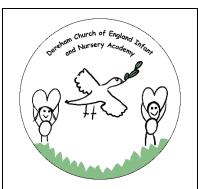
## Dereham Church of England Infant and Nursery Academy- Art





Year group: Reception – Autumn 2 Area/topic: Colour

(objectives from NC/ELG/Development matters)

Create closed shapes with continuous lines, and begin to use these shapes to represent objects (Three – Four)

Draw with increasing complexity and detail, such as representing a face with a circle and including details (Three – Four)

Use drawing to represent movement or loud noises (Three – Four)

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc (Three – Four)

Explore colour and colour mixing (Three – Four)

Prior learning	Future learning	
Children have had some experience of naming	Children will begin to look at colours for a set	
basic colours.	purpose.	
Children have had some experience of mixing their own colours.	Children will be able to decide when a colour is used for a purpose.	
	Children will be able to name more complex colours such as indigo, violet etc.	

What pupils need to know or do to be secure				
Key knowledge and skills		Possible evidence		
Artist inspiration: Vincent Van Gogh Experiencing and using primary colours predominantly – ensure that they know		Children to apply appropriate colours for specific purposes.		
their names.	a salah sala	specyal purposes.		
Children should locate where they might be used in a realistic way and where they might be located within an indoor and outdoor environment.		Children to use their own experiences of colours for certain times of day and certain objects. Green for a leaf, dark colours for a night sky.  Get Squiggling will be introduced to follow a quided tutorial – children might begin to colour what they have drawn in these sessions and name the colours.		
Experimentation of mixing begin to discuss colour mix go together to secondary colours make others. (green, specific).				
Use a range of tools and equipment to make coloured paper.				
Children to understand that the marks they make on paper can create a piece of art work that can be developed and changed as they go.				
Key vocabulary				
Colour mixing Indoor environment Outdoor environment Realistic				
Common misconceptions	Books linking to this	area		
Children might not understand what an environment is.		Little People Big Dreams: Vincent Van Gogh		
Tall College College College	Mix it up			

Children might not understand what purposeful	
means.	
Children might not understand what realistic	
means.	
Memorable first hand experiences	Opportunities for communication
Dark Den and star lights to link the artist work.	What colours can you see?
Working within the dark den.	What colours would you use for?
	When might you use this colour?
	What colours could you use instead?
	What colours do you mix to create this colour?

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

C			T l l !
Camm	unication	iana .	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