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| **Adaptation** | **What does this look like in Art?** |
| Use of Connecting Steps to personalise the learning objective. | Links with fine motor skills – can be related to Connecting Steps targets for some children.  Any written work can be assessed against Connecting Steps targets. |
| Group discussions. | Peer support to discuss work of artists/evaluate own work |
| Use of artefacts. | Artefacts to stimulate e.g. real sunflowers, examples of sculptures, sensory experiences of textures. |
| Use of technology. | Computer programmes, example – Paint in year 1 |
| Brain breaks. | Teachers have been given ideas to use art as a brain break for other curriculum areas. |
| Sensory profiles. | Being aware of sensory needs such textures of materials used. |
| Ear defenders. | In line with usual usage. |
| Relating the learning to what the children already know well. | Development of skills and final pieces link to projects |
| Word mats. | Word mats can be used in evaluations. |
| Voice recordings. | Use voice recordings to evaluate pieces. |
| Group work. | Creating large pieces as a group e.g. Matisse snail |
| Talk partners. | Use for peer evaluations. |
| Revisiting learning after a period of time. | Children practise skills taught during cross curricular work e.g. using clay sculpting skills to make clay artefacts for Shabbat. |
| Pre-teaching of key vocabulary and/or subject matter. | Key vocab for art should be identified on project plans and can be pre-taught |
| Sentence starters. | Used for evaluations |
| Use of video clips. | Used for evaluations |
| Use of writing frames. | Used for evaluations |
| Modelling. | All art skills should be modelled by the teacher.  WAGOLL for final piece. |
| Communication with home to reinforce the learning and to share successes. Use of Evidence Me with our Reception children. | Ongoing in EYFS throughout the year.  Art learning communicated via the weekly emails to home via Ping. |
| Scribing when necessary when writing is not the focus. | An adult to scribe evaluations |
| Practical investigations. | Time and encouragement to investigate the materials and techniques. |
| Use of physical resources, manipulatives and Hands On experiences. | Physical resources can be adapted if necessary e.g. larger paint brushes/ chunky pencils/crayons |
| Visual supports. | Use of WAGOLLs to develop skills and final pieces |
| The opportunity to choose how they present their work. | Children are encouraged to experiment with different media and to choose media for final piece if appropriate. |