

	<p><i>Year group: Year 2 - Spring 1</i></p>	<p><i>Area/topic: Printing</i></p>
<p><i>(Objectives from NC/ELG/Development matters)</i></p>		
<p>Aims The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>♣ produce creative work, exploring their ideas and recording their experiences</li> <li>♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>♣ evaluate and analyse creative works using the language of art, craft and design</li> <li>♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>		
<p>Subject content Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> <li>♣ to use a range of materials creatively to design and make products</li> <li>♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>♣ 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.</li> </ul>		

<i>Prior learning</i>	<i>Future learning</i>
<p><i>Children have had experience of printing with different patterns and materials across their whole school print development.</i></p>	<p><i>Children will be able to think of their own ideas for things that they could create to print [i.e. their own stamp] for a set purpose.</i></p>

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

Create a printing picture which focusses on symmetry, irregularity etc.

Extends repeating patterns - overlapping (this could be being given the first part of a pattern and then continuing and furthermore changing by the end to their own ideas but still in the style of the artist), using 2 contrasting colours.

Materials in which to make their own stamp (potatoes, foam board, string, cardboard etc).

### Key vocabulary

Symmetry  
Irregularity  
Repeating patterns  
Overlapping  
Contrasting colours

### Common misconceptions

\*children may want to include a lot of detail within their stamp design. They should be encouraged to look at a lot of existing products [cross over for DT].

### Memorable first hand experiences

\*ask a high school teacher to bring in resources for monoprinting.

### Books linking to this area

Rory's room of rectangles

### Opportunities for communication

\*children to recall all the steps that they have 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

<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>