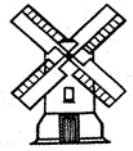


Strategies to Scaffold learning in Art



How can I support pupils with literacy difficulties?

- Provide visual aids to enable learners to identify artists and their work, equipment and media.
- Provide word and/or picture banks for guided or independent activities.
- Use modelling, demonstrating and imitating for step-by-step processes.

How can I support learners who struggle to retain vocabulary?

- Discuss, display and revisit key vocabulary and its meaning. Practise regularly.
- Provide accessible visual word banks.
- Embed vocabulary during lessons and when modelling.

How can I support learners who struggle with fine motor skills?

- Hold learner's work down with masking tape, provide larger scale materials gradually decreasing as their control improves.
- Offer alternative media; chunky graphite sticks, soft 'B' pencils, painting with fingers, sponges or chunky brushes, wider-handled or easy grip scissors.
- Plan carefully – allow for adult guidance accordingly.
- Offer opportunities for malleable media such as clay or dough which will greatly benefit these learners.

How can I support learners who struggle with poor attention?

- Reflect on positioning of learner within the classroom- ensure environment is calm.
- Adapt lesson into chunks to allow for paired or group talk.
- Pre-teach or pre-expose learners to resources or give example of outcome they will produce.
- Give time to look back in their sketchbook at prior learning to make connections to what they already know.
- Allow movement breaks, give them classroom jobs (resource monitor) to aid self-regulation.
- Learners clean and tidy away to support independence and managing transitions.

How can I support learners who need additional time to develop conceptual understanding?

- Provide opportunities for small group learning before or during the lesson allowing time to explore resources and ask questions with adult intervention.
- Model and demonstrate each element of the process – develop understanding through a step by step approach.
- Retrieval practice (show outcomes from previous lesson) – memory aid.
- Have visual aids in form of worked examples that learners can have to hand when completing independent tasks.

Generic scaffolds

- Allow sufficient time for talk to encourage thinking and idea sharing.
- Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied.

- Ensure equipment is fully accessible to all and adapted for individuals as necessary.