

Planning Inclusive Lessons  
Art & Design

<b>Inclusive Environment</b>	<b>Resources</b>	<b>Scaffolding</b>
<ul style="list-style-type: none"> <li>• carefully consider the classroom spaces and the learning environment</li> <li>• anticipate what barriers and ways to reduce them</li> <li>• Storage systems are predictable.</li> <li>• Build in plenty of discussion time where all learners feel safe to voice their ideas</li> <li>• an opportunity to develop ideas and that there is not one correct way to do this</li> <li>• a variety of model examples to support learners and develop their skills and confidence</li> <li>• Instructions are given clearly and reinforced visually, where necessary</li> <li>• Low-arousal area</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and display any key vocabulary together with its meaning.</li> <li>• Provide visual word banks that are accessible to the learner</li> <li>• Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.</li> <li>• specialist equipment, eg specialist scissors and cutting tools</li> <li>• generic aids, eg frames or adhesives to hold down pupils' work to surfaces.</li> <li>• Provide a range of drawing aids such as grids, templates and viewfinders for transcription.</li> </ul>	<ul style="list-style-type: none"> <li>• Model processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher. It is important the teachers' thought processes are shared aloud.</li> <li>• Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages</li> <li>• Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.</li> <li>• Introduce each piece of equipment - name it, explain what it does, model how it can be used or applied.</li> <li>• Encourage learners to experiment with different media, for example when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media - some learners may prefer a sponge to a brush or may even use their fingers at time</li> </ul>