

	<p>Year group: Year 1 - Spring 1</p>	<p>Area/topic: Texture</p>
<p><i>(Objectives from NC/ELG/Development matters)</i></p> <p>Through recap and discussion ensure children know the names of primary and secondary colours with confidence.</p> <p>Ensure that children know how to make the secondary colours and they can recall what colours need to be mixed.</p> <p>Find collections of colour (different shades) differentiate by using light/dark to compare shades within the same colour.</p> <p>Children to understand that using white will lighten a colour when mixing and black will darken a colour when mixing.</p> <p>Know colours can be mixed to match real life objects and understand how to create this realistically using paints.</p> <p>Relief printing - string, card etc.</p>		

<p>Prior learning</p>	<p>Future learning</p>
<p>Children have had the experience of feeling different textures and looking at different textures they will now be able to create textures realistically using the sketching techniques taught in Spring 1</p>	<p>Children will continue to enhance and use the techniques taught previously to create realistic patterns and textures that combine skills.</p>

What pupils need to know or do to be secure

Key knowledge and skills

Artists Inspiration: Vincent Van Gogh

Build on skills of using materials to make collages - using smaller items.

Children to create purposeful rips and tears to objects for a specific purpose within their work.

Children to create specific freehand (not pre-drawn) cuts to a material or paper based item for a specific reason or intention within their work.

Use texture to provide information for example 'a journey stick from a school trip'.

Describe in detail the textures that have been discovered and how they have been used within a piece of art work as well as to describe their own art work. For example this area is bumpy because it represents a tree trunk.

Possible evidence

Children to use photos, magazines etc to look for specific colours to recreate an artists piece of art work. They should then use ripping and cutting techniques to create the piece of artwork to add textures to the final piece.

Key vocabulary

Ripping
Collage
Magazine
Colour scouting
Colour matching
Cutting

Common misconceptions

*children may not know how to carefully rip as opposed to frantic ripping. This is now ripping for a purpose to create desired shapes.

Books linking to this area

Milo Imagines The World

<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<i>*children have their art work framed to create a piece of art work for an exhibition in school.</i>	<i>*children to comment on the work and explain how it is similar or different to that of the artists. *were the colours easy to find. *how have the children added texture?</i>

Dereham Church of England Infant and Nursery Academy

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>