











KS1 Spring 1 Art Knowledge Organiser 'Simple Printmaking'

What we will learn about – How can we create art using our bodies? How can I create a print using a plate?	Knowledge	Vocabulary
<ol style="list-style-type: none"> How can I make simple prints using my hands and feet? How can I explore my environment and take rubbings of textures I find? How can I push objects into plasticine to make prints? How can I cut shapes out of foam to make a block print? How can I make choices about colour, shape and line to make my prints interesting? Can I create my own symmetrical sequence print using my sketchbook? 	<ol style="list-style-type: none"> What does 'print' and 'printing' mean. Different body parts can be used to make prints. Know the names of primary colours. Prints can be overlayed over images. Know what a texture is. Objects in the environment have different textures. Know what a 'rubbing' is. Rubbings can be used to create pictures. Know what an impression is. Know materials that can be used to create an impression. Know how to create an impression using plasticine. Impressions can be created by cutting materials such as foam. Find out about pattern and repetition and how art can be created using these. Know that different lines, shapes and colours affect a print. Know what experimenting is and how artists use it. 	<div>  <p>print</p> </div> <div>  <p>overlayed</p> </div> <div>  <p>symmetrical</p> </div> <div>  <p>sequence</p> </div> <div>  <p>plasticine</p> </div> <div>  <p>foot print</p> </div> <div>  <p>rubbings</p> </div> <div>  <p>texture</p> </div> <div>  <p>block print</p> </div> <div>  <p>impression</p> </div>
Key Line of Enquiry	Key Facts	
That we can print from a plate. That there is a relationship between the plate and print (positive and negative images). That we can use print to create 'multiples'. That we can explore line, shape, colour, and texture to explore pattern, sequence, symmetry and intention.	This pathway invites children to explore the world about them to begin to understand the idea of "printing"	
Key Line of Enquiry		
Questions to ask the children <ul style="list-style-type: none"> •How might I display my "artwork"? Will it be at eye level? On some kind of plinth? Hung? •How do I feel about what I have made? How does it relate to the starting point? •How far did I come away from the initial starting point? •What do I like about it? Which parts of the process did I enjoy? Where did I feel lost? What did I discover? What did I enjoy? Are there clues for what's next? •What do other people think about what I have made? 		
What should I already know?		
How patterns are used in art.		