

SCREEN PRINTING

Key Stage 1

Screen Printing – Geometric Shapes

5 – 14 OUTCOME / AT1 AND AT2

5 – 14 STRANDS

Investigating and visually recording. Using media. Creating and designing.

RESOURCES

Printing table, screens (large and firm), squeegees, screen printing ink, Newsprint paper, assorted papers, pencils, fine line pens, a craft knife, cutting board, scissors, masking tape, paper towels, old newspapers.

MAIN ACTIVITY

The children should look at the cut paper work of French artist Henri Matisse. They should also draw geometric shapes. The children should then trace their drawings on to Newsprint and cut the stencil ready for printing. The images should be randomly placed and should fill the screen area. The images should then be printed. Use only one colour.

TEACHING POINTS

Children should print multiples of various shapes or multiples of the same shape. The first print is usually the best. Keep the printing area clean.

SUGGESTIONS FOR ASSESSMENT

Have the children learnt anything about shape and form? Did the children understand the printing process?

DEVELOPMENT AND CONTEXTUAL LINKS

Link art with maths – geometry. Study the work of Henri Matisse.

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Lines are open between 8.30am and 5pm, Monday - Friday.
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Key Stage 1

Screen Printing – Patterns

5 – 14 OUTCOME / AT1 AND AT2

Using materials, techniques, skills and media.

5 – 14 STRANDS

Investigating and visually recording. Using media. Creating and designing.

RESOURCES

Printing table, screens (large and firm), squeegees, screen printing inks, Newsprint paper, assorted papers, pencils, fine line pens, craft knife, cutting board, scissors, masking tape, paper towels, old newspapers.

MAIN ACTIVITY

The children should study the work of the artist Hundertwasser and Paul Klee. They should study the formal pattern and pattern making. They should then draw the environment, particularly looking at patterns, such as on buildings. Drawings should then be developed into an image for printing. The stencil should be cut from Newsprint, and then the pattern images printed. Use only one colour.

TEACHING POINTS

Children should study the visual element pattern. Remember that pattern can be random as well as linear. The first print is usually the best. Keep the printing area clean.

SUGGESTIONS FOR ASSESSMENT

Have the children learnt anything about pattern? Did the children understand the printing process?

DEVELOPMENT AND CONTEXTUAL LINKS

The children should print more than one colour. Children could look at the patterns used in other cultures, such as Native American culture and Japanese culture.

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Key Stage 2

Screen Printing – Animals

5 – 14 OUTCOME / AT1 AND AT2

5 – 14 STRANDS

Investigating and visually recording. Using media. Creating and designing.

RESOURCES

Printing table, screens (large and firm), squeegees, screen printing inks, Newsprint paper, assorted papers, pencils, fine line pens, craft knife, cutting board, scissors, masking tape, paper towels, old newspapers.

MAIN ACTIVITY

Using collected photographs of animals, children should draw images of animals such as monkeys, giraffes, dolphins, birds and fish. The drawings should then be simplified to very basic shapes and outlines. Three colours are to be used so three stencils will be required to be cut out. Each stencil should be a different coloured part of the animal. Children should then cut the stencils and print.

TEACHING POINTS

The children will use a variety of ways of recording researching animal sources. Use separate screens or clean dry screens for each colour. Do not print subsequent colours on top of wet prints.

SUGGESTIONS FOR ASSESSMENT

Children should show some skill in research and development of a simplified animal shape. Children should understand the printing process used.

DEVELOPMENT AND CONTEXTUAL LINKS

The children should print an image on to a T-shirt. Children could also study the work of French artist Henri Rousseau.

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Key Stage 2

Screen Printing – Artist's Style

5 – 14 OUTCOME / AT1 AND AT2

5 – 14 STRANDS

Investigating and visually recording. Using media. Creating and designing. Observing. Reflecting. Responding.

RESOURCES

Printing table, screens (large and firm), squeegees, screen printing ink, Newsprint paper, assorted papers, pencils, fine line pens, craft knife, cutting board, scissors, masking tape, paper towels, old newspapers.

MAIN ACTIVITY

Design brief: Design a T-shirt motif that reflects the style of a famous artist.

The children should study the work of various artists and then focus on one artist to study in depth, for example Picasso or Van Gogh. Careful study of the artists' 'trademark' styles are important and should be used, such as Van Gogh's swirls. The children should then make original drawings of their own, maybe their house or a still life. This should then be developed into a motif in a style of the child's chosen artist. Then stencils should be cut and the design printed on to a T-shirt.

TEACHING POINTS

The design process should be used. When printing a T-shirt, place a sheet of sugar paper between the front and back. Artists that would be appropriate for study could include Van Gogh, Picasso, Cezanne, Kandinsky, Warhol, Klimt, Klee, Hundertwasser.

SUGGESTIONS FOR ASSESSMENT

Children should show use of the design process. Children should display knowledge of an artist's style. Good practice when printing should be shown.

DEVELOPMENT AND CONTEXTUAL LINKS

The print could also be used as a graphic for another project.

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