

Dereham Church Infant and Nursery School- Art

	Year group: Reception	Area/topic: Pattern
	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)	
	Create closed shapes with continuous lines, and begin to use these shapes to represent objects (Three – Four)	
	Draw with increasing complexity and detail, such as representing a face with a circle and including details (Three – Four)	
	Use drawing to represent movement or loud noises (Three – Four)	
	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc (Three – Four)	
	Explore colour and colour mixing (Three – Four)	
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)		
Share their creations, explaining the process they have used. (ELG)		

Prior learning	Future learning
<ul style="list-style-type: none"> *in Nursery the children would have experienced patterns through their mark making. *through specific cutting patterns *as well as in textures that they have explored. 	<ul style="list-style-type: none"> *children will begin to combine patterns for a purpose *children will begin to manipulate patterns alongside shapes etc to create detailed final pieces.

What pupils need to know or do to be secure

Key knowledge and skills	Possible evidence
<p>Create own repeating patterns using concrete objects in the environment (colour, shapes, natural resources to link to the artist of this half term).</p> <p>Notice patterns within artwork or environments and attempt to remake irregular painting patterns based on real life e.g. tiger stripes, or giraffe spots. Children to use a variety of art tools that they have already come across this year (different thicknesses of pencils or drawing tools and colour mixing).</p> <p>Make rubbings showing a range of textures and patterns. Children to comment upon the textures and understand they can press a piece of paper against a natural material (i.e. a leaf or a tree) and rub with a crayon to create a realistic pattern.</p> <p>Take a print from an object e.g. leaf, hand, food, bark etc. to create repeating patterns with realistic patterns. Children to comment upon how much of the pattern has come through from the original object. Children to also be given the opportunities to add finer details to the patterns they have created using the drawing tools introduced in the first half term (continuing to experiment and look for thickness and thinness required).</p> <p>Print onto a range of textures e.g. newspaper, plain paper, coloured paper, felt, clay etc. Children to experiment with printing the same pattern onto different backgrounds and commenting on which they think is most appropriate and which one they like the outcome most of and why.</p>	<p>Children to be given the experience to identify what they would like to take textures from and begin to decide on what artistic tool they might like to use to be able to do this as well as what background they might also want to print on.</p>
Key vocabulary	
<p>Repeating patterns</p> <p>Environment</p> <p>Irregular patterns</p> <p>Realistic</p> <p>Rubbings</p> <p>Drawing tools</p> <p>Backgrounds</p>	
Common misconceptions	Books linking to this area
<p>*children may not understand that to rub along something they would need a raised surface.</p>	<p>The Dot</p>

*children will need to be able to identify which tool (pen, pencil, crayon) is the most effective to use. This might be with support from an adult.

Memorable first hand experiences

*children to take the majority of this learning outside into the outdoor learning environment.

Opportunities for communication

*children to discuss what they can feel.
*children to discuss what process they need to take to be able to create a pattern/print.
*children to comment on how they have merged patterns together.

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>