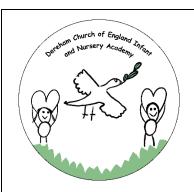
### Dereham Church of England Infant and Nursery Academy- Art





Year group: Year 1 – Autumn 2 Area/topic: Printing

(objectives from NC/ELG/Development matters)

- \* 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 in the EYFS have been taught to print using different materials such as sponges and foods to make patterns.	Children will learn to overlap patterns for a desired outcome and mix media piece.	

What pupils need to know or do to be secure		
Key knowledge and skills	Possible evidence	
Artist inspiration: Liberty of London patterns and William Morris	Children to experiment with	
Create patterns and pictures by printing from objects using more than one colour.  Children can add the secondary colour to develop from EYFS.	overlapping different textures patterns (wallpaper etc, printings of William	

Develop printing pictures with some added pencil or decorative detail.(building upon the statement above).		Morris artwork) to create new pieces inspired by the artist.
Begin to think of their own designs for a repeating pattern based upon an artist or style introduced to them.		Children to spend a series of lessons developing and creating a detailed and intricate piece of patterned artwork.
Key vocabulary		
Secondary colour		
Overlapping		
Decarative		
Detail		
Repeating pattern		
Intricate		
Common misconceptions	Books linking to this area	
Children might not understand that a secondary colour means more than one colour.	Over the rainbow - Rachel Davis	
The words intricate and decorative will be new to		
the children.		
Memorable first hand experiences	Opportunities for con	rmunication

Children to verbally discuss what they think of the artists work alongside critically explaining

and speaking in detail about their own work.

Cutting and sticking of patterns to create their

own, experimentation of looking and replacing.

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

#### Communication and 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

