

Art at Sir Alexander Fleming Primary School.

Planning Inclusive Lessons

Art and design is an essential means of creative expression that can boost self-esteem and gives the skills required to develop and communicate their personal ideas, observations, and creations. When planning schemes of work, teachers consider how to make the curricular goals in art and design accessible and inclusive for all learners. Potential barriers to learning for individuals are anticipated alongside a pathway to ensure these learners can actively participate in the best possible way. Planning clearly identify what children and young people will learn. Teachers 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 are also 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, allows learners to overcome barriers that may present themselves in other curriculum areas.



Creating an Inclusive Environment

The benefits of art and design can have a profound effect on children, 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 children can fully access the art curriculum. There can be challenges for children with physical and sensory issues, as well as for those with self-regulating behaviours. At Sir Alexander Fleming teachers consider the practical layout of the room and seating. Considerations are made to ensure the needs of all pupils are met, for example, children with a physical disability have the appropriate space to work, children who struggle with fine motor skills have a broader resource base and children with more sensory needs have access to adapted visual or auditory aids. Some children's needs can lead them to struggle to work as part of a group and they may benefit from working more individually. At Sir Alexander Fleming we provide opportunities for discussion time where all children feel safe to voice their ideas. We encourage experimentation, as this give opportunity to develop ideas and understand that there is not one correct way to produce a piece of artwork. As part of our art lessons, we model examples to support children and develop their knowledge, skills and confidence.

How do we support learners who struggle to retain vocabulary?

Discuss key art vocabulary

Display key vocabulary and meaning

Provide visual word banks

Teacher will consistently use vocabulary during art lessons

How do we support learners who struggle with attention?

Consider positioning of children to maximise engagement

Break lesson into manageable chunks

Pre-expose children to lesson content

Give children time to look back on work in sketch books to make links

Add movement breaks and time to self regulate

How do we support learners who struggle with fine motor skills?

Use masking tape to hold paper to table to reduce movement

Encourage children to experiment with a range of media

Provide adult guidance and support

Use specialised tools to support
e.g., scissors

How do we support learners who need additional time to develop conceptual understanding?

Use pre-teaching

Model and demonstrate each element

Sharing good examples

Visual aids to support with final piece

Teaching considerations

Early years	Key stage 1	Key stage 2
<p>Opportunities to develop fine motor skills</p> <p>Begin to explore range of media</p> <p>Begin to develop independence</p> <p>New vocabulary to be discussed and displayed</p>	<p>-Opportunities to further develop fine motor skills</p> <p>-Broaden the range of media</p> <p>Develop independence</p> <p>Practical activities should be accompanied by visual resources</p> <p>New vocabulary to be discussed and displayed</p> <p>Use of sketchbook</p>	<p>Expand knowledge of art and design</p> <p>Use sketchbooks to record observations and ideas</p> <p>Begin to appreciate art and artists</p> <p>Experiment and revisit art and design techniques</p> <p>Begin to master art technique</p>