

Term 3

Unit Overview: KS1 Art

Exploring the World Through Mono Print

<p><u>National Curriculum Links</u> Pupils should be taught to</p> <ul style="list-style-type: none"> ❖ to use a range of materials creatively to design and make products. ❖ To use drawing, painting, and sculpture to develop and share their ideas, experiences and imagination. ❖ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ❖ To know about the work of a range of artists, craft makers and, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p><u>Aims of pathway</u> This pathway aims to encourage children to explore the world around them through monoprint. How can we use line, mark, shape and colour to make imagery informed by our own perception of the world.</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ❖ When we make mono prints we use mark making to create one off prints. ❖ When we make mono prints we create an impression of a drawing. ❖ That we can generate playful narratives and inventions through drawing. ❖ That we understand that using a range of marks will generate different effects when creating mono prints. ❖ That we can create creative responses to different stimuli and make the work our own. 	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> ❖ Make monoprint inspired by animals. 	
<p><u>Substantive Knowledge.</u></p> <ul style="list-style-type: none"> ❖ Understand mono prints or mono types are prints made by drawing through an inked surface, transferring the marks on to another sheet. <p><u>Implicit Knowledge / Skills</u></p> <ul style="list-style-type: none"> ❖ Work with care and focus, enjoying making drawings which are unrushed. Explore quality of line, texture and shape. ❖ Make visual notes about artists studied. ❖ Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making. ❖ Explore the qualities of different media. ❖ Transfer the skills learnt in drawing and sketchbooks to mono print by making 	<p><u>Domains of knowledge:</u></p> <p><u>Practical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I can make drawings using photos from films as my source material. ❖ I can look closely guided by my teachers voice, and work in my sketchbook or on paper to make drawings using soft pencil or handwriting pen. ❖ I can look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size. <p><u>Theoretical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I can think carefully about which marks I will include in my drawing. 	<p><u>Artists</u> Xgaoc'o X'are, Leonardo Di Vinci.</p> <p><u>Cross Curricular Opportunities</u> English: Link to English by asking children to draw upon their own experience of narratives. Geography: Adapt to explore habitats, continents. Maths: Use language to develop understand of symmetry. Science: Animals, trees , materials. PSHE: peer discussion and collaboration.</p>	<p><u>Receptive Practical Knowledge</u></p> <p><u>Vocabulary</u> Pasuing, listening, reacting, thinking, considering, pressure, experiment, impressions, pattern, sequence, picture, image, shadow, ground, shape form.</p> <p><u>Medium and Materials</u> Graphite pencils, oil pastels, carbon paper.</p> <p><u>Techniques</u> Children will make drawings in their sketchbooks. Children will work on looking at the relationships between drawing, looking and mark making. Children will draw natural world objects and capture movement. Children to create their own monoprints.</p>

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monoprints using carbon copy paper (and or oil pastel prints), exploring the qualities of line.	<ul style="list-style-type: none"> ❖ I have seen what mono print is and have explored the work of an artist who uses mono print. I can share my thoughts on the artists' work. ❖ I can share my sketchbook work with the class and talk about what I like about my work. ❖ I can explore a theme and make mono prints using imagination to make my drawings personal. ❖ I have understood that through art, I can invent and discover. 		<u>Disciplines</u> Print making Drawing Collage.
<u>Prior learning</u> <u>EYFS: Understanding the world:</u> <ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials. <u>EYFS: Expressive Art & Design</u> <ul style="list-style-type: none"> - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Introduction to making simple prints using objects found around you. 	<u>Future application of skills</u> <u>UKS2:</u> <ul style="list-style-type: none"> ❖ Continue to develop understanding of printmaking of technical skills and as an opportunity to make art. ❖ Develop sophistication of use if line, shape colour as well as intention and creative decision making. 	<u>British Values</u> <ul style="list-style-type: none"> ❖ <u>Democracy</u>: Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer- assessment and encouraging students to support each other. ❖ <u>The rule of law</u>: Children follow the classroom rules, including rules for using and tidying equipment safely and correctly. ❖ <u>Individual liberty</u>: Children are able to express themselves through art and design. ❖ <u>Mutual respect</u>: Children are encouraged to look at art in different cultures and religions - Rangoli patterns, Myan art etc ❖ Art through other curriculum subjects respects all opinions eg What does Jesus look like? <u>Christian Values</u> <u>"Courage"</u> , the pioneering French artist Henri Matisse once insisted, "is essential to the artist, who has to look at everything as though he were seeing it for the first time." <u>Spirituality</u> : Ows, Wows, and Nows	

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		<p>Within Art there are many moments where children can pause and consider the wow of their work, the work of others and the natural world.</p> <p><u>Respect:</u> Being respectful towards others' artwork and appreciating work produced.</p>
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