

	<p>Year group: Year 2 - Autumn 1</p>	<p>Area/topic: Form</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 have been introduced to materials that can be used for the purpose of art in the natural world.</p> <p>Children have been introduced to the artist Andy Goldsworth in previous years.</p>	<p>Children will need to apply texture techniques for the natural world later in the Summer term to create a desired outcome.</p>

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

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

Children will need to learn and understand what is an appropriate way of fusing things together (e.g. scratch and slip with water for clay,

Books linking to this area

What the artist saw Vincent Van Gogh
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.

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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>