

## Art and Design/Design Technology

We create an inclusive learning environment whereby all children, including children with Special Educational Needs and Disabilities are supported to take part in all learning opportunities and activities alongside their peers. We make reasonable adjustments to our curriculum and the school environment to ensure all children can achieve their potential.

In Art/DT adaptations may also include or be reflected through;

- 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.
- 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.
- 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.
- Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.
- 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.
- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by-step 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.

For further guidance and information on creating inclusive Art or DT lessons please refer to <https://nasen.org.uk/page/nasenco>