

Esk Curriculum Adaptive Teaching and Scaffolding in

Art

Generic

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| <ul style="list-style-type: none">• Recap prior learning• Break learning content/instructions into small steps or chunks• Provide a model or a WAGOLL (What a good one looks like)• Cue cards/prompts• Manipulatives• Checklists• Mind Mapping• Enabling Thinking aloud• Flexible Grouping• Reframing questions• Giving pupils notice that you'll be asking them a question and breaking instructions down into small, manageable chunks• Individualised resources (privacy screen, wobble cushion, fiddle toy, coloured overlay etc)• Intervening appropriately, i.e. in the classroom/lesson wherever possible, to minimise the need for out-of-class interventions (though these may still be appropriate and necessary for some pupils). | <ul style="list-style-type: none">• Provide a word bank/Vocabulary List• Writing Frames• Use a Subject Knowledge Organiser• Pausing more when providing instructions or information to allow children with SEND processing time• Working through examples of work together• Encouraging everyone to ask questions and use critical thinking• Setting everyone in the year group the same task, but giving some students extra support such as sentence starters or key vocabulary• Removing unnecessary expositions i.e. keeping your spoken language at an amount and level that will enable maximum access.• Targeted tailored support both within lessons and as pre/post teaching• Letting pupils show what they know in forms other than written text, e.g. voice recordings, role play or drawings |
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Subject Specific

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| <ul style="list-style-type: none">• Adapted/Left handed appropriate tools available• Paired practical work• Adapt practical techniques where necessary• Revisit previously taught techniques | <ul style="list-style-type: none">• Consider choice of artists some may be more accessible than others depending on sensory needs for example• Easels and table slants available if required• Modelling techniques in steps |
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