

Inclusive Strategies in Art

Inclusive strategies in Art	Examples observed within lessons
Lessons have low entry but high ceiling	Lesson starters link to children's prior knowledge where all children can access. Lessons then move on to the next achievable step- visuals and resources are used to engage learners and enable access. Teachers have high expectations of all children and children's knowledge is extended / deepened by the end of the lesson.
Removal of individual barriers to learning	Pre teach of skills required for lesson- this could be through on going intervention or within provision. Larger scale mark making tools and media used to aid children's grip and control. Pencil grips Larger scale paper to support children's motor control /sensory needs Checklists used to aid in organisation of tasks for particular children. Adult support and modelling
Sequential learning in Art	MT Planning reflects this and content is 'chunked' and sequenced in a way that provides cognitive links for children. Within EYFS and KS1 children have access to the materials used within continuous provision, allowing them to apply and further develop their newly learned skills independently.
Chunking of the lesson- allowing mini movement breaks.	Balanced pace of lessons observed- fast enough to move learning on whilst maintaining interest and enthusiasm but pace is accessible to children with slower processing- additional aids used to further support this- visuals, practical aids. Additional
Multi-sensory approaches are used	Larger visuals aids used during input to support understanding, engagement and provide a model. Real life objects for children to explore size, pattern, texture, form and shape first hand. Examples of artists work for children to explore. A variety of different media for children to use on different scales and in different ways including malleable materials.

	Larger scale and collaborative art often using larger, moveable materials- e.g. when looking at the work of Andy Goldsworthy- ephemeral art.
Accessible subject specific language	Specific vocabulary is used along-side real life examples. Teachers model meta cognition, wonder aloud and narrate as they model different techniques. Adults model use of vocab as they create their own piece and when commenting on the children's work. E.g. I love the way you've used fast brush strokes to create your impressionist piece. Staff use clear calm tone of voice during the lesson input and cut out unnecessary waffle- key information is given in as multisensory a way as possible.
Exciting starters and thematic approaches used to aid engagement.	Art topics are always linked to the classes overall theme and this approach works well in immersing children in their learning and linking this in a more holistic way, whilst maintaining the integrity of the subject.
Relationships at the heart of lessons	Children feel safe and secure- all children are engaged and excited about the work they do in Art. Children feel safe to take risks which moves their learning on- particularly through discussions. Children demonstrate wonderful relationships as they praise each other's work and provide constructive next steps. Children comment of the processes and techniques used and say why they like this in their peers work. This not only demonstrates their own knowledge but highlights the safe space that is created within classrooms where children are willing to take risks with their work and talk freely about how they would change it.

Inclusive teaching in Art

Art is taught on a whole class level using multi-sensory approaches including different media and tools, real life objects and visuals.

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