

# Art and SEN

Identifying and supporting art and SEN  
Cove Junior School

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May 2023  
Final version

# What are the considerations required to plan inclusive art lessons?

- Art should be a subject that is enjoyable and allows all to have success.
- It should allow self expression and boost self esteem.
- The skill focus, what they are going to learn should be clear, with step by step instructions that can be simplified if necessary.
- Potential barriers should be considered prior to delivery.
- Key vocabulary should be visible and used repeatedly.
- Balance adult support/intervention with allowing independence.
- Learning and progress should be made by all.

## How do we create an inclusive environment in the classroom? Some questions to consider?

- Is there some area in the classroom that is more bland than others (display free) to avoid over stimulation.
- Practical lay out of the classroom – is there a clear path to equipment?
- Is the equipment clearly set out for easy access?
- Does it allow for those who prefer their own space to have it?
- Are word banks and instructions/examples visible?
- Is there a physical sample showing technique/skill to touch?
- How much choice will be given for a) equipment/media b) final subject matter?
- How much adult support will be allowed?
- How progression can be ensured?

# How can we assist learners in art for transition?

- Key vocabulary
- Colour knowledge
- Cultural capital
- Talking to secondary art teachers
- Experience of sketchbook design
- How to look after equipment (brushes the right way up in a pot)
- Build self-confidence and resilience
- Develop a love of the subject through positive experiences
- Drawing and painting techniques

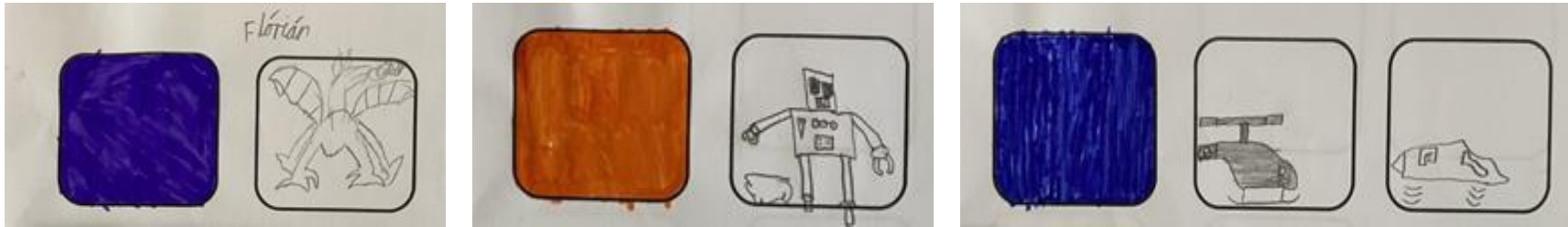
# What resources would be good for the art classroom to support SENK learners?

- Key vocabulary – word banks
- Range of equipment - eg chunky pencils, pencils with a grip, different sized paint brushes – give choice as to what feels best
- Examples of finished product
- Step by step guidance to skill being taught ( break-up instructions into smaller chunks)
- Own space (if appropriate)
- Pre-teaching
- Quality teaching
- Having expectations
- Physical resources, not just photocopies or screens of examples.
- Allow time for exploration – they might discover what you had not thought of
- Enlarge pictures for individual pupils
- Examples of each stage and finished product
- 1:1 support – to assist them achieving success
- Positive working environment
- Non-examples?

## SEN Focus group

- Meet weekly for 20 minutes
- All on SEN register and judged as SEN in art
- Each week try something different – basic skills
- Lot of discussion, pupil conferencing, beginning to develop a critical eye

# Small scale colouring and favourite object to draw



## Task:

- Using small 3cm squares to produce a small and contained image.
- First square colouring technique with a felt tip.
- Second square, draw a picture you enjoy drawing and think you can draw well.

## Observations:

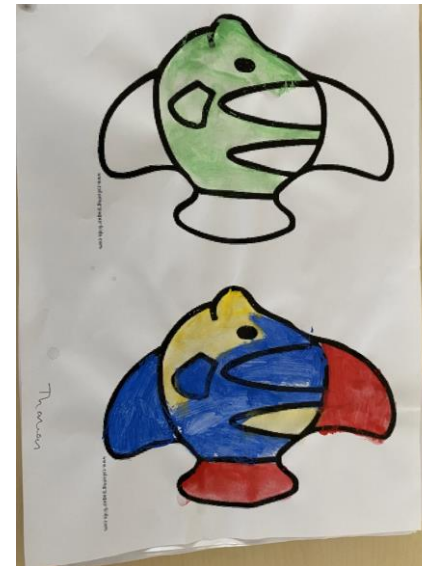
- Good control when colouring, went over to fill any white gaps.
- Drawings , completed with confidence and no hesitation. Were able to reduce their designs to fit the box.

