

Dereham Church Infant and Nursery School- Art

	<p>Year group: Nursery</p>	<p>Area/topic: Drawing and Mark Making</p>
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face. (Birth – Three)</p> <p>Start to make marks intentionally (Birth – Three)</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools (Birth – Three)</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (Birth – Three)</p>	

<p><i>Prior learning</i></p>	<p><i>Future learning</i></p>
<p>Children will have experimented with basic mark making.</p>	<p>Children will be able to give reason to their mark making.</p> <p>Children will be able to make conscious decisions over the shapes that they use to mark make.</p> <p>Children will be able to identify basic features within their drawings.</p> <p>Children will be able to explain in basic form what they have drawn.</p>

What pupils need to know or do to be secure

Key knowledge and skills

Start to make marks intentionally.

Offer a wide range of different materials and encourage children to make marks in different ways.

Provide the children with card, cardboard, felt, paper, coloured paper, tissue paper.

Children will be able to show a preference of what hand they will hold a tool with.

Children will be able to show that they can hold a tool with an appropriate grip.

Create closed shapes with continuous lines and begin to use these shapes to represent objects

Possible evidence

Children will draw a picture of themselves and explain what features they have.

Get Squiggling will be introduced to follow a guided tutorial.

Key vocabulary

Pencil

Paper

Pens

Whiteboards

Coloured paper

Card

Hand

Shapes

Object	
<p><i>Common misconceptions</i></p> <p>Children may not know what hand is their preferred hand to use when drawing and mark making.</p> <p>Some children may not want to use a fine pencil but will need a thicker medium such as a thick paintbrush or thick chalk or thick pen.</p> <p>Children might not know the features of their face yet.</p>	<p><i>Books linking to this area</i></p> <p>My first shapes. Board Book</p> <p>My face book. Board Book.</p>
<p><i>Memorable first hand experiences</i></p> <p>Drawing inside under the tables, on easels, coloured paper, large paper across the floor for collaborative mark making.</p> <p>Drawing outside on walls, floors, clipboards with paper and a variety of tools such as pencils, pens and chalks.</p>	<p><i>Opportunities for communication</i></p> <p>Children will begin to on a basic level describe what they have drawn in their mark making ('This is my face.')</p> <p>Children will begin to on a basic level talk about what tool they have used 'pencil'.</p>

DCINS Reasonable adjustments for pupils with SEND

<p><i>Communication and Interaction</i></p> <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>Cognition and Learning</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>
<p><i>Social, Emotional and Mental health</i></p> <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>Sensory and Physical</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>