



Communication & Interaction	Cognition & Learning
<u>Challenges</u> Pupils may: ✓ Pupils may find it challenging to articulate their creative ideas. ✓ Working in groups or sharing materials can be difficult for children who find communication and interaction a challenge. ✓ Pupils might struggle to comprehend verbal instructions. ✓ Pupils may struggle to listen to each other and take turns to speak. ✓ Pupils may struggle when discussing or investigating more abstract ideas. <u>Provision</u> Teaching staff do: ✓ Simplify language: Break down instructions into smaller, manageable steps and use clear, simple language. ✓ Use clear, concise language and visual aids to help pupils understand tasks. ✓ Use visual aids: Employ visual instructions, step-by-step guides, and examples to help pupils understand tasks. ✓ Encourage interactive activities: Promotes non-verbal communication through activities like collaborative murals or group projects. ✓ Incorporate gestures, symbols, or assistive technology to facilitate communication. ✓ Pair pupils with buddies who can help them navigate social interactions and collaborative tasks. Teaching staff provide: ✓ Adapted tools: Supplies tools that are easier to handle or modified for pupils with physical disabilities (e.g., larger brushes, ergonomic grips).	<u>Challenges</u> Pupils may: ✓ Pupils with learning difficulties, such as dyslexia or dyscalculia, might struggle to process information quickly, affecting their ability to follow steps in art projects. ✓ Remembering sequences or techniques taught in previous lessons can be challenging. ✓ Need more time to grasp and apply artistic skills compared to peers ✓ Have difficulty understanding complex art concepts or techniques. ✓ Difficulties with fine motor skills can impact their ability to use art tools effectively, such as scissors, paintbrushes, or pencils. <u>Provision</u> Teaching staff do: ✓ Reinforce learning: Regularly reviews art techniques and provides plenty of practice opportunities. ✓ Incorporate multisensory approaches: Uses visual, tactile, and kinaesthetic learning methods to cater to different learning styles. ✓ Use memory aids: Implements visual reminders, checklists, and prompts to help pupils remember steps and concepts. Teaching staff provide: ✓ Step-by-step instructions and checklists to help pupils manage tasks and activities. ✓ Flexible seating and workspace: Offers various seating options and adjustable workspaces to ensure comfort and accessibility.

Social, Emotional & Mental Health	Sensory/Physical
<u>Challenges</u> Pupils may: ✓ Feel anxious about their artwork being judged or compared to others ✓ Have low confidence in their artistic abilities, leading to reluctance to participate. ✓ Have difficulty managing emotions, which can lead to frustration or disruptive behaviour during lessons. <u>Provision</u> Teaching staff do: ✓ Create a safe environment: Establishes a supportive and non-judgmental classroom atmosphere to reduce anxiety. ✓ Provide positive reinforcement: Uses praise and encouragement to build pupils' confidence and self-esteem. ✓ Incorporate social-emotional learning activities, such as group discussions about feelings related to their artwork. Teaching staff provide: ✓ Sensory-friendly environment: Minimises overwhelming sensory stimuli and provides a calm, structured setting.	<u>Challenges</u> Pupils may: ✓ Be overwhelmed by the textures or smells of art materials. ✓ Have difficulty with tasks requiring precise hand movements, such as drawing or painting. ✓ need adapted materials or additional support to fully engage in the lesson if they have visual or auditory impairment. <u>Provision</u> Teaching staff do: ✓ Use materials that are less likely to overwhelm pupils with sensory sensitivities, such as plasticine instead of clay. ✓ Arrange the classroom to accommodate pupils with physical disabilities, ensuring they have enough space to work comfortably. ✓ Encourage interactive activities: Promotes non-verbal communication through activities like collaborative murals or group projects. Teaching staff provide: ✓ Adapted tools: Supplies tools that are easier to handle or modified for pupils with physical disabilities (e.g., larger brushes, ergonomic grips). ✓ Flexible seating and workspace: Offers various seating options and adjustable workspaces to ensure comfort and accessibility. ✓ Sensory-friendly environment: Minimises overwhelming sensory stimuli and provides a calm, structured setting.

