

## SEND Adaptations for Art & Design

“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. This can mean that some learners can thrive in a way which is unique to them.”

| Cognition and Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| <ul style="list-style-type: none"> <li>Test practical tasks before a lesson to ensure the teaching of specific skills and techniques is clear for children. Sharing any difficulties that you had may support the children's understanding/skill development.</li> <li>Use of word banks (and picture cards of artists or artistic concepts where necessary) to support understanding and learning of vocabulary. These could be displayed in class in a personalised version for independent learning. Keep referring back to the vocabulary.</li> <li>Start each lesson with a recap of the vocabulary previously learnt.</li> <li>Pre-learning and over learning to support understanding including topic related vocabulary tick sheets so children can tick off when they feel confident in using the word.</li> <li>Break the content down into small steps and allow time to step by step build up conceptual understanding.</li> <li>Maximise opportunities to model, demonstrate and imitate to encourage active participation in a scaffolded manner. Keep referring to the vocabulary throughout.</li> <li>Ensure that parents are aware of the vocabulary of the art curriculum and can support with the learning of terminology at home through research.</li> </ul> | <ul style="list-style-type: none"> <li>Build in plenty of discussion time to ensure that children feel safe to voice their thoughts and ideas about artist's work or their own pieces of work.</li> <li>Remind children that experimentation is part of the process and is an opportunity to develop ideas, there is no one way to create art.</li> <li>Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces.</li> <li>Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction.</li> <li>Plan movement breaks and classroom jobs to allow children to move within a lesson.</li> <li>Art does not always run according to a set routine so children can be prepared for the structure of a lesson by breaking it down for them into manageable chunks and explaining this in advance of the learning. Now and Next boards could be useful for this.</li> <li>Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer.</li> <li>Simple, step by step instructions verbally and then in a prompt sheet if needed.</li> <li>Use of appropriate modelling to support understanding.</li> </ul> | <ul style="list-style-type: none"> <li>Ensure that the learning environment is calm and not too stimulating, that resources are clearly labelled and organised for independent use, therefore not encouraging frustration.</li> <li>Ensure that instructions are clear and tasks are broken down to be achievable.</li> <li>Sketch books provide good evidence to support a child that they are developing in their skills and therefore increasing self-confidence.</li> <li>Children can be given a role within a group which does not involve them being highly active or speaking out to not heighten arousal.</li> <li>Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening.</li> <li>Providing a safe space for children within the lesson if needed – this can be accessed through an adult directed or child-initiated time out card.</li> <li>Use of positive language to encourage good choice and higher self-esteem.</li> <li>Teaching with empathy and understanding of the child's needs.</li> <li>Allow sensory/brain breaks as a break from learning.</li> <li>Think about cognitive overload and the child's ability to cope with this.</li> </ul> | <ul style="list-style-type: none"> <li>Consider the practical layout of the room during art and where the child will be to reduce feeling overwhelmed but equally be accessible to all equipment and a space which is workable for the child.</li> <li>Consider if any of the art techniques being used need adapting to support fine motor skill development.</li> <li>Use masking tape to tape children's paper to the table if they are struggling to hold the resources in place.</li> <li>Start with a larger version of the medium and gradually reduce as the child's skills increase.</li> <li>Specialist equipment i.e. scissors and pencils to support fine motor skills.</li> <li>Think about whether visual or auditory stimuli needs to be altered for the child.</li> <li>Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources.</li> <li>Use of an iPad to support children with a visual impairment where screen sharing can occur.</li> <li>Some children may prefer group learning but for some children this may be too much and practising/performing individually may be easier.</li> <li>Modelling/demonstrating artistic concepts.</li> <li>Visual aids to help children identify pattern, tone, colour, texture, line, shape, form and space.</li> </ul> |