

	<p>Year group: Reception</p>	<p>Area/topic: Printing</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 been taught how to draw and have been able to identify patterns. They will then apply these together to create their own prints and repeating.</p>	<p>* children will develop the skill of printing and repeating prints throughout Year 1 and 2 by drawing and creating their own moulds for printing in the style of Andy Warhol.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Artist inspiration: Picasso Still Life</p> <p>Produce simple pictures by printing objects (progression from Spring 1 as children will now be creating art work rather than experimenting with patterns and printing).</p> <p>Able to work from imagination and observation. Children to be given a prompt for artwork and children to independently create a piece of art work in response. At this point in the year the children should use techniques that have been taught and recapped throughout the year.</p> <p>Simple symmetry e.g. folded butterflies Children to understand how to fold a piece of paper in half. Children should also understand that they paint only on one side of the paper because the pattern will be mirrored on the other side of the paper once it is folded and the paint has been pressed.</p>	<p>Children to use real fruits and vegetables to print with in paint to recreate the still life by Picasso.</p>
Key vocabulary	
<p>Print</p> <p>Form</p> <p>Natural materials</p> <p>Imagination</p> <p>Observation</p> <p>Still life</p> <p>Real life</p>	
Common misconceptions	Books linking to this area
<p>*children may think they can eat the fruits and vegetables they are printing with.</p> <p>*children may not understand they only need a small amount of paint to be able to print with.</p> <p>*children may not understand to look backwards and forwards from their own art work to the artists to make sure it is a replica [although own representations are absolutely fine – so long as they can compare]</p>	<p>Little People Big Dreams: Pablo Picasso</p>
Memorable first hand experiences	Opportunities for communication
<p>*children will be printing with food.</p> <p>*art work could be displayed in frames so that it replicates a real art gallery.</p>	<p>*children should begin to make comment on how their art work is similar or different to that of the artists.</p> <p>*children should begin to explain the steps they have taken to create the art work.</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