



INTENT: What art and design do we want the children to remember/be able to do?

- Exploring and Developing Ideas – explore different mono printing techniques – lithography (line drawn designs etched onto printing plate) using different media (wax crayons/oil pastels/charcoal/pencil/carbon paper)
- Printing – produce a final piece depicting a local landmark – use carbon paper and colour (pencils/oil pastels) to emulate Klee's Cubism/Bauhaus style (blocks/2D shapes of colour with black edging)
- Evaluating and Deepening Work . Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

NC Programme of Study		Hook To Learning		Vocabulary	
- 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 designers, describing the differences and similarities between different practices and disciplines, and making links to their own work Year 2 – Printing - Learn different methods of printing such as relief printing or by etching into soft materials (intro into intaglio) - Print using simple materials, card, string, foam, textured materials and paper, clay, polyprinting etc, including manmade and natural printing tools. - Use printmaking as a means of drawing. - Create order, symmetry, irregularity, repeating patterns – overlapping, using two contrasting colours etc. - Identify the different forms printing takes: books, pictures, wallpaper, fabrics.		Intro to the work of Paul Klee. Paul Klee for Kids Narrated Digital Storybook ‘Taking a line for a walk’ Mister Maker’s Arty History: Paul Klee ZeeKay Junior Artist Spotlight - Artist/Artisans/Style Period  Paul Klee – 1879-1940 Swiss/German artist – began painting landscapes then later more abstract art Style Period – Cubism/Bauhaus – use of geometric shapes (link to Picasso portraits Y1) Famous pieces – Senecio, Fish Magic, Castle and Sun Background – started as a musician like his parents but switched to fine art as a teenager. Studied art in academies across Europe (not self-taught). Friends with another famous artist, Wassily Kandinsky. Klee produced over 9000 pieces in his lifetime. He suffered from scleroderma (a wasting disease) but still managed to draw and paint till late in his life. Other artists: Antony Gormley (local art), Wassily Kandinsky  Styles and Periods		Monoprint (single colour) Intaglio Print Print surface Pressure Line – curved/straight Shape/Form – 2D Colour – primary and Secondary Bright/bold Contrast Strong/feint Landscapes Abstract  komplementär kombiniert geschoben	
Prior Learning		Implementation – Printing, Craft and Design		Future Learning	
Children should: - Print using simple materials, card, string, foam and textured materials eg: lego blocks, string and other toys they can recognise themselves will create a print. - Create patterns and pictures by printing from objects using more than one colour - Develop impressed images with some added pencil or decorative detail. - Use equipment and media correctly to produce clean image.		- Who is Paul Klee? What is his style and technique? What emotions can you sense by the tones and colours? Children to annotate examples in books, class discussion; what can we see? Sketch simple Cubism/Bauhaus initial ideas. Process: Experiment with etching by using foil and wrapping it around cardboard/foam. Children to carefully etch into the foil and explore the patterns imprinted on the carboard/foam looking at shape, symmetry, irregularity, repeating patterns and overlapping. Effects/Visual Lang/Emotions: Practice lithography by using oil pastels and paper. Children to colour one side of the paper and then sketch a picture on the reverse side following Klee’s technique of using shape. Also experiment using wall paper/newspaper and evaluate which works best. Which material worked/did not work? Where oil pastels a good choice of media? Could you use something different? Colour Theory: Look at some of the work by Kandinsky. What is similar/different about his work compared to Klee’s. Do both artists use geometry and colour? Children to use scraper sets to scrape off the black surface to reveal colours underneath. Does this replicate Klee’s process of painting onto glass and letting it dry before etching into it. Materials and Techniques: How can we represent a landmark in our printing? Look at Antony Gormley and some of his famous sculptures including The Angle of The North. Is there any similarities in his work compared to Klee’s. How could we represent this landmark in a printing, thinking about shape, symmetry and patterns. Final piece: Print a picture of The Angel of The North.		Children will: - Develop their knowledge of Intaglio printing using engraved Styrofoam. - Recognise the recesses carry the ink and this is then transferred onto paper or fabric - Use relief and impressed printing processes. Ensure sketchbooks are used to record textures and patterns. - Discuss own work and that of other artists (packaging, Hiroshige, Escher). - Explores images through monoprinting on a variety of paper. - Explore colour mixing through overlapping colour prints deliberately.	
Golden Threads - Developing Schema Knowledge - Thinking like an artist – What did Klee do?					
Process	Colour Theory	Media/Materials & Techniques	Effects	Visual Language & Emotions	Impact:
 ‘Take a line for a walk’ exercise. Experimenting with etching – scratching into blackened glass	 Varied colour palettes – some bright colours and others more sombre (reflecting his mood during WWI and illness) Often used bright blocks of colour with contrasting dull/dark colours. Also feint colour use in some pieces.	  Intaglio – where the etched line holds/transfers the ink rather than the flat surfaces around the design. Oil, watercolour, oil pastels, ink and etchings. Canvas, burlap, muslin, cardboard, foil, wallpaper and newsprint.	 Dream-like and fantastical imagination. Light and dark, humour and danger.	  Calder Klee believed that colour had an emotional and spiritual effect on the viewer. His colour choices were often harmonious – balanced and serene. They represented his moods at different times of his life. Often includes mysterious shapes/symbols/figures that invite the viewer to ask questions.	Reflect on and Evaluate Final Piece End of unit final piece – self/peer/teacher evaluation - Vocabulary/definitions match - Retrieval – artist/style/colour theory/media/techniques - Brain Dump – personal thoughts - effects and visual language



Cirque Calder is an artistic rendering of a **circus** created by the **American** artist **Alexander Calder**. It involves wire models rigged to perform the various functions of the circus performers they represent, from contortionists to sword eaters to lion tamers. The models are composed of diverse materials, most notably wire and wood. During his time in Paris, Calder began improvising circus shows. During the performance, he would make comments in French.



How to make a Calder style counter balance mobile [Step into Wix Studio | The web platform for agencies and enterprises \(youtube.com\)](#)

[Top Find: Alexander Calder Mobile, ca. 1950 | Let's Celebrate! | ANTIQUES ROADSHOW | PBS \(youtube.com\)](#) one of his mobiles valued at 400,000 to 600,000 dollars

“Senecio” is a portrait of an old man, rendered in Klee’s distinctive geometric and abstract style. The use of simple shapes and bold colors creates a powerful and emotional representation of age and wisdom.



3. Fish Magic (1925)



Fish Magic

5. Castle and Sun (1928)