# Resources: display, visual aids, physical, examples, range of tools





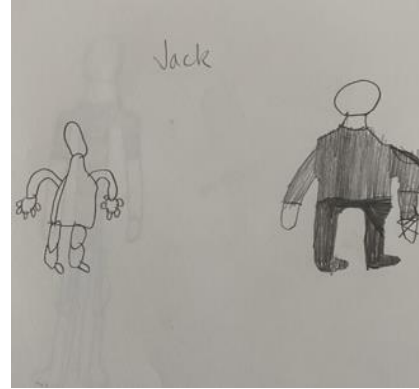
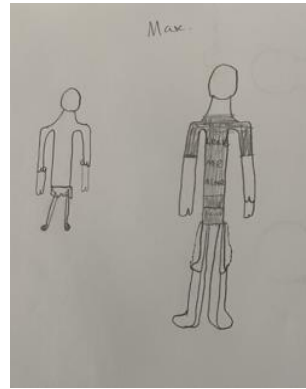
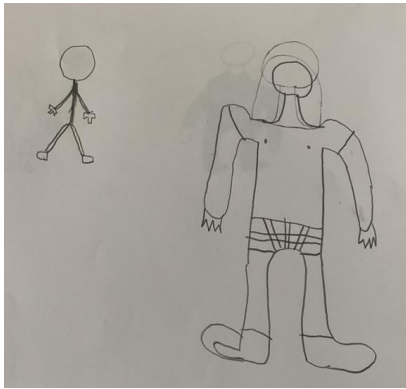
## Exploring different brush sizes – demonstrating control



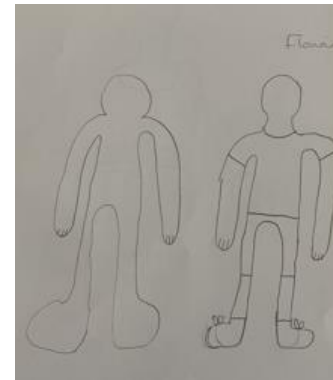
Explored using a range of brush sizes, then used chosen one to paint picture.

A4 or A3 picture size offered (all chose A4, only one A3).  
Most liked the feel of the small rounded brush – fine detail.

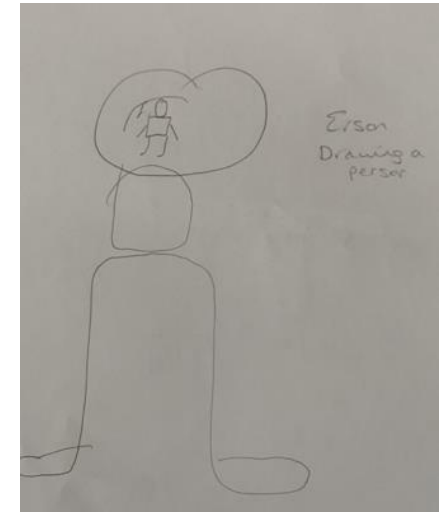
# Draw a person



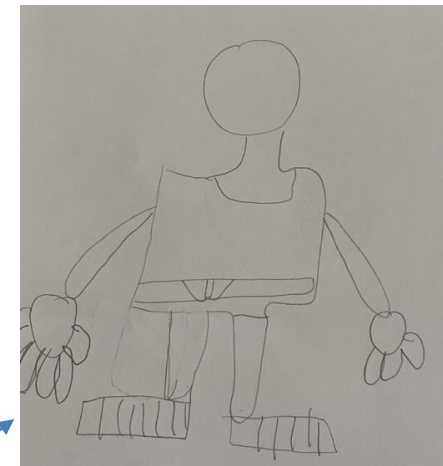
Looked at each others drawings and made a comment about how they think they could be improved. What looked a bit strange. Proportions discussed – head size – how many ‘heads’ fit into the body. Necks and arm lengths.



1st

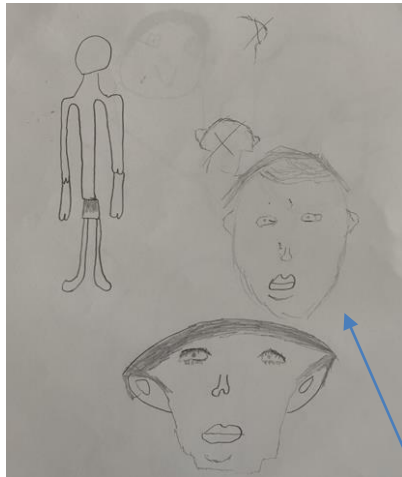


2nd

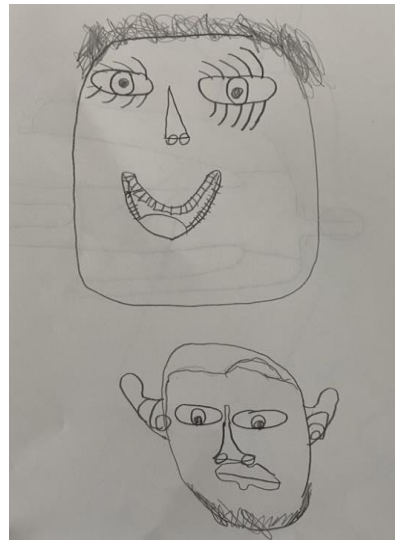


# 5 minute portraits

Context: asked to draw their partner, then discussed proportions and teaching points and then retried.

