


## Dereham Church Infant and Nursery School- Art

	Year group: 2	Area/topic: Form
<p><i>(Objectives from NC/ELG/Development matters).</i></p> <ul style="list-style-type: none"> <li>✦ <i>to use a range of materials creatively to design and make products</i></li> <li>✦ <i>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i></li> <li>✦ <i>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i></li> <li>✦ <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></li> </ul>		

Prior learning	Future learning
<p><i>Children have been given the opportunities to colour mix through exploration and for basic purposes.</i></p> <p><i>Children can name the basic primary and secondary colours.</i></p>	<p><i>Children will be able to apply the skills of creating hues and shades of colours for art pieces in the future independently and with ease.</i></p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p><i>Begin to describe colours by objects, e.g. raspberry red.</i></p> <p><i>Confidently link colour to emotions and comment on why they might have been used.</i></p> <p><i>Make as many tones of one colour as possible using primary colours and white.</i></p>	<p><i>Children to spend several sessions creating something in response to the linked artist.</i></p> <p><i>They should continue to add and change an original</i></p>

<p>Darken colours without using black.</p> <p>Children to understand that water and paint can make hues of colours and can be used to blend and merge colours together for a specific outcome (such as backgrounds, skies, water).</p>	<p>piece of art work as opposed to starting a new piece.</p>
<p style="text-align: center;">Key vocabulary</p> <p>Post impressionism  Pointillism  Colour descriptions  Tones  Emotions  Hues  Blend/merge</p>	
<p><b>Common misconceptions</b></p> <p>Children may not have the adjective ability to describe coloured.</p>	<p><b>Books linking to this area</b></p> <p>Remixed - Arree Chung</p> <p>How to catch a rainbow</p>
<p><b>Memorable first hand experiences</b></p> <p>Children will be given the opportunities to colour mix and experiment with the use of water. This could be done large scale on a small patch of the playground first.</p>	<p><b>Opportunities for communication</b></p> <p>Children to discuss the shade and hue of colour they have created.</p> <p>Children to discuss the process of creating a specific colour and explaining how and why they will use it for a certain area of their final piece.</p>

Or grinding chalks and mixing with water to create their own paint.

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction

Visual aids  
Modelling - through the use of visualiser or 1:1  
Simple instructions  
Use of WAGOLL  
Pre-teaching vocabulary  
Coloured paper

Cognition and Learning

Repetition of skills  
Photo examples  
Check understanding regularly  
Artist work on the table, stuck into their books, stuck onto learning boards  
Verbal responses being scribed by adults  
Large scale if fine motor is a barrier

*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*