


Dereham Church Infant and Nursery School- Art

	<p><i>Year group: 2</i></p>	<p><i>Area/topic: Printing</i></p>
	<p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Aims The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms <p>Subject content</p> <p>Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ 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>Prior learning</i>	<i>Future learning</i>
<p><i>Children have had experience of printing with different patterns and materials across their whole school print development.</i></p>	<p><i>Children will be able to think of their own ideas for things that they could create to print [i.e. their own stamp] for a set purpose.</i></p>

<i>What pupils need to know or do to be secure</i>	
<i>Key knowledge and skills</i>	<i>Possible evidence</i>

<p>Create a printing picture which focusses on symmetry, irregularity etc.</p> <p>Extends repeating patterns - overlapping (this could be being given the first part of a pattern and them continuing and furthermore changing by the end to their own ideas but still in the style of the artist), using 2 contrasting colours.</p>	<p>Painting</p> <p>Materials in which to make their own stamp (potatoes, foam board, string, cardboard etc).</p>
<p>Key vocabulary</p>	
<p>Symmetry Irregularity Repeating patterns Overlapping Contrasting colours</p>	
<p>Common misconceptions</p>	<p>Books linking to this area</p>
<p>*children may want to include a lot of detail within their stamp design. They should be encouraged to look at a lot of existing products [cross over for DT].</p>	<p>Rory's room of rectangles</p>
<p>Memorable first hand experiences</p>	<p>Opportunities for communication</p>
<p>*ask a high school teacher to bring in resources for monoprinting.</p>	<p>*children to recall all the steps that they have taken to create their stamps and how effective they have been with transferring all the details that they originally included [cross over for DT].</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>