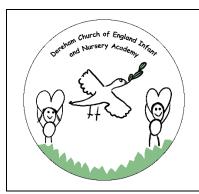
Dereham Church of England Infant and Nursery Academy- Art





Year group: Year 2 - Autumn I Area/topic: Form

(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 have been introduced to materials that	Children will need to apply texture techniques for
can be used for the purpose of art in the natural	the natural world later in the Summer term to
world.	create a desired outcome.
Children have been introduced to the artist Andy	
Goldsworth in previous years.	

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Artist inspiration: Andy Goldsworthy Awareness of natural and man-made forms in environment.	Children to apply what they know about patterns and textures in the natural

Make simple choices about what materials to use and explain why they might be the most effective for the intended project.

When using clay children to be shown and should then be able to demonstrate that they can use the scratch and slip method for joining and imprinting.

Children to understand that form means structures and sculptures (to progress and develop vocabulary).

Have an idea about different ways to fuse things together (sticking) glue, Sellotape, weaving etc.

Begin to show some consideration of size and scale of their products.

world to clay - using specific clay techniques.

Children could create a bowl, holder etc that is inspired by the natural world.

Key vocabulary

Natural

Man-made

Effective

Intended.

Scratch and slip method

Joining

Imprinting

Structure

Sculpture

Scale

Common misconceptions	Books linking to this area
Children will need to learn and understand what	What the artist saw Vincent Van Gogh
is an appropriate way of fusing things together	
(e.g. scratch and slip with water for clay,	A tulip in winter

sellotape and glue as adhesives for paper and construction)	
Memorable first hand experiences Children to create a 3D final piece (bowl, plate etc) that they can take home and share with their families, this will be something to keep and remind them of their time in our school.	Opportunities for communication Children to talk specifically about the artistic techniques that they have used with particular emphasis on clay techniques.

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