


Dereham Church Infant and Nursery School- Art

	<p>Year group: Year 1</p>	<p>Area/topic: Colour</p>
<p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Through recap and discussion ensure children know the names of primary and secondary colours with confidence.</p> <p>Ensure that children know how to make the secondary colours and they can recall what colours need to be mixed.</p> <p>Find collections of colour (different shades) differentiate by using light/dark to compare shades within the same colour.</p> <p>Children to understand that using white will lighten a colour when mixing and black will darken a colour when mixing.</p> <p>Know colours can be mixed to match real life objects and understand how to create this realistically using paints.</p> <p>Relief printing - string, card etc.</p>		

Prior learning	Future learning
<p>Children have learnt to colour mix in previous years.</p>	<p>Children will begin to colour mix to make realistic colours that will compliment their art work.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Through recap and discussion ensure children know the names of primary and secondary colours with confidence.</p> <p>Ensure that children know how to make the secondary colours and they can recall what colours need to be mixed.</p> <p>Find collections of colour (different shades) differentiate by using light/dark to compare shades within the same colour.</p> <p>Children to understand that using white will lighten a colour when mixing and black will darken a colour when mixing.</p> <p>Know colours can be mixed to match real life objects and understand how to create this realistically using paints.</p> <p>Relief printing - string, card etc.</p>	<p>Paints to include acrylic and water colour.</p> <p>Relief art work</p> <p>Including string</p>
Key vocabulary	
<p>Primary colour</p> <p>Secondary colour</p>	

<p><i>Collections of colours</i></p> <p><i>Shades</i></p> <p><i>Light colours</i></p> <p><i>Dark colours</i></p> <p><i>Realistic</i></p> <p><i>Relief</i></p>	
<p><i>Common misconceptions</i></p>	<p><i>Books linking to this area</i></p>
<p><i>Children may over use paints to blend. They should be taught to only use a small amount and keep adding small amounts if needed to deepen or lighten colours.</i></p>	<p><i>Pocket full of colours</i></p>
<p><i>Memorable first hand experiences</i></p>	<p><i>Opportunities for communication</i></p>
<p><i>Children to create their own colour wheels and charts with colours that they have mixed themselves [shades together].</i></p>	<p><i>Children to talk through the process that they went through, and what colours they used to mix different shades of colours.</i></p>

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>