

A vibrant banner for 'Creative Chase' featuring a variety of art supplies like pencils, pens, brushes, and paint palettes scattered around a central blue-bordered box containing the text 'CREATIVE CHASE'.

## CREATIVE CHASE

# Creativity in the Classroom

## KS1 Printmaking, colour and collage

### About this Unit

This unit focuses on **colour, texture, pattern, and shape** through the engaging mediums of **printmaking and collage**. Pupils will explore how artists use colour to evoke mood and how different textures enhance visual art. The unit encourages experimentation with materials, encouraging creativity and an understanding of natural forms. Pupils will develop key skills in printmaking, collage, and drawing, linking directly to the KS1 National Curriculum objectives for art and design.

### National Curriculum Links

- Use a range of materials creatively to design and make products .
- Use drawing, painting, and sculpture to develop and share ideas, experiences, and imagination .
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.
- Know about the work of a range of artists, craft makers, and designers, describing differences and similarities and making links to their own work

#### Artist Inspiration:

· **Andy Warhol:** Known for his pop art and **repeat prints**, demonstrating how a design can be varied through colour .

· **Henri Matisse:** Celebrated for his **bold use of colour** and **cut-out collages**, emphasizing shape and composition .

· **Mark Hearld:** Inspires with his mixed-media collages, printmaking, and unique approach to nature themes

#### Theme

**Nature and Seasons:** Focusing on local flora and fauna, including animals, plants, wildlife, and natural landscapes.

### Tools and Materials

· **Printmaking:** Carbon paper, biros, water-based black ink, rollers.

· **Drawing & Colouring:** Pencils, oil pastels, Sharpie/Acrylic pens.

Collage: Scissors, gluesticks, masking tape.

Paper: Plain paper (A4, A3), tissue paper, recycled papers, brown paper, magazines, patterned papers.

# Resources/Imagery/Links

## Visual Inspiration:

- Images of plants, flowers, allotments, birds, and local areas of beauty (e.g., Cannock Chase). Artist work samples (Warhol, Matisse, Heard) for technique reference. - **Step-by-step Visuals:** Worksheets and demonstrations showing the process for tracing, carving Safeprint, and printing techniques.

## Digital Resources:

- Online galleries of featured artists; videos demonstrating printmaking and collage techniques . Google Slides presentations with instructions and visual examples .
- **Classroom Displays:** Showcase examples of artist work, pupil experiments, and finished pieces to inspire and reinforce learning.

## Implementation Tips:

- Encourage **sketchbook use** for planning, experimenting with mark-making, and recording observations of nature.
- Facilitate **peer sharing and reflection** through gallery walks and group discussions, encouraging pupils to articulate their artistic choices and discuss the work of others.
- Provide **adaptive teaching strategies:** for less confident pupils, offer simpler objects for printing or pre-drawn templates. For those at greater depth, challenge them to overlap prints or create more complex patterns.
- Emphasise **process over product** in early stages, encouraging experimentation with materials and techniques.

# Techniques/Process

- **Collage:** Cutting, tearing, and overlapping paper to create compositions. Exploring tactile textures within collage.
- **Relief printing:** Creating a 'plate' (e.g., from Safeprint or found objects) and understanding the relationship between the plate and the print.
- **Mono-printing:** Using a single print from a plate.
- **Repeat printing:** Creating multiple prints from one plate, exploring variations in colour and pressure .
- **Mark-making:** Using pencils, oil pastels, and pens to create varied lines, textures, and patterns on paper for collage or print preparation.
- **Colour exploration:** Understanding primary, secondary, complementary, and tonal colours, and their use in creating mood

# Weekly Lesson Plan

## Week 1: Introduction to Nature, Collage, and Henri Matisse

**Learning Focus:** Exploring nature's shapes, introduction to collage, and Henri Matisse's cut-outs. Understanding how colour choice influences mood.

### Activities:

- Discuss images of nature and look at Matisse's collages.
- Pupils create an A4 drawing focusing on simple nature-inspired shapes.
- Using a range of papers (block colour and patterned), pupils create a nature-inspired collage, considering colour palette (tonal, complementary, primary) and representing seasons using scissors and glue sticks. Introduce the work of Henri Matisse and collage. Ask the children to produce an A4 drawing focusing on simple shapes inspired by nature. This can be quite abstract in shape and the papers can be block colour as well as patterned. However, the children do need to consider their choice of colour palette and develop an understanding of the colours (tonal, complementary, primary etc) These could also represent a specific season.

