

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

Prior learning	Future learning
<p>*children have experienced a lot of the forms that contribute to form and manipulating mediums to add and mould together.</p>	<p>*children are beginning to look and respond to artist work independently without the need for adult led activities. *children are beginning to make some of their own choices about what they would like to use to create their own art work in response to an artists.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Artist inspiration: Walt Disney and Costa Magarakis</p> <p>Children are able to shape and model using malleable materials (such as clay or playdough) to create something from observation or imagination.</p> <p>Children to use junk modelling materials (such as tubes, boxes, bottles) to create something from observation or imagination.</p> <p>Imprint and apply simple decorations to something made using texture, drawing and colour techniques used in previous half terms learning.</p> <p>Simple language created through discussion, how does it feel? What is it's size? What does it look like? Can you explain why you have made certain decisions.</p> <p>Pulls apart and reconstructs based on the idea that art work can be edited throughout the process of creating art work.</p>	<p>Children to use junk modelling materials or clay [or both to show the difference in the mediums] to create their own magical inspired shoe to link to the fairytales they have been reading as part of their literacy.</p>
<p>Key vocabulary</p> <p>Clay Junk modelling Inspiration Sculpture Form Moulding Changing</p>	
Common misconceptions	Books linking to this area
<p>*children may think they are going to be wearing the shoes themselves but they will be for testing purposes and design purposes.</p> <p>*children may not realise that the designs and making will happen over a period of time.</p>	<p>I am an artist.</p>
Memorable first hand experiences	Opportunities for communication
<p>*children will have a product to take home and share with their families at the end of the half term that they are proud to share and display in their homes.</p>	<p>*children will be able to talk through what steps they have taken to create their shoe and what elements they might edit and change or what elements they are proud of.</p> <p>*children should be able to say what moulding techniques they have been able to use to create their shoe from clay.</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