

	Year group: Nursery	Area/topic: Independent Choice
	<p>(objectives from NC/ELG/Development matters)</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>	

Prior learning	Future learning
<p>*Children have been introduced to multiple art mediums and have been experimenting and exploring these across the year. At this point the children will now begin to look at artists and apply their techniques and mediums for a set controlled purpose.</p>	<p>*Children will enhance the basic skills and techniques that they have been taught. They will continue to apply these to artists with some adult led activities in Reception. By KS1 they will then be able to apply the skills independently and for a set purpose.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Artists to be introduced:</p> <p>Matisse – shapes</p> <p>Mondrian – shapes</p> <p>Kandinsky – shapes</p> <p>Jackson Pollock – expression and colour</p> <p>Alma Thomas – expression and colour</p> <p><i>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</i></p> <p>Class teachers to introduce the artist.</p>	<p>*children to respond to artist work in their own way using skills and techniques taught. (Mondrian could be large scale on the playground)</p>

<p>Children to be provided with varying mediums, paint, pencils, chalks) that have been developed across the year.</p> <p>Children should show some discipline in looking at the art work and trying to recreate in their own way.</p> <p>Children should show some acknowledgement to the colours and or shapes that might have been used in the artist's original work.</p> <p>Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line.</p>	
Key vocabulary	
<p>Copy Recreate Colour Independent Shapes Artist name</p>	
Common misconceptions	Books linking to this area
<p>*children are now in the early stages of recreating artists work, it does not need to be identical but should show some acknowledgement to the original piece of art work shown.</p> <p>*children will easily get muddled and confused on the names of artists, they should be exposed to them all across the term but one should be decided as a main focus.</p>	<p>Beautiful Oops Luna Loves Art Matisse's snail Matisse's Garden The rainbow snail</p>
Memorable first hand experiences	Opportunities for communication
<p>* creating large scale art work on the playground with their friends using chalk paint or chalks, or large pieces of paper.</p> <p>*children creating shape inspired art work in the maths area to link with artist work.</p> <p>*children to use spray guns and water pistols to create large scale art work to link to expression and colour artists.</p>	<p>*Children to begin to talk about what colours they have used.</p> <p>*children to discuss what shapes are within their art work</p> <p>*children might discuss what they can see in artist work and what they like about it</p> <p>*children might discuss what they like in their own work and possibly how they have created it.</p>

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
<p>Visual aids Modelling – through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</p>	<p>Repetition of skills Photo examples Check understanding regularly Artist work on the table, stuck into their books, stuck onto learning boards Verbal responses being scribed by adults Large scale if fine motor is a barrier</p>

Social, Emotional and Mental health

Allow access to a quiet area
Give them a special role to boost their self-esteem
Seat pupil with more confident friend – talking partners
Now and next board
Sand timer
Step by step guides with visuals/pictures/photos

Sensory and Physical

Chunky crayons/paintbrushes
A range of tools/scissors
Gloves for sensory issues
Explore new materials
Carpet space position
Reduce background noise
Mixing and painting with body parts