

Dereham Church Infant and Nursery School- Art

	Year group: 1	Area/topic: Printing
<p><i>(Objectives from NC/ELG/Development matters)</i></p> <ul style="list-style-type: none"> ♣ <i>to use a range of materials creatively to design and make products</i> ♣ <i>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> ♣ <i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> ♣ <i>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.</i> 		

<i>Prior learning</i>	<i>Future learning</i>
<p><i>Children in the EYFS have been taught to print using different materials such as sponges and foods to make patterns.</i></p>	<p><i>Children will learn to overlap patterns for a desired outcome and mix media piece.</i></p>

<i>What pupils need to know or do to be secure</i>	
<i>Key knowledge and skills</i>	<i>Possible evidence</i>
<p><i>Create patterns and pictures by printing from objects using more than one colour.</i> <i>Children can add the secondary colour to develop from EYFS.</i></p> <p><i>Develop printing pictures with some added pencil or decorative detail.(building upon the statement above).</i></p> <p><i>Begin to think of their own designs for a repeating pattern based upon an artist or style introduced to them.</i></p>	<p><i>Children to experiment with overlapping different textures patterns (wallpaper etc, printings of William Morris artwork) to create new pieces inspired by the artist.</i></p>

<i>Key vocabulary</i>		<i>Children to spend a series of lessons developing and creating a detailed and intricate piece of patterned artwork.</i>
<i>Secondary colour</i> <i>Overlapping</i> <i>Decorative</i> <i>Detail</i> <i>Repeating pattern</i> <i>Intricate</i>		
<i>Common misconceptions</i>		<i>Books linking to this area</i>
<i>Children might not understand that a secondary colour means more than one colour.</i> <i>The words intricate and decorative will be new to the children.</i>		<i>Over the rainbow - Rachel Davis</i>
<i>Memorable first hand experiences</i>		<i>Opportunities for communication</i>
<i>Cutting and sticking of patterns to create their own, experimentation of looking and replacing.</i>		<i>Children to verbally discuss what they think of the artists work alongside critically explaining and speaking in detail about their own work.</i>

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>