



Wardley CE Primary School Curriculum Inclusion Strategies - Art & Design



Quality First Teaching – Promoting independence, providing suitable adaptation and challenge, meeting learners needs and overcoming barriers.

At Wardley CE Primary School, wherever possible, all pupils work on the same curriculum in science. If necessary, adaptations are made to meet individual needs, making learning accessible for all pupils. Provision will depend on the particular barrier to learning pupils face.

Key Stage	Strategies for inclusion
<p>Whole School</p>	<ul style="list-style-type: none"> ● All adults are aware of individual children’s barriers to learning, so they can best meet their needs. ● A quiet, calm working environment, to minimise distractions. ● Adaptive, responsive teaching e.g. knowing when to revisit concepts, move on or provide an intervention. ● Deploy all adults strategically, to achieve the best pupil outcomes. ● All adults modelling accurate and precise artistic language. ● Regular opportunities to revisit prior learning in art. ● A teaching sequence based on links to previously taught skills and knowledge and repetition is utilised to scaffold new learning. <i>At Wardley, this takes the form of a link- it, learn-it, check-it, show-it and know-it teaching structure.</i> ● Adults use Blank Level Questioning, appropriate to each child. ● Adults facilitate group work and provide in the moment feedback, to both support and challenge pupils’ understanding. ● Art and design provides opportunities for collaborative work as well as working independently. ● Plenty of speaking and listening opportunities for pupils to articulate their understanding of artistic concepts and listen to their peers. ● Provide extra time to allow children to process questions, think about their answers and respond. ● Lessons are broken down into a sequence of skill steps. ● Teaching provides an understanding of all the diverse art forms so that all children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. (From EYFS to Year 6). ● The children study a range of artists reflecting modern society. <i>Different genders, ages, races, religions, beliefs and disabilities.</i> ● Hands-on practical experiences, wherever possible, to observe art in action/real life.
<p>Early Years Foundation Stage</p> <p>is linked to Expressive Art and</p>	<p>Within EYFS, children;</p> <ul style="list-style-type: none"> ● Access a progression of tools. <i>In Nursery, the children use thicker paintbrushes and coloured pencils than in Reception, where they are given a choice of thinner brushes and mark making equipment.</i> ● Use tools of interest to motivate participation. <i>In the EYFS, children use tools like dinosaur feet to print and trains to mark make.</i> ● Have examples of art hung in continuous provision areas so that they are able to copy or reproduce their own version of the artwork. ● Celebrate their creativity. <i>By presenting to the class</i> ● Can be supported by overhand mark making.

<p>Design Development Matters area of learning.</p>	<ul style="list-style-type: none"> • Have techniques modelled in a small group as well as the whole class. • Use PowerPoints and pictures to learn about an artist. • Are encouraged to talk about their artwork and what they have created. • Encouraged to choose and use materials in an open-ended way. <i>In Nursery, tools are selected for children to explore and use. In Reception, the children have a choice of which tools they would like to select.</i>
<p>Key Stage 1 & 2</p>	<p>In KS1 and KS2 adults;</p> <ul style="list-style-type: none"> • Use appropriate non-verbal communication. Include gesture, body language and eye contact • Use appropriate ELKLAN strategies e.g. allow thinking time, repeating what the child says so the child hears good examples (reinforcing sentence structure), adding short simple ideas (to expand vocabulary and knowledge • Limit the number of questions asked • Give children the confidence to 'Speak Out' to encourage self-reflection. Giving them the language to express their views and feelings and encouraging them to seek out and vocalise any support that they need. • Give verbal information made visual e.g. word lists, vocabulary lists • Give lots of targeted, focused praise e.g. good listening, good sitting • Use of Blank Level questions targeted and pitched to the children at their correct level <p>In KS1 and KS2 children;</p> <ul style="list-style-type: none"> • Are taught a skill or skills broken down into manageable steps over a series of linked lessons within a unit. • Use research, PowerPoints and videos to learn about artists. <i>The children are then given one-page information to aid recall.</i> • See examples of WAGOLLS created by teachers and previous children. <i>Artwork is displayed around school from every year group.</i> • Have skills explicitly modelled by an adult. <i>A teacher, TA or artist (PH for KS2 and CB for KS1).</i> • Are able to explore types of media and choose which they think will be best for their final piece. • Allowed time to develop their ideas and practice newly taught skills. • Evaluate their finished pieces. <i>Children write what they think worked well and what would make their artwork better at the end of the unit.</i> • Verbally peer-evaluate their skills throughout the design process. Say what they like about each other's ideas or what they think they could add/improve. • Are encouraged to take risks (be original) and are told that there are no mistakes in art. <i>Children are taught that art is individual to them and they are using their focus artist as inspiration. Not copying, but adapting, one of their pieces.</i> • Are taught art that is linked to the wider curriculum areas. <i>In Year 2, they study the paintings of LS Lowry which is linked to their work on the artist in their history unit. This helps to take away a barrier to learning as they have previous knowledge.</i> • Are provided visuals and models throughout to aid ideas. • Have outcomes adapted based on their needs. <i>In Year 3, children working towards can use templates to create shapes.</i>

- Use knowledge organisers to recap on skills learnt or practised and information about the artist. *Skills sheets are provided at the beginning of each unit in Year groups 1 - 6.*

Vocabulary

- Reduce the amount of vocabulary within an art lesson to avoid cognitive overload.
- Repetition of vocabulary throughout a unit, ensures that children are regularly hearing this new language modelled correctly in context.
- Pre-teaching new vocabulary wherever possible for links to be made.
- Where necessary, simplify scientific vocabulary to make language more accessible.
- Where necessary, provide picture prompts alongside words to aid understanding of artistic vocabulary and concepts.