


Dereham Church Infant and Nursery School- Art

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|  | <p>Year group: 1</p> | <p>Area/topic: Pattern</p> |
| <p>(Objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> ♣ 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 ♣ 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. | | |

| Prior learning | Future learning |
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| <p>Children have been taught to recognise patterns in their indoor and outdoor environments.</p> <p>Children have looked at patterns within nature looking at patterns of the natural world and animals.</p> | <p>Children will learn to mix patterns and apply patterns to different mediums such as clay as well as 2D pieces.</p> |

| What pupils need to know or do to be secure | |
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| Key knowledge and skills | Possible evidence |
| <p>Pattern hunting within fruits and vegetables children to progress from the EYFS by continuing to create rubbings this time using different tools to create the rubbings and comment upon the amount of detail obtained from the object through the rubbing. Children to notice patterns within their environments from human and physical features and understand that these contribute to the texture and feeling of the object. To be done through printing of fruits and vegetables and then commenting on patterns they can see, lines, dots, swirls etc.</p> <p>Construction of images using fruits and vegetables.</p> <p>Children able to explain why they have used blueberries for eyes and beansprouts for hair.</p> <p>Children to understand the technique of layering to create an image with detail using non-artist materials.</p> | <p>Children to use fruits and vegetables to create a portrait or picture (e.g. flower or tree) in the style of the artist.</p> |

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| <p style="text-align: center;"><i>Key vocabulary</i></p> <p><i>Overlapping</i> <i>Rubbing</i> <i>Printing</i> <i>Patterns</i></p> | <p><i>Children to print and make rubbings of fruits and vegetables to discuss the patterns that they find.</i></p> |
| <p><i>Common misconceptions</i></p> <p><i>Children might not understand the difference of things that are manmade and natural. E.g. they might want to create a pattern from a bench because it is found outside.</i></p> <p><i>Children may not understand that art can be created using fruits and vegetables.</i></p> | <p><i>Books linking to this area</i></p> <p><i>Little people big dreams Georgia O'Keeffe</i></p> <p><i>Nature is an artist</i></p> |
| <p><i>Memorable first hand experiences</i></p> <p><i>Children to use fruits and vegetables that they would usually eat to create pictures linking to the focus artist.</i></p> | <p><i>Opportunities for communication</i></p> <p><i>Children to talk about the patterns that they can see (e.g. lines on a carrot, dots from the seeds on the strawberry).</i></p> <p><i>Children to communicate and explain what they have used and for what purpose within their artwork.</i></p> |

DCINS Reasonable adjustments for pupils with SEND

| <i>Communication and Interaction</i> | <i>Cognition and Learning</i> |
|--|---|
| <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> | <i>Repetition of skills</i> <i>Photo examples</i> <i>Check understanding regularly</i> <i>Artist work on the table, stuck into their books,</i> <i>stuck onto learning boards</i> <i>Verbal responses being scribed by adults</i> <i>Large scale if fine motor is a barrier</i> |

Social, Emotional and Mental health

Allow access to a quiet area
Give them a special role to boost their self-esteem
Seat pupil with more confident friend - talking partners
Now and next board
Sand timer
Step by step guides with visuals/pictures/photos

Sensory and Physical

Chunky crayons/paintbrushes
A range of tools/scissors
Gloves for sensory issues
Explore new materials
Carpet space position
Reduce background noise
Mixing and painting with body parts