

	<p>Year group: Nursery - Summer 1 & 2</p>	<p>Area/topic: Independent Choice</p>
	<p><i>(Objectives from NC/ELG/Development matters)</i></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>	

Prior learning	Future learning
<p>*Children have been introduced to multiple art mediums and have been experimenting and exploring these across the year. At this point the children will now begin to look at artists and apply their techniques and mediums for a set controlled purpose.</p>	<p>*Children will enhance the basic skills and techniques that they have been taught. They will continue to apply these to artists with some adult led activities in Reception. By KSI they will then be able to apply the skills independently and for a set purpose.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<p>Artists to be introduced:</p> <p>Matisse - shapes</p> <p>Mondrian - shapes</p> <p>Kandinsky - shapes</p>	<p>*children to respond to artist work in their own way using skills and techniques taught.</p>

Jackson Pollock - expression and colour
Alma Thomas - expression and colour

(Mondrian could be large scale on the playground)

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Class teachers to introduce the artist.

Children to be provided with varying mediums, (paint, pencils, chalks) that have been developed across the year.

Children should show some discipline in looking at the art work and trying to recreate in their own way.

Children should show some acknowledgement to the colours and or shapes that might have been used in the artist's original work.

Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists' work overlap with the children's, for example in details, colour, movement or line.

Key vocabulary

Copy
Recreate
Colour
Independent
Shapes
Artist name

Common misconceptions

children are now in the early stages of recreating artists work, it does not need to be identical but should show some acknowledgement to the original piece of art work shown.

Books linking to this area

Beautiful Oops
Luna Loves Art
Matisse's snail
Matisse's Garden
The rainbow snail

*children will easily get muddled and confused on the names of artists, they should be exposed to them all across the term but one should be decided as a main focus.

Memorable first hand experiences

* creating large scale art work on the playground with their friends using chalk paint or chinks, or large pieces of paper.

*children creating shape inspired art work in the maths area to link with artist work.

*children to use spray guns and water pistols to create large scale art work to link to expression and colour artists.

Opportunities for communication

*Children to begin to talk about what colours they have used.

*children to discuss what shapes are within their art work

*children might discuss what they can see in artist work and what they like about it

*children might discuss what they like in their own work and possibly how they have created it.

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Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Visual aids Modelling - through the use of visualiser or 1:1 Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper</p>	<p>Cognition and Learning</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>
<p>Social, Emotional and Mental health</p> <p>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</p>	<p>Sensory and Physical</p> <p>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</p>