

TOPIC	NATIONAL CURRICULUM
PRINTING	Use a range of materials creatively to design and make repeating printed patterns. Develop printing techniques exploring texture, pattern, line, and shape. Learn about famous artists and designers (Althea McNish, Andy Warhol, M.C. Escher, Paul Klee).
VOCABULARY	Print, repeating pattern, mono-printing, pressure, printing ink, roller, palette, block, stencil, texture, press print, Althea McNish, Andy Warhol.
POSSIBLE VISIT OR EXPERIENCE	A visit to a local printmaking workshop or textile studio. A pattern-hunting walk around the school grounds to document natural and man-made repeating patterns.
PRIOR LEARNING	EYFS Creating simple prints with paint using hands, sponges, and everyday objects. Exploring printing techniques inspired by storybook art (e.g., Eric Carle).

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LEARNING OBJECTIVES AND CONCEPT	Patterns in Art and Environment To recognize repeating patterns in the environment and artwork by famous artists.	Printing with Hard and Soft Materials To experiment with printing using a range of hard and soft materials.	Introduction to Mono-Printing To create simple mono-prints using ink rollers and stencils.	Designing a Printing Block To design and carve a simple printing block using press print.	Final Piece — Repeating Pattern Print To build a repeating pattern print using one or two ink colours.	To critique personal printed outcomes and suggest improvements.
ACTIVITY	Study Caribbean-inspired textile designs by Althea McNish and pop art prints by Andy Warhol. Identify repeating patterns and discuss likes/dislikes. Record pattern rubbings and sketches in sketchbooks.	Use rollers to roll printing ink onto hard and soft found objects (plastic mesh, corrugated card, sponges, bubble wrap). Print test grids in sketchbooks to explore texture transfer.	Roll a thin layer of printing ink onto smooth palettes. Place paper over the inked palette and draw directly onto the back, or place paper stencils onto the ink to create mono-prints.	Draw a simple leaf or animal-inspired motif in sketchbooks. Transfer the design onto a press-print foam tile, using a dull pencil to indent lines and textures into the foam surface.	Roll ink evenly onto the engraved press-print tile. Print the tile repeatedly onto paper or fabric (e.g., paper wrapping paper or a printed book bag), experimenting with regular placement and alternating colours.	Display completed prints. Evaluate the alignment of patterns, ink coverage, and clarity of texture. Complete target-based self-assessment sheets.

ASSESSMENT	Teacher observation of block construction and printing techniques, combined with self-assessment against target rubrics.
INCLUSION & ADAPTATION	• Pre-cut foam tiles into manageable sizes. • Use easy-grip foam rollers and non-slip mats for pupils with fine motor difficulties.
GREATER DEPTH	Pupils accurately apply two-colour ink overlays or rotate their printing block precisely to create multi-layered tessellated patterns.
RESOURCES	Water-based printing inks, plastic ink rollers (brayers), printing palettes/trays. Press-print foam tiles, dull pencils or wooden sticks for engraving. Stamping items: sponges, plastic mesh, corrugated card, stencils, bubble wrap, leaves. Cartridge paper, sugar paper, tote bags or fabric squares.