Planning Inclusive Lessons

Art and design is an essential means of creative expression that can boost self-esteem and give learners the agency needed to develop and communicate their personal ideas, observations, and creations. It lends learners opportunities to develop both individually and collaboratively, the latter highlighting the importance of working together for a common purpose to demonstrate to learners that their contribution is important. Thereby art and design connects learners to the wider world in ways that other subject areas cannot.

When planning schemes of work, teachers need to consider how to make the curricular goals in art and design accessible and inclusive for all learners. Potential barriers to learning for individuals should be anticipated alongside a pathway to ensure these learners can actively participate in the best possible way. Planning should clearly identify what children and young people will learn. Teachers should consider factors that support each learner's needs, and factors that may inhibit or prevent learning such as use of equipment, environmental sensitivity risks, gaps in knowledge of vocabulary or processes. Teachers should also be mindful of how to balance adult support alongside opportunities for independent learning, ensuring that tasks are broken down and build incrementally.

The range of pedagogical approaches that art and design can offer, is useful for many learners to overcome some of the barriers that may present themselves in other curriculum areas. Indeed, some learners may thrive, enjoying the prospect to express their ideas in a way that is unique to them.

Creating an Inclusive Environment

The benefits of art and design can have a profound effect on learners, not only through developing knowledge of art and its associated practices but, in addition, the cultivation of self-confidence that the nurturing of creativity can bring. In this sense, it is vital to carefully consider the classroom spaces and the learning environment to ensure all learners can fully access this curriculum area. There can be challenges for learners with physical and sensory issues, as well as for those with self-regulating behaviours.

Consider the practical layout of the room and seating. Do learners with a physical disability have the appropriate space to work? Do learners who struggle with fine motor skills have a broader resource base? Do learners with more sensory needs have access to adapted visual or auditory aids? Some learners' needs can lead them to struggle to work as part of a group and they may benefit from working more individually. Build in plenty of discussion time where all learners feel safe to voice their ideas. Explain how experimentation is an opportunity to develop ideas and that there is not one correct way to do this. Provide a variety of model examples to support learners and develop their skills and confidence. As a further part of planning, always test a practical task before a lesson, as this can pinpoint techniques that may need to be adapted. Sharing these findings as part of modelling a task to learners will be a valuable learning opportunity for them.

There may be circumstances when pre-teaching can be planned to ensure a learner or group has access to new vocabulary, information or resources before the lesson takes place. This will help those who may struggle to engage, in that they are prepared for the lesson experience.

Curriculum Considerations

Art and design teaching and learning should offer a progression of knowledge and through a range of pedagogical approaches, access a wide range of processes, such as drawing, painting, sculpture, printmaking, collage, textile and digital art. Learners should have the opportunity to learn about a range of artists, craft makers, designers and architects from across the genres, as well as across the wider historical and contemporary cultural world. Learners should be given opportunities to develop ideas, experiment with techniques and processes, and present their findings through evaluating their own work and that of others. Sketchbooks are paramount opportunities for capturing these learning journeys. Another consideration is the cross-curricular opportunities that art can bring.



Primary Art and Design

Key Stage 1

Key Stage 1 builds upon what was learnt in EYFS with further opportunities given to develop fine motor skills, experiment with a broader range of media and become more independent artists. There should be regular opportunities for learners to practise their fine motor skills through making using a variety of media, as well as regular opportunities to experiment, for example mixing primary colours. Practical activities should be accompanied by visual resources including videos, photos or examples of artwork. Additionally, any new vocabulary should be introduced, displayed and used in context by adults regularly. Equipment should be broad-based, so that all can access the lesson. Independence should be nurtured. Although sketchbooks are not mandatory until Key Stage 2, they are beneficial to use throughout the primary phase and all learners will enjoy using them.

