painted and printed hands.



Explain which painting techniques you chose and why.



Explain some of the decisions you made about your printed hand.



Are you satisfied with the effects you have created using prints and paints?

Colour a face to indicate your feeling and explain to your partner why you feel this way.




What changes or improvements would you make to your work?





Write some sentences to explain any difficulties you faced and what you would do differently next time.




# Vocabulary: Y3 Painting and Printmaking – Block F

OWN-it	Analyse 
<p><b>Underline</b> the part of this word that means to <i>do again</i>.</p> <p style="text-align: center;">response</p>	
<p>Tick the noun.</p> <p><input type="checkbox"/> reflects</p> <p><input type="checkbox"/> reflection</p> <p><input type="checkbox"/> reflective</p>	
<p><b>Change</b> this word from the singular to the plural form.</p> <p style="text-align: center;">process - _____</p>	

KNOW-it	Define 				
<p><b>Tick</b> the correct definition of the word <i>incubation</i>.</p> <table border="1" style="width: 100%;"> <tr> <td>when ideas develop in the mind</td> <td><input type="checkbox"/></td> </tr> <tr> <td>when an idea suddenly comes to mind</td> <td><input type="checkbox"/></td> </tr> </table>		when ideas develop in the mind	<input type="checkbox"/>	when an idea suddenly comes to mind	<input type="checkbox"/>
when ideas develop in the mind	<input type="checkbox"/>				
when an idea suddenly comes to mind	<input type="checkbox"/>				
<p><b>Complete</b> this sentence.</p> <p>To reflect means to ...</p> <p>_____</p> <p>_____</p>					
<p><b>Write</b> a sentence to explain the meaning of the word <i>collaboration</i>.</p> <p>_____</p> <p>_____</p>					

LINK-it	Connect 				
<p><b>Write</b> one word that means the same as <i>process</i>.</p> <div style="border: 1px solid black; height: 50px; width: 100%;"></div>					
<p><b>Write</b> a synonym for the word <i>prepare</i>.</p> <div style="border: 1px solid black; height: 50px; width: 100%;"></div>					
<p>Tick the word that <u>does not</u> mean the same as <i>response</i>.</p> <table style="width: 100%;"> <tr> <td style="border: 1px solid black; padding: 5px;">question</td> <td><input type="checkbox"/></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">answer</td> <td><input type="checkbox"/></td> </tr> </table>		question	<input type="checkbox"/>	answer	<input type="checkbox"/>
question	<input type="checkbox"/>				
answer	<input type="checkbox"/>				

USE-it	Use in context 
<p><b>Use</b> the word <i>response</i> correctly in a sentence.</p> <p>_____</p> <p>_____</p>	
<p><b>Tick</b> the box if the word <i>incubation</i> has been used correctly in this sentence.</p> <p>After <i>incubation</i>, the eggs finally hatched.</p> <div style="text-align: right;"><input type="checkbox"/></div>	
<p><b>Complete</b> this sentence.</p> <p>Jamie explained the printing _____ which had several steps to follow.</p>	



# Exemplification:

## Y3 Painting and Printmaking – Block F



Revisit mark making with paint

Create impasto by thickening paint with flour

Practise the technique of sgraffito to produce textural effects

Use tonking as a method of removing areas of paint from a surface

Make monoprints of leaf patterns

Make an impressed stamp from clay

Pupils work with others and print from their stamps multiple times to create a radial design

Use different painting and printing techniques to cover the surface of hand templates

Mix and paint with shades of yellow and orange