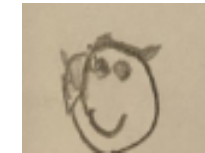


First attempt, which was originally bald.

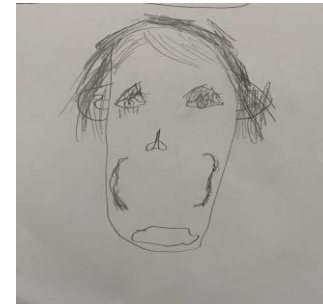


Second attempt discussed head shape, hair, position of eyes, nose, ears and mouth.

First attempt



First attempt



Second attempt Discussed hairline, ear position and proportions.

Second attempt, made observations about the ear/eyeline, face shape and visibility of hair.



# Developing a critical eye



## Observations

- The group loved 'doing art' and were very enthusiastic.
- They showed no inhibitions at getting started.
- Were engaging and receptive to discussion.
- They chose to do their drawings small, chose small paper and selected small paintbrushes to paint with.
- They understood the colour wheel, could say the primary colours and were able to mix secondary colours.
- Responded to teaching points to improve their work.

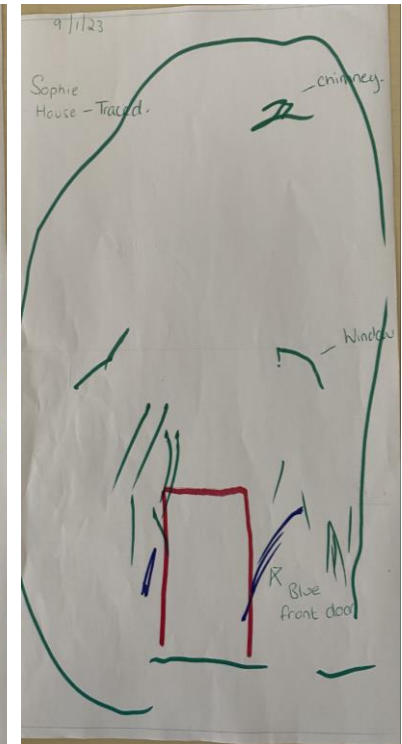
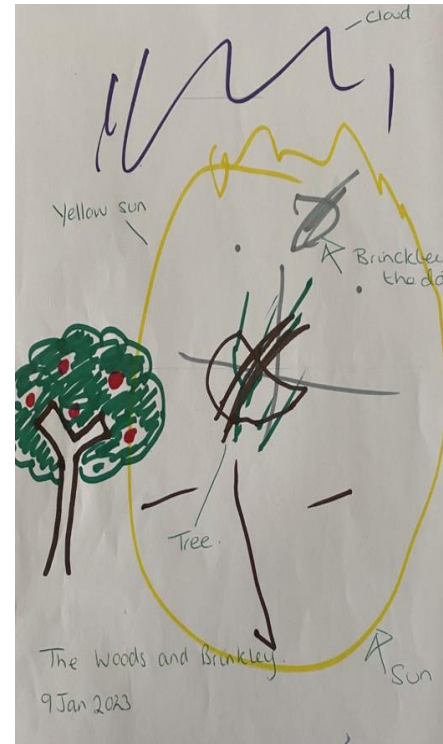
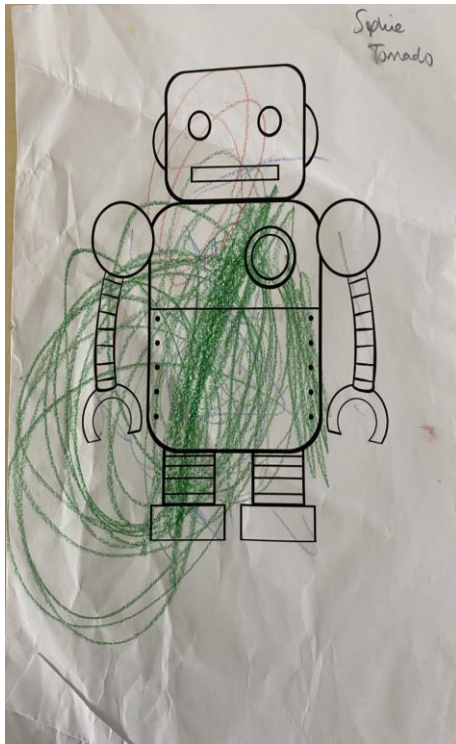
## Moving forward - actions

- Develop cultural capital further around the school
- Display key vocabulary in classes specific to art topic
- Ensure 'support' and 'challenge' is evidenced in planning and in the lesson
- Develop a bank of 'physical' (tactile) resources that can accompany a lesson, eg feel and observe the texture of how an artist has applied paint
- Promote more exploration within lessons
- Provide a range of equipment to use
- Higher expectations
- Quality teaching



# And then there's this...

## How can you embed focus and enjoyment?



## Further questions

- Art curriculum has been halved, how can we ensure that there is the same progression of skills?
- Should SEN pupils have daily/regular opportunities to draw etc?



## Art

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[htlcdev@hants.gov.uk](mailto:htlcdev@hants.gov.uk)

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