

# Adaptive Teaching in Art



## Quality First Teaching

- Flashbacks that revisit all learning in Art as it has been taught and to fill gaps from assessments.
- Key vocabulary displayed for that particular lesson and explicitly discussed.
- Key knowledge being taught and modelled clearly to the children.
- Quick checks of knowledge gained during the lesson (mini recaps).
- Questions both imparted from the teacher and children asking their own.
- Opportunities for children to practice skills taught.
- Links to jobs and artists.
- Use of quality resources.

## Potential Barriers to Learning (including SEND)

Cognition and Learning		Communication and Interaction	
Potential barriers	Adapted Provision	Potential barriers	Adapted Provision
Retaining knowledge taught. Slow processing Struggles to remember key knowledge.	Picture prompts Ordering processes Scaffolded sentences Structures or step by step tasks. Give all equipment needed.	Non verbal EAL Relationships Limited vocabulary Speech and language delays	Signs and symbols Pictures with key words, showing using equipment. Working with an adult- adult lead group, own work station to start and flexibility to move in and out of group work.
Physical and Sensory		Social Emotional and Mental Health	
Potential barriers	Adapted Provision	Potential barriers	Adapted Provision
Overwhelmed by new key words and concepts. Touching unfamiliar textures. Sight Poor motor skills (gross or fine)	Pre-teach(discussion with TA prior to lesson – 5 mins) Watching and taking part in the parts that they are comfortable with. Close to the front, larger print, over lays. Support with use of equipment i.e. how to hold a paint brush/join two materials. Use of tailored equipment i.e. bigger paint brush, loop scissors.	Confidence and self-esteem. Relationships	Working with an adult, doing examples together. Working with an adult- adult lead group, own work station to start and flexibility to move in and out of group work. Adult to support children with low confidence to understand that art is a process and that the resources can be used in different ways to create an end product - it doesn't always have to be perfect. Scaffolded sentences or structure of instructions at the beginning to build confidence with what they are doing

### **Stretch and Challenge Opportunities**

- Adapting techniques and reflecting on the end product to decide how they would improve it/change it next time.
- Justifying why they have used the resources/techniques that they have and explaining their vision and what they wanted to portray.
- To use a variety of techniques for one piece of work.
- Explain why a piece of art makes them feel a certain way.
- Ask questions and seek answers about a piece of art or Artist.