

Adaptive Teaching in Art

At Ingleton, there are many ways that we adapt our teaching to respond to the different strengths and needs of all our pupils.

Fine Motor Skills

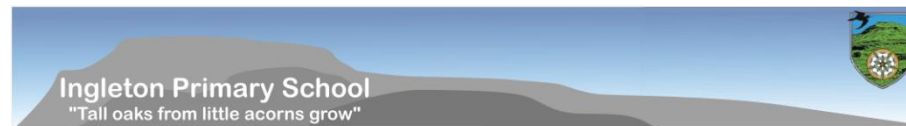
To support children with fine motor skills difficulties, teachers may:

- 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.
- Allow extra time

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.
- Alternative seating or low sensory safe spaces



Pre-taught and embedding vocabulary

The teaching of new vocabulary at the start of each unit of work allows students to build a better understanding of its meaning in different contexts. This specific vocabulary can be displayed and referred to regularly within lessons to help to embed it.

Equipment is introduced by name, what it does and we model how it can be used or applied.

Time for talk and Peer discussion

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

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 with the use of retrieval tasks embedded in planning.