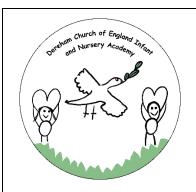
Dereham Church of England Infant and Nursery Academy- Art





Year group: Year 2 - Spring | Area/topic: Printing

(objectives from NC/ELG/Development matters)

Aims The national curriculum for art and design aims to ensure that all pupils:

- A produce creative work, exploring their ideas and recording their experiences
- A become proficient in drawing, painting, sculpture and other art, craft and design techniques
- A evaluate and analyse creative works using the language of art, craft and design
- * know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Subject content

Key stage 1 Pupils should be taught:

- ♣ 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
- 4 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- A 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 had experience of printing with	Children will be able to think of their own ideas	
different patterns and materials across their	for things that they could create to print [i.e.	
whole school print development.	their own stamp] for a set purpose.	

What pupils need to know or do to be secure		
Key knowledge and skills	Possible evidence	
Artist inspiration: Andy Warhol and Picasso	Painting	

Create a printing picture which focusses on symmetry, irregularity etc.		Materials in which to make their own stamp (potatoes, foam
Extends repeating patterns – overlapping (this could be being given the first part of a pattern and them continuing and furthermore changing by the end to their own ideas but still in the style of the artist), using 2 contrasting colours.		board, string, cardboard etc).
Key vocabulary		
Symmetry		
Irregularity		
Repeating patterns		
Overlapping		
Contrasting colours		
Common misconceptions	Books linking to this	a area
*children may want to include a lot of detail	Rory's room of rectangles	
within their stamp design. They should be encouraged to look at a lot of existing products		
[cross over for DT].	Opportunities for ear	n munication
Memorable first hand experiences	Opportunities for communication	
*ask a high school teacher to bring in resources	*children to recall all the steps that they have	
for monoprinting.	taken to create their stamps and how effective	
	they have been with transferring all the details	

that they originally included [cross over for DT].

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