

Inclusive Approaches and Adaptations Across All Art Units			
Planning and Accessing Learning - Provide clear learning intentions and success criteria using child-friendly language. - Share examples of artwork, artists and finished outcomes before beginning tasks. - Use visual demonstrations and step-by-step modelling. - Break creative processes into smaller manageable stages. - Provide visual vocabulary mats with images and examples. - Use practical exploration before expecting pupils to create independently. - Allow pupils to respond creatively in different ways, recognising that there is no single "correct" outcome. - Encourage pupils to explore, experiment and adapt ideas.	Drawing - Provide a range of drawing tools: - Chunky pencils - Charcoal sticks - Pastels - Wider paintbrushes - Use larger-scale drawing opportunities. - Practise individual skills separately: - Lines - Shapes - Tone - Texture - Proportion - Allow tracing, grids, viewfinders or templates where appropriate. - Focus on development and communication rather than accuracy alone.	Painting and Colour - Provide colour mixing guides. - Use pre-selected palettes where appropriate. - Allow exploration of different brushes and tools. - Provide alternative tools: - Sponges, Cotton buds, Natural materials, Printing tools - Consider sensory needs around paint textures and smells. Sculpture and 3D Work - Provide opportunities to handle and explore materials first. - Use construction examples and demonstrations. - Provide partially constructed bases where needed. - Use larger materials that are easier to manipulate. - Allow pupils to choose materials that feel comfortable.	Communication and Language Support - Pre-teach artistic vocabulary through practical experiences. - Use visual word mats: - Texture - Tone - Composition - Contrast - Form - Pattern - Encourage partner discussion before recording ideas. - Provide sentence starters: "The artist used..." "My artwork represents..." "I chose this material because..." "I improved my work by..." - Allow verbal evaluation instead of written responses where appropriate.
Cognition and Learning Support - Repeat key skills throughout units. - Make links between previous art experiences. - Use retrieval of techniques: - Colour mixing - Shading - Printing - Joining materials - Provide clear demonstrations before independent work. - Use visual task sequences. - Give pupils additional opportunities to practise techniques. - Use peer modelling and collaborative work.	Physical and Sensory Needs - Ensure tools and resources are accessible. - Provide adapted equipment: - Pencil grips - Larger paintbrush handles - Easier scissors - Different mark-making tools - Allow alternative methods of creating artwork. - Provide suitable seating and workspace. - Consider sensory needs: - Offer gloves or tools for messy materials. - Allow choice of materials. - Provide quiet working areas where needed. - Include movement-based art activities.	Social, Emotional and Mental Health (SEMH) Inclusion - Create a classroom culture where all artistic responses are valued. - Emphasise that artists experiment and make changes. - Avoid comparing pupils' artwork against one another. - Celebrate individual creativity and personal expression. - Provide opportunities for collaborative artwork. - Use positive peer feedback: "I like..." "I noticed..." "You could develop..."	Challenge and Greater Depth for SEND Pupils Where appropriate, pupils should be challenged through: - Explaining artistic choices. - Comparing different artists and techniques. - Experimenting with unfamiliar materials. - Developing personal artistic styles. - Exploring symbolism and deeper meanings. - Evaluating how artwork affects an audience. - Independently researching artists and techniques.

Art Area	Inclusive Adaptations
Prehistoric Art / Natural Paints	Use sensory exploration of materials, natural objects and simple mark-making techniques.
Ancient Civilisations (Egypt/Maya)	Use artefacts, images, symbols and practical exploration of patterns and meanings.
Drawing (tone, texture, proportion)	Use grids, guides, larger-scale drawing and step-by-step modelling.
Painting and Mixed Media	Provide colour palettes, material choices and structured experimentation.
Sculpture and 3D Work	Use accessible materials, modelling demonstrations and scaffolded construction.
Textiles and Fabric Design	Use templates, simplified patterns, adapted tools and visual instructions.
Architecture and Design	Use photographs, shapes, models and supported planning templates.
Abstract and Conceptual Art	Allow emotional, sensory and personal responses rather than only written interpretation.
Printmaking	Provide prepared materials, simplified processes and opportunities to repeat techniques.