Key Stage 2

Key Stage 2 builds upon and expands learners' knowledge of art and design, providing them further opportunities to learn the subject. Sketchbooks are used to record observations and experiment with ideas; all learners benefit from being taught and modelled how to use a sketchbook, including annotations, sketches, collages, mock-up and final outcomes. The contextual side of art is expanded upon to include architects in the range of artists and designers. Learners will start to develop an appreciation of artists and designers as they look at similar and different ways artists have worked across time and contexts. Learners will continue to experiment and revisit art and design techniques and methods to improve their mastery allowing them to be confident with their experimentation and expression of ideas.

Strategies to Scaffold Learning

How can I support learners who struggle to access lessons because of literacy difficulties?

- Provide visual aids to enable learners to identify artists and their work, as well as to identify equipment and media.
- Provide a word and/or picture bank for the learner to refer to during guided and independent activities.
- Use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes.

How can I support learners who struggle to retain vocabulary?

- Learners will hear and use a range of specific vocabulary including pattern, colour, tone, texture, line, shape, form and space. Discuss and display any key vocabulary together with its meaning. Practise saying them together.
- Provide visual word banks that are accessible to the learners.
- Ensure that the vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling.

How can I support learners who struggle with fine motor skills?

- Consider using frames or adhesives (e.g., masking tape) that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control.
- Encourage learners to experiment with different media, for example when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times.
- Plan each lesson well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.
- Engaging in art and design activity is great for helping build fine motor skills for all children. Learners will enjoy and benefit from using malleable media such as clay or air dough.

Case Study

A learner in Year 3 has a range of complex learning needs, including a language disorder associated with social communication difficulties. His speech was late to develop and he struggles with expressive language. He finds using fine motor skills challenging and can react to loud noises. Despite his communication difficulties, a safe and nurturing learning environment has enabled him to take part in discussions and offer his thoughts.

The learner has previously found art lessons challenging due to his struggles with fine motor control. He has an EHCP and therefore has an adult working alongside him to familiarise him with processes through pre-teaching. This pre-exposure has allowed him to explore any new media in a safe and sensory way, and the discussions stimulated have been instrumental in giving him confidence to fully participate in lessons. The adults that support him have worked on removing any pressures and ensuring he is comfortable; these actions have enabled him to grow in confidence and to see art as an enjoyable activity.

Nurturing a learning environment in which Child A can feel comfortable is at the root of his participation. This is alongside ensuring he has the practical means to do so – the correct choice of equipment, the right space and any extra sensory resources to support him. For example, when undertaking a lesson on portraits in the style of Picasso, Child A benefitted from having a selection of 2D shapes to hand so that he could feel and visualise the properties before drawing them. These supports are all the more crucial, given his propensity to prefer to work alone. Art gives him the opportunities to express himself and develop his own ideas.



Primary Art and Design

How can I support learners who struggle with attention?

- Reflect on the positioning of learners within the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment will help minimise distractions.
- Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages.
- Pre-expose learners to the content of the lesson by sharing with them any resources to be used as well as the content of the lesson, perhaps the work of an artist they are learning about or an example of the kind of outcomes they will produce. This will support learners to engage in the processes.
- Giving time for learners to look back through their sketchbook to make connections to what they already know, which in turn can help nurture motivation.
- Allow movement breaks if and when necessary and give learners classroom jobs such as handing out a resource. This will support learners who struggle with self-regulation.
- All learners should routinely clean and tidy away the equipment they have used and time for this needs to be built into lessons, as it is a useful tool for encouraging independence as well as managing transitions.

How can I support learners who need additional time to develop conceptual understanding?

- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.
- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by-step approach. This will benefit all learners as it allows for an active participatory approach.
- Showing outcomes from the previous lesson's work can be a useful memory aid.
- Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.

These strategies scaffold learning across all year groups for practical art lessons:

- *Share information visually as well as through discussion.*
- *Allow sufficient talk time to encourage thinking and idea sharing.*
- *Key vocabulary should be clearly displayed and used repetitively throughout lessons.*
- *Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied.*
- *Model processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher. It is important the teachers' thought processes are shared aloud.*
- *Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.*
- *Support learners to develop their fine motor skills through regular opportunities.*

