

	Year group: 2	Area/topic: Pattern & Texture/Form
	<p>(objectives from NC/ELG/Development matters)</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. 	

Prior learning	Future learning
Children have been taught all the relevant and neccessary skills from KS1 and have developed the six main skills effectively.	Children will continue to adapt and apply these main skills with different artists and forms as they transition to KS2.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Artist inspiration: Hokusai and Julie Shackson <u>Pattern</u>	Children to create a wave inspired art work either based on one or both of the artists being introduced.

<p>Look at natural patterns and man-made patterns. Discuss what they can see/how they might be made.</p> <p>Understand how lines can be created and used for movement within drawings (for example waves) and know how to recreate this effect for their own artwork.</p> <p>Children to understand that cross hatching, scribbling, stippling and blending can create surface texture which can be used to contribute to make patterns.</p> <p><u>Texture/Form (Sculpture)</u></p> <p>Develop the skills of overlapping and overlaying to create effects.</p> <p>Use various collage materials to make a specific picture.</p> <p>Use materials such as paper mache, alongside making a base net using straws, sticks etc that can be built upon to make a sturdy structure/ sculpture for an intended purpose.</p>	
<p>Key vocabulary</p>	
<p>Natural patterns</p> <p>Lines create movement</p> <p>Cross hatching, scribbling, stippling</p> <p>Blending</p> <p>Surface texture</p> <p>Overlapping</p> <p>Overlaying</p> <p>Paper mache</p> <p>Intended purpose.</p>	
<p>Common misconceptions</p>	<p>Books linking to this area</p>
<p>*children may need some encouragement to draw upon all of the artist skills and techniques that they have been taught. They may want to use a variety of mediums in this one final piece that they will do at this school. Consider sponges, paint brushes, alongside ripping textures, collage. Children should be encouraged to really showcase what they can do and what they have learnt at our school.</p>	<p>Dancing Through the Fields of Colour.</p>
<p>Memorable first hand experiences</p>	<p>Opportunities for communication</p>
<p>Children to have their art work framed and displayed within a school art gallery.</p>	<p>Children to talk about which parts of the two artists work they have taken inspiration from and how they have shown that within their own final pieces.</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