



Adaptive Teaching in Art and Design

Fine Motor Skills

To support children with fine motor skills difficulties, teachers may:

- provide children with easy grip pencils, scissors or wider paintbrushes.
- use frames or tape to hold children's work in place.
- use sketchbooks to experiment with different media, patterns and styles.

Sensory

To support children with sensory sensitivities, teachers may:

- Allow movement breaks if and when necessary and give learners classroom jobs to support movement.
- Provide alternative materials and resources to support tactile needs or sensitivities.

Consider other sensory difficulties such as dust from chalk, classroom noise.

Pre-taught and embedding vocabulary

The teaching of new vocabulary, at the start of a unit of work, allows students use this vocabulary and build a fuller understanding of its meaning in different contexts. Each term, classes use the knowledge mats to develop their understanding of vocabulary. This specific vocabulary is displayed and referred to regularly within lessons to help to embed it.

Equipment is introduced by name, what it does and including modelling of how it can be used or applied. ***Time for talk***

Children are given talk time to encourage thinking and idea sharing.

Peer discussion

Groups can be carefully chosen with a view to providing peer-support and by getting pairs to work together.

Repeated Practise

During art lessons, children are given time to look back through their sketchbooks and to discuss their learning so far. Strategies such as modelling, demonstrating and imitating are included to support learners in understanding the step-by-step processes. Showing outcomes from the previous lesson's work can also be a useful memory aid.