

	Year group: Year 1	Area/topic: Form
	<p>(objectives from NC/ELG/Development matters)</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
Children have used clay in the past to create shoes and things for different purposes. Children will be taught the specific names for manipulating and moulding clay.	Children will continue to be able to manipulate clay and create desired outcomes with their own inspirations and ideas.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Artist Inspiration: Augustus Pugin [created Big Ben]</p> <p>Understand that 3D is called sculpture and the form is how it is constructed.</p> <p>Construct personal ideas linked to a theme, observation or imagination.</p> <p>Cut shapes using regular and irregular scissors.</p> <p>Carve into malleable materials using tools (safely). For example cutting knives and shaping tools for clay.</p> <p>Develop pinch and rolling techniques using malleable materials.</p> <p>Begin to sketch objects in the natural and man-made world. Including observational drawings.</p>	<p>Children to create their own land mark using different moulding techniques for clay.</p> <p>They should then think about possible colours and enhancements. How will they add details etc.</p>
Key vocabulary	
<p>Regular</p> <p>Irregular</p> <p>Proportion</p> <p>Malleable materials</p> <p>Cutting knives</p> <p>Shaping tools</p> <p>Pinch and rolling</p> <p>Man-made world.</p> <p>Observation</p>	

Common misconceptions	Books linking to this area
*children may get frustrated with the medium clay if it begins to break but they should be taught techniques of how to add enhancements and ensure that their clay work is stable. They should be encouraged to use a perseverance and can do attitude over the course of this half term.	The Artist – Ed Vere
Memorable first hand experiences	Opportunities for communication
*children to be able to take and share their work with peers and family and be able to proudly display them around the classroom and their own homes eventually.	*Children to discuss the stages of their creations and talk through what techniques [specifically clay] that they have used. *they should talk about how sturdy the clay work is and what they might do next time with their ideas.

DCINS Reasonable adjustments for pupils with SEND

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