

Dereham Church Infant and Nursery School- Art

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|  | <p>Year group: Nursery</p> | <p>Area/topic: Colour Mixing</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> |
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| <p>Children have begun to experiment with mark making.</p> <p>They are able to on a basic level describe and explain what they have drawn.</p> <p>They are able to on a basic level explain what tool they have used.</p> | <p>Children will be able to mix mediums and draw something to be cut out.</p> <p>Children will be able to mix mediums and draw and then colour what they have drawn.</p> <p>Children will be able to notice colours in their indoor and outdoor learning environments.</p> <p>Children will be able to name the primary colours and some basic secondary colours.</p> |

What pupils need to know or do to be secure

Key knowledge and skills

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

- introduce colour names

Red, blue, yellow, green on a simple level.

Pink, purple, black, white, grey to enhance further.

- place hands and feet in paint

Children to have the sensory experience of using their bodies to apply paint to paper, or cardboard on large and small scales.

Explore colour and colour mixing.

Help them to explore and refine their colour mixing - for example: "How does blue become green?"

Possible evidence

Children will be able to mix colours in a pot and apply to paper.

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

- Colour
- Red
- Blue
- Yellow
- Green
- Purple
- Orange
- Black
- White
- Mixing

| <i>Common misconceptions</i> | <i>Books linking to this area</i> |
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| <p><i>Children might not be able to recognise colours.</i></p> <p><i>Children might not be able to name colours.</i></p> <p><i>Children might be colour blind.</i></p> <p><i>Children might not have experience of colours.</i></p> | <p><i>Colours. Board Book.</i></p> |
| <i>Memorable first hand experiences</i> | <i>Opportunities for communication</i> |
| <p><i>Children using their bodies to paint, hands, feet, fingers.</i></p> <p><i>Children to mix colours with their hands in a pot, adding more colours to change the outcome.</i></p> | <p><i>Children to point and say the colour of something.</i></p> <p><i>Children to explain their favourite colour.</i></p> |

DCINS Reasonable adjustments for pupils with SEND

| <i>Communication and Interaction</i> | <i>Cognition and Learning</i> |
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| <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> |