

	<p>Year group: Year 1 - Autumn 2</p>	<p>Area/topic: Printing</p>
<p>(Objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> ♣ 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
<p>Children in the EYFS have been taught to print using different materials such as sponges and foods to make patterns.</p>	<p>Children will learn to overlap patterns for a desired outcome and mix media piece.</p>

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

Develop printing pictures with some added pencil or decorative detail.(building upon the statement above).

Begin to think of their own designs for a repeating pattern based upon an artist or style introduced to them.

Morris artwork) to create new pieces inspired by the artist.

Children to spend a series of lessons developing and creating a detailed and intricate piece of patterned artwork.

Key vocabulary

Secondary colour
Overlapping
Decorative
Detail
Repeating pattern
Intricate

Common misconceptions

Children might not understand that a secondary colour means more than one colour.

The words intricate and decorative will be new to the children.

Books linking to this area

Over the rainbow - Rachel Davis

Memorable first hand experiences

Cutting and sticking of patterns to create their own, experimentation of looking and replacing.

Opportunities for communication

Children to verbally discuss what they think of the artists work alongside critically explaining and speaking in detail about their own work.

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Reasonable adjustments for pupils with SEND

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

