



Offenham CE First School

Adaptive teaching Art

Strategies to remove potential barriers in the curriculum

Potential Barrier	Adaptations to teaching
Difficulty with retraining vocabulary	<ul style="list-style-type: none"> • Pre-teach key vocabulary, then ensure multiple and regular exposure to these words. • Display vocabulary in the classroom and record in sketch books . • 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	<ul style="list-style-type: none"> • Art lessons to follow teaching sequence to keep consistency • Keep children informed of the next step and next lesson tasks • Art lessons to follow teaching sequence to keep consistency • Visual timetables available
Needing extra time to process questions	<ul style="list-style-type: none"> • Always allow for plenty of thinking/talking/practise time before asking children to comment or do
Reducing reliance on memory	<ul style="list-style-type: none"> • teacher 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
Children who struggle with fine/gross motor skills	<ul style="list-style-type: none"> • 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