

Dereham Church Infant and Nursery School- Art

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

Prior learning	Future learning
<p>*children will have felt different textures within the art world from paint, to different thicknesses of paper.</p> <p>*children would have also had experiences of touching different textures within their learning environment</p>	<p>*children will be able to notice artistic textures within their learning environment.</p> <p>*children will be able to attempt to draw textures such as fur on an animal or hair on a person.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Provide children with:</p> <p>offcuts of fabrics and materials with different textures.</p>	

Provide appropriate tools and joining methods for the materials offered.
glue and masking tape for sticking pieces of scrap materials

Children will be given the opportunity to overlap and overlay the textures that they have created.
This doesn't have to create something that is recognisable.

*children to try printing with different textures.
*children to try to draw different textures
*children to point out different textures within their learning environment.

Key vocabulary

Textures
Ripping
Tearing
Adhesives
Such as glue (pritt, PVA), sellotape, masking tape.

Common misconceptions

*children may mistake some faux materials and textures for real.
*children must understand not to cut and chop things for their textures.

Books linking to this area

I'm not just a scribble

Memorable first hand experiences

*children to first explore feeling the different materials.
*then explore printing with the materials.
*finally explore trying to draw the materials.

Opportunities for communication

*children to describe how they have created the textures that they have created.
*children to discuss what the texture reminds them of.

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>