

YEAR PLANNING

Class:

Term:

Subject: Art and DT

Unit: Carnival T-shirts and printmaking etc.

<p>Differentiation and support</p> <p>SEN: Support from more able partners in mixed ability work. Additional adult support.</p> <p>GT: Encourage further independent research and experimentation. Provide extension activities to apply their own knowledge and research.</p>	<p>Cross Curricular Mapping</p> <p>Citizenship:</p> <p>History:</p> <p>PSHCE:</p> <p>Drama</p>
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W	Learning objective	Teaching activities	Resources	Assessment: Success Criteria
1	(1 hour) To design a T-shirt based on a carnival theme.	<p>Intro: Introduce the topic and carnival themes with images, ppt and or videos of carnival T-shirts, bunting and flags etc. Ask the children to notice and choose one T-shirt or printed design to remember and describe. Think, pair, share with a partner. Create a class word and image bank on a white board with all their ideas</p> <p>Main: Write their name in their booklets. Draw and write 4 different potential designs onto the basic templates in their design booklets. Extension: develop characters for the 4 different designs.</p> <p>Plenary: Show your designs to your table group or partner and discuss which one would make the best printed image for the chosen theme and why.</p>	<p>Images, Ppt, videos EXT. actual backpack</p> <p>White board and pens Design booklets</p> <p>Drawing pencils and colouring pencils</p>	<p>MUST: Draw 4 different designs</p> <p>SHOULD: Show and differentiate between the different carnival themes and styles</p> <p>COULD: create a range of different characters.</p>
2	(1 hour) To learn how to make a variety of different prints.	<p>Intro: Show the children the range of printing techniques and materials that they have to make their prints. Ask the children to discuss in their table groups which designs and methods would work best for their group given the school theme and materials available.</p> <p>Main: Explore a number of printing techniques, starting with simple cut foam shapes to polystyrene or lino block prints and screen-prints. Using test strips and printing onto paper. Select one design to develop and draw in more detail in the work booklets. Extension: label the methods materials needed and make the print, first.... then.... finally</p> <p>Plenary: Discuss their findings and decide which printing process they will use and what they will print onto, i.e. flags, T shirts, or bunting etc.</p>	<p>Design Booklets</p> <p>Printmaking examples. Plastic to cover the tables Rollers and trays Foam sheets Lino Polystyrene blocks Silk screen Acrylic paints Sponges Ballpoint pens Scissors</p>	<p>MUST: have experimented with at least 2 different printing techniques</p> <p>SHOULD: develop one idea into a detailed print design.</p> <p>COULD: written a detailed planning sequence for how to make the print</p>

3	<p>(1 hour)</p> <p>To understand the reason why prints are made and what are the advantages and disadvantages of this process</p>	<p>Intro: Discuss the importance of planning when creating prints and maintaining a calm and clean working area. Ask if children understand how to make lettering or numbers in print. Think pair share back to the group.</p> <p>Main: Watch a demonstration how to register a print. Create a printing block or stencil and make a first print onto paper. Assess the success of the print and think. Pair share what they think could be improved to the print quality or image.</p> <p>Extension: Wash the block, make changes and make a second print in another colour or rotate the block to create a pattern.</p> <p>Plenary: Do they need to make any adjustments? If so how?</p>	<p>Design Booklets Fabric or clothes to be printed on. Printmaking examples. Plastic to cover the tables Rollers and trays Foam sheets Lino Polystyrene blocks Silk screen Acrylic paints Sponges Ballpoint pens Scissors</p>	<p>MUST: Make a printing block or stencil and a first paper print</p> <p>SHOULD: Make any necessary adjustments and make a second print onto the fabric</p> <p>COULD: Make 3rd print in another colour or rotating the block to create a pattern.</p>
4	<p>(1 hour)</p> <p>Learning how to develop their prints.</p>	<p>Intro: Discuss the work so far, Ask children to revisit their prints and make sure that the shapes they have made on paper are what they intended.</p> <p>Main: When they are happy with their printing method they can prepare the fabric support, using newsprint inside a T-shirt or underneath the flag/ bunting. Gently apply paint to the block with a sponge or roller and then place it onto the fabric and gently rub or roll to get an even print.</p> <p>Ext. Repeat the process by cleaning the block and changing the colour or overlaying or rotating the image to create a pattern</p> <p>Plenary Ask children if there is anything else that they would like to bring in to add to their printed costumes and bunting.</p>	<p>Design Booklets Fabric or clothes to be printed on. Printmaking examples. Plastic to cover the tables Rollers and trays Foam sheets Lino Polystyrene blocks Silk screen Acrylic paints Sponges Ballpoint pens Scissors</p>	<p>MUST: Make their first fabric print</p> <p>SHOULD: Be making a second fabric print</p> <p>COULD: Create different patterns or arrangements with their blocks.</p>

5	<p>(1 hour)</p> <p>Learning how to embellish and present their printed work in a carnival setting.</p>	<p>Intro: Revisit their printing so far. Think pair share about what else they think they could do or add.</p> <p>Main: Discuss how else they could extend their use of printing for a performance or procession. If the children have already made a T-shirt what else could they print as a group? Create a second fabric prints for the carnival theme. Children to prepare more fabric prints or add on materials in discussion with their group.</p> <p>Ext: Write a dance sequence for the wearers to act out in a procession/assembly</p> <p>Plenary: Look at each other's prints and discuss what is working and what is not. Ask do they need any more or less additions etc.?</p>	<p>Design Booklets Printing blocks and materials Feathers, pom poms, glue, Needle and thread, Fabric, sequins, ribbon, glitter etc.</p> <p>glue guns to be used with teachers support.</p>	<p>MUST: Discuss other uses for their printing blocks.</p> <p>SHOULD: Embellish their fabric T-shirts, flags or bunting</p> <p>COULD: Write a play/dance sequence for the wearer to act out</p>
6	<p>(1 hour)</p> <p>To evaluate the quality of their work</p> <p>To suggest and make improvements to their work</p>	<p>Intro: Explain that when designers and makers are finished, they evaluate what they have made. Ask the children to suggest what it means to evaluate their work Explain that evaluating our work means seeing what went well, what did not go so well and how we could improve things in the future. Ask children to compare and contrast the prints.</p> <p>Main: Read through the evaluation questions in the booklet and explain what each one is asking the children to think about Children to complete a series of questions to evaluate their work.</p> <p>Extension: Children to make improvements to their fabric prints, based on their evaluations</p> <p>Plenary: Ask children to discuss on their tables what problems and improvements they discovered in their evaluations. Were there any recurring / common problems? Ask children what else they would like to use these printmaking skills to create.</p>	<p>Design Booklets</p> <p>Cameras Pencils and crayons</p> <p>Printing blocks and materials</p>	<p>MUST: Finish their carnival backpacks</p> <p>SHOULD: Draw and evaluate their work</p> <p>COULD: Make changes and improvements.</p> <p>Document the children wearing the backpacks using film or photography</p>