**Differentiation:** Provide pre-cut shapes or simpler forms for some pupils. Encourage complex layering for others.

**Assessment:** Observe ability to simplify natural forms into shapes; evaluate colour choices and use of scissors/glue.

## Week 2: Developing Line Drawings for Printmaking

**Learning Focus:** Translating observational drawings into simplified line designs suitable for printmaking.

### Activities:

- Pupils divide an A4 sheet into four sections.
- Using provided natural images, pupils create various line drawings in each section, exploring different pencil/pen techniques to form ideas for their prints.

**Differentiation:** Provide tracing paper for support. Challenge advanced pupils to focus on intricate details or varied line weight.

**Assessment:** Review sketchbooks for variety and clarity of line drawings; assess readiness for print design.

## Week 3: Designing and Transferring Print Blocks

**Learning Focus:** Refining a chosen design and accurately transferring it onto a **Safeprint block**. Understanding the concept of a 'plate'.

### Activities:

- Pupils select one A5 design from Week 2. This can be a decorative design (intricate) or simple in single lines.
- Using carbon paper (shiny side down) and a biro, they trace their design onto an A5 piece of Safeprint..
- Once completed carefully remove the two pieces of paper then with a biro trace over the lines adding any further detail.

**Differentiation:** Pre-cut Safeprint blocks may be provided. For pupils needing more challenge, encourage more complex designs or consideration of positive/negative space.

**Assessment:** Observe precision in tracing; evaluate the depth and clarity of the etched lines on the Safeprint block.

## **Week 4: Andy Warhol, Colour, and Printing**

**Learning Focus:** Understanding repeat printing and how colour changes an artwork, inspired by Andy Warhol.

### **Activities:**

- Introduce Andy Warhol's use of repeat images and primary colours.
- Pupils carefully glue primary-coloured tissue paper onto larger paper as backgrounds.
- Set up printmaking stations with water-based black ink and rollers.
- Pupils work in small groups to print their Safeprint designs onto their tissue paper backgrounds, using one roller for ink and another for pressure.
- Pupils also create prints on plain A4 paper to observe different effects and, if time allows, on A3. This demonstrates repeat prints and the effect of background colour.

**Differentiation:** Pupils needing extra support can print with individual objects rather than their Safeprint block. Pupils at greater depth can be challenged to overlap prints and create patterns.

**Assessment:** Evaluate print quality, understanding of repetition, and creative use of colour.

## **Week 5: Mark-making, Mark Heard, and Preparing Collage Papers**

**Learning Focus:** Experimenting with mark-making techniques and creating personalised collage papers, inspired by Mark Heard.

### **Activities:**

- Introduce Mark Heard's collage work and use of textured papers.
- Using oil pastels and pens, pupils explore a range of mark-making techniques to prepare their own collage papers.
- Pupils sketch from images of nature and local landscapes to inform their final collage composition.

**Differentiation:** Provide examples of mark-making techniques. Encourage pupils to experiment with different pressures and tools.

**Assessment:** Assess variety and creativity of mark-making on prepared papers; evaluate initial sketches for composition and detail.

## **Week 6: Final Collage Creation and Reflection**

**Learning Focus:** Assembling and completing a layered collage using prepared papers, focusing on texture, layers, and colour.

### **Activities:**

- Using their prepared collage papers, pupils begin to work on their sketches from Week 5.
- Pupils can use tracing paper to achieve correct sizes for each piece. The emphasis is on layering, texture, and colour.
- Pupils may use fine liner pens to add details if desired.
- Class sharing and reflection session on the completed works.

**Differentiation:** Provide templates for cutting if needed. Encourage advanced pupils to incorporate more complex textures or intricate layering

**Assessment:** Final artwork assessment: evaluate composition, use of texture and layering, and effective use of colour. Pupils reflect on their creative process and artistic choices.

## Learning Outcomes

By the end of this 6-week unit, pupils will:

- Understand and apply techniques of collage (cutting, tearing, overlapping) and printmaking (relief, repeat printing).
- Confidently use a range of materials, including paper, paint, pastels, and pens, to create varied textures and patterns.
- Explore and articulate the use of colour to create mood and enhance artworks.
- Know about and be inspired by the work of Andy Warhol, Henri Matisse, and Mark Hearld, linking their techniques to their own creations.
- Develop observational drawing skills, translating natural forms into artistic designs.
- Use sketchbooks for planning, experimentation, and reflection.
- Appreciate how different media and techniques can be combined to communicate ideas and experiences.