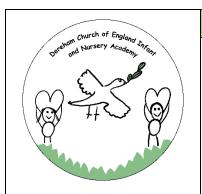
Dereham Church of England Infant and Nursery Academy- Art





Year group: Nursery - Spring 2

Area/topic: Textures

(objectives from NC/ELG/Development matters)

Notice patterns with strong contrasts and be attracted by patterns resembling the human face. (Birth – Three)

Start to make marks intentionally (Birth – Three)

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools (Birth – Three)

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (Birth – Three)

Prior learning	Future learning
*children will have felt different textures within	*children will be able to notice artistic textures
the art world from paint, to different thicknesses	within their learning environment.
of paper.	*children will be able to attempt to draw textures
*children would have also had experiences of	such as fur on an animal or hair on a person.
touching different textures within their learning	
environment	

What pupils need to know or do to be secure			
Key knowledge and skills	Possible evidence		
Provide children with: offcuts of fabrics and materials with different textures.	*children to try printing with different textures.		
Provide appropriate tools and joining methods for the materials offered.			

glue and masking tape for sticking pieces of scrap materials		*children to try to draw
Children will be given the opportunity to overlap and overlay the textures that they have created. This doesn't have to create something that is recognisable.		different textures *children to point out different textures within their learning environment.
Key vocabulary		
Textures		
Ripping		
Tearing		
Adhesives		
Such as glue (pritt, PVA), sellotape, masking tape.		
Common misconceptions	Books linking to this	area
*children may mistake some faux materials and	I'm not just a scribb	le
textures for real.		
*children must understand not to cut and chop		
things for their textures.		
Memorable first hand experiences	Opportunities for communication	
*children to first explore feeling the different	*children to describe how they have created the	
materials.	textures that they have created.	
*then explore printing with the materials.	*children to discuss what the texture reminds	
*finally explore trying to draw the materials.	them of.	

Dereham Church of England Infant and Nursery Academy Reasonable adjustments for pupils with SEND

C			T l l !
Camm	unication	i ana .	Interaction

Visual aids
Modelling – through the use of visualiser or 1:1
Simple instructions
Use of WAGOLL
Pre-teaching vocabulary
Coloured paper

Cognition and Learning

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

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