

	<p><i>Year group: Reception – Spring 2</i></p>	<p><i>Area/topic: Texture</i></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>		
<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects (Three – Four)</p>		
<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details (Three – Four)</p>		
<p>Use drawing to represent movement or loud noises (Three – Four)</p>		
<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc (Three – Four)</p>		
<p>Explore colour and colour mixing (Three – Four)</p>		
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p>		
<p>Share their creations, explaining the process they have used. (ELG)</p>		

<p><i>Prior learning</i></p>	<p><i>Future learning</i></p>
<p><i>*children have been able to identify textures. *they have touched textures. *they have been able to attempt to draw textures, like hair or fur.</i></p>	<p><i>*children to be able to draw textures with details, through cross hatching, or adding to prints.</i></p>

What pupils need to know or do to be secure

Key knowledge and skills

Possible evidence

Artist inspiration: Henry Rousseau

Children to understand that texture means what something feels like.

Handling and enjoying using different materials. For example, leaves, fur, paper, cardboard, plastic. Children to comment on what they can feel, using specific vocabulary such as bumpy, smooth, soft, raised etc.

Selects materials that can be easily ripped.

Children to sort ripped papers and materials into colours or sizes required to create a piece of art work.

Children to use ripping movements with purpose to tear and rip materials into different sizes and lines (wavy or straight) for a piece of art work.

Children to comment upon the materials and textures they have used within a piece of art work and why they have made certain stylistic choices.

Children to use hand techniques of rolling, folding and scrunching to create texture on a piece of paper.

Children to create work in the style of the artist, focussing on particularly the patterns and printing that is included.

Key vocabulary

Ripping
Wavy

<p>Straight Stylistic choices Smudge Lines</p>	
<p><i>Common misconceptions</i></p>	<p><i>Books linking to this area</i></p>
<p>Children may not understand that some artistic tools can blend and some cannot.</p>	<p>Dadaji's Paintbrush</p>
<p><i>Memorable first hand experiences</i></p>	<p><i>Opportunities for communication</i></p>
<p>Children to have a go at recreating an artists work with concentration and focus. Looking at all the finer details. Children to showcase their work in an exhibition.</p>	<p>Children to discuss the process that they have taken to create their art work. Children to use specific vocabulary (listed and used previously) to comment on what and how they have created the work.</p>

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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>