



# St Thomas of Canterbury Curriculum Inclusion Strategies



## Art and Design

Quality First Teaching – Promoting independence, providing suitable challenge, meeting a variety of learners needs and overcoming barriers.

At St Thomas of Canterbury, wherever possible, all pupils work on the same curriculum in Art and Design. If necessary, adaptations are made to meet individual needs, making learning accessible for all pupils. Provision will depend on the particular barrier to learning pupils face. Examples of inclusive practices at St Thomas of Canterbury (STOC) are below.

Key Stage	Strategies for inclusion
Whole School	<ul style="list-style-type: none"><li>• Teaching provides an understanding of all the diverse art forms so that all children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. (From EYFS to Year 6).</li><li>• The children study a range of artists reflecting modern society. <i>Different genders, ages, races, religions, beliefs and disabilities. In Y2, they study Stephen Wiltshire, who is of Caribbean heritage and is autistic.</i></li><li>• Art and design provides opportunities for collaborative work as well as working independently.</li><li>• Skills are modelled to the children either by an adult, an expert or through videos.</li><li>• WAGOLs are used from previous years to help support developing ideas.</li><li>• A wide range of resources are available for the children to choose from.</li><li>• Repetition of technical language is used by adults accurately throughout lessons and the children are encouraged to use and repeat.</li><li>• Adults are aware of any barriers to learning.</li><li>• Adaptive, responsive teaching e.g. knowing when to provide intervention to help develop a skill.</li><li>• Lessons are broken down into a sequence of skill steps.</li></ul>
Early Years Foundation Stage  is linked to Expressive Art and Design Development Matters area of learning.	<p>Within EYFS, children;</p> <ul style="list-style-type: none"><li>• Access a progression of tools. <i>In Nursery, the children use thicker paintbrushes and coloured pencils than in Reception, where they are thinner.</i></li><li>• Use tools of interest to motivate participation. <i>In the Acorn, children use tools like dinosaur feet to print and trains to mark make.</i></li><li>• Have examples of art hung in continuous provision areas so that they are able to copy or reproduce their own version of the artwork.</li><li>• Celebrate their creativity. <i>On working walls and presenting to the class.</i></li><li>• Can be supported by over hand mark making.</li><li>• Have techniques modelled in a small group as well as whole class.</li><li>• Use PowerPoints and pictures to learn about an artist.</li><li>• Are encouraged to talk about their artwork and what they have created.</li></ul>

	<ul style="list-style-type: none"> <li>Encouraged to choose and use materials in an open-ended way. <i>In Nursery, tools are selected for children to explore and use. In reception, the children have a choice of which tools they would like to select.</i></li> </ul>
Key Stage 1 & 2	<p>In KS1 and KS2 children;</p> <ul style="list-style-type: none"> <li>Are taught a skill or skills broken down into manageable steps over a series of 6 weeks.</li> <li>Use research, PowerPoints and videos to learn about artists. <i>The children then produce fact files to aid recall.</i></li> <li>Are supported through their understanding of an artist or piece of artwork through Bloom's Taxonomy framework. <i>Planning is broken down into these steps.</i></li> <li>Are introduced to and discuss vocabulary through the understand section of Bloom's Taxonomy framework.</li> <li>See examples of WAGOLLS created by teachers and previous children. <i>In Year 5, large Lowry paintings are displayed in the Parish Hall. Art work is also displayed in the art corridor from each year group.</i></li> <li>Have skills explicitly modelled by an adult.</li> <li>Are able to explore types of media and choose which they think will be best for their final piece.</li> <li>Allowed time to develop their ideas and practice newly taught skills.</li> <li>Evaluate their finished pieces. <i>Children write what they think worked well and what would make their artwork better at the end of the unit.</i></li> <li>Verbally peer evaluate their skills throughout the design process. Say what they like about each other's ideas or what they think they could add/improve.</li> <li>Are supported by more confident children who are used as 'experts'.</li> <li>Are encouraged to take risks (be original) and are told that there are no mistakes in art. <i>Children are taught that art is individual to them and they are using their focus artist as inspiration. Not copying one of their pieces.</i></li> <li>Are taught art that is linked to the wider curriculum areas. <i>In Year 3, they study types of cave paintings in the Stone Age. This helps to take away a barrier to learning as they have previous knowledge.</i></li> <li>Are provided visuals throughout to aid ideas. <i>In Year 5 Mayan Mask making, children are encouraged to create their own design based on a selection of examples.</i></li> <li>Have outcomes adapted based on their needs. <i>In Year 6, whilst studying animals linked to sketching and digital media, a boy with SEND looked at animals and matched them to their habitats before choosing the best colours to draw on acetate with a picture of an animal on.</i></li> <li>Use knowledge organisers to recap on skills learnt or practiced and information about the artist.</li> </ul>

