



# CURRICULUM ADAPTATIONS IN ART

<b><i>Cognition and Learning</i></b>	<b><i>Communication and Interaction</i></b>
<p>Retrieval practice focusing on prior learning and skills which is linked to new learning.</p> <p>Pre-teaching new learning and key knowledge/facts.</p> <p>Interactive whiteboards displaying current learning which may include core knowledge, sentence stems, and vocabulary.</p> <p>Use of a range of teaching resources such as pictures or video clips or teacher modelling demonstrating steps throughout teaching input and children's independent work.</p> <p>Paired and group discussion to support understanding.</p> <p>Questions and sentence stems modelled and displayed for children to complete evaluation of work.</p> <p>Displaying examples of completed work prior to beginning practical work to support understanding of expectations.</p>	<p>Recognise that the language/vocabulary of art may be challenging for children</p> <p>Explicitly teach the meaning of key terms prior to and during lessons and use terms reviewing meanings regularly beginning in EYFS.</p> <p>Pre-teach vocabulary using 'my turn, your turn'</p> <p>Encourage children to talk about their work and the work of others including known artists</p> <p>Encourage children to answer and comment in full sentences, modelling as appropriate.</p> <p>Use of Oracy skills to allow time for children to think, generate and practice their oral responses.</p> <p>Use objects/images as starting points for initiating discussion and developing the concepts and language needed to describe, and express their opinions.</p> <p>Teachers work alongside children, modelling language and technique by narrating progress and thinking out loud to demonstrate internal thought processes when creating.</p>
<b><i>Physical and/or Sensory</i></b>	<b><i>Social, Emotional and Mental Health</i></b>
<p>Suitable choices of font/backgrounds on interactive whiteboards to assist readability and access.</p> <p>Pre-teach showing/experiencing anything that may have sensory implications.</p> <p>Regular modelling to support ideas and techniques, including interactivity within lesson delivery.</p> <p>Scribe children's ideas during evaluation where needed so as to not limit children who find literacy challenging or have difficulty expressing their thoughts.</p>	<p>Use of oracy skills to allow time for children to think, generate their ideas and practise their responses with confidence and without pressure.</p> <p>Development of informal, atmosphere and discussion based input focusing on valuing every opinion, thus encouraging reluctant and anxious children to share their answers.</p> <p>Use of a variety of modelled examples to ensure independent and confident practice takes place.</p> <p>Teacher modelling of possible challenges and how to overcome to demonstrate positive attitudes towards perseverance.</p> <p>Encouragement of exploring and experimenting within sketch books</p> <p>Demonstration of valuing all work through sharing and positive critique .</p>