

Dereham Church Infant and Nursery School- Art

	Year group: Reception	Area/topic: Drawing
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects (Three – Four)</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details (Three – Four)</p> <p>Use drawing to represent movement or loud noises (Three – Four)</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc (Three – Four)</p> <p>Explore colour and colour mixing (Three – Four)</p>	

Prior learning	Future learning
<p>Children have had experience in the Nursery year of drawing following guided tutorials on Get Squiggling.</p> <p>Children have had the opportunities to discuss and explain their mark making.</p> <p>Children have been given the experience of drawing for a purpose.</p> <p>Children have been introduced to the work of some artists and have begun to discuss what they like and dislike on a basic level using a thumbs up and thumbs down.</p>	<p>Children will continue to mix drawing and colours to create purposeful outcomes.</p> <p>Children will begin to draw finer details to their drawings (such as eyebrows and eyelashes).</p> <p>Children will be introduced to size and scale to create proportionate drawings.</p>

Children have experienced drawing themselves.

What pupils need to know or do to be secure

Key knowledge and skills

Possible evidence

Begin to use a variety of drawing tools, e.g. finger, stick, coloured pencils

This can be done through experimentation; children can comment on what they think might be best in different scenarios. For example creating a face I could use my finger to create hair for the top but pencils for the the facial details.

Investigate different lines, e.g. thick, thin, wavy, straight.

Children to have the opportunity to use different thicknesses for drawing. This could be used to draw the same thing over the course of the half term but children explain again which one they think is most appropriate and why.

Explore different textures and experiment with mark making.

Children to use the different thicknesses of drawing tools to experiment and create a portrait of a friend. Children decide independently which is best to use from the experimentation earlier in the half term.

Encourage visual awareness of colour, line and shape in their own environment.

Children to use observational skills of what they are drawing.

Children to understand that if we are drawing a friend they are looking with their own eyes at the person but if they are doing a self portrait they may use a mirror.

Children to draw a somewhat detailed image of a friend in the classroom.

Children to explain and describe some of the details that they have include 'They have blue eyes'.

Get Squiggling will be introduced to follow a guided tutorial - children might begin to colour what they have drawn in these sessions and name the colours.

Key vocabulary		
<p>Thick Thin Wavy Straight Texture Features Tools</p>		
Common misconceptions	Books linking to this area	
<p>Children might think a tool is something used for construction.</p> <p>Children might not understand different thickness or recognise when to use them.</p>	<p>Little People Big Dreams: Andy Warhol</p>	
Memorable first hand experiences	Opportunities for communication	
<p>Drawing a friend - having it photographed and printed x4 to a page for children to draw and paint over the top in an Andy Warhol style.</p>	<p>Children will begin to develop talking about an artist work, what colours they see, what they like/dislike about the work.</p> <p>How does this work make you feel?</p> <p>How is your work like the artists?</p> <p>What features have you used when drawing a picture of your friend?</p>	

DCINS Reasonable adjustments for pupils with SEND

<i>Communication and Interaction</i>	<i>Cognition and Learning</i>
<p><i>Visual aids</i> <i>Modelling - through the use of visualiser or 1:1</i> <i>Simple instructions</i> <i>Use of WAGOLL</i> <i>Pre-teaching vocabulary</i> <i>Coloured paper</i></p>	<p><i>Repetition of skills</i> <i>Photo examples</i> <i>Check understanding regularly</i> <i>Artist work on the table, stuck into their books, stuck onto learning boards</i> <i>Verbal responses being scribed by adults</i> <i>Large scale if fine motor is a barrier</i></p>
<i>Social, Emotional and Mental health</i>	<i>Sensory and Physical</i>
<p><i>Allow access to a quiet area</i> <i>Give them a special role to boost their self-esteem</i> <i>Seat pupil with more confident friend - talking partners</i> <i>Now and next board</i> <i>Sand timer</i> <i>Step by step guides with visuals/pictures/photos</i></p>	<p><i>Chunky crayons/paintbrushes</i> <i>A range of tools/scissors</i> <i>Gloves for sensory issues</i> <i>Explore new materials</i> <i>Carpet space position</i> <i>Reduce background noise</i> <i>Mixing and painting with body parts</i></p>