REMOVING BARRIERS FROM THE ART AND DESIGN CURRICULUM

Strategies to remove potential barriers in the curriculum

Subject: Art and Design

Potential Barrier	Adaptations to Teaching
Difficulty with retraining vocabulary	• Pre-teach key vocabulary, then ensure multiple and regular exposure to these words. • Word mats with key vocabulary
Difficulty reading	• Partner with a child who can read key information to them. • Work in a smaller group with a TA
Children who struggle with change and transition	• Art lessons to follow teaching sequence to keep consistency (observe, experience, imagine, create, reflect) • Visual timetable to segment Art block days into manageable chunks if needed
Needing extra time to process questions	• Always allow for plenty of thinking/talking/practise time before asking children to comment or do
Reducing reliance on memory	• Use of teacher sketchbook/ready-made examples for adults to model examples of what the children could do (giving options 'this' or 'that') • Make sure they understand the task and the expectations • Be prepared to go over something multiple times • Use clear short instructions
Children who struggle with fine/gross motor skills	• Use adapted tools (scissors, pencils) • Use large paper and take photograph/stick into sketchbooks

Additional strategies

- Check understanding through careful questioning, asking children to explain to a partner or applying skills/knowledge to a different context
- Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied