

HIAS MOODLE OPEN RESOURCE

How can I adapt the art curriculum for children with specific learning needs in my art classroom?

[Art and SEN]

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Final version

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Art and SEN

Working with a small group of teachers from primary, secondary and special schools in Hampshire we focus on art and SEN needs in schools. Thank you to Amanda Goldsmith, Head of Art at Toynbee School who has created this case study to share her focus with you: How can I adapt the art curriculum for children with specific learning needs in my art classroom?

Toynbee School SEN Case Study 2024-2025



AFL



- Lots of SEN students were not engaging with written grade descriptors so the idea was to turn them visual where possible if the work was practical.
- The aim was to raise attainment, progress and awareness of AFL in Art and Design.

AFL Resources

Previous students work was photographed anonymously and added to existing grade descriptors for formally assessed pieces of practical work.

Students were encouraged to take more ownership over their outcomes and also be more reflective.



Year 8

How am I graded in Art and Design?

Advanced=A

- The **positioning** of the figure is more complex therefore harder to draw.
- The sections of the figure are accurately drawn and detailed.
- The **tonal shading** makes the figure look 3D and is neat. Any cross hatching is sensitively drawn.
- The **shadow** (if included) is in the right place and makes the figure look 3D.

Secure-S

- The figure is **competently** drawn. (It looks like the wooden figure).
- The **tonal shading** is **competent** but could be neater in some areas.

Developing=D

- The figure drawing **shape and proportion** is **developing**.
- The **tonal shading** is developing and could be neater.

2 HR
Drawing the figure task.





What **SKILLS** am I improving in this task = Drawing, tonal shading, cross hatching

What **KNOWLEDGE** am I improving in this task=Scale, proportion, size, silhouette, realistic human body expectations.

AFL Resources

Students were encouraged to look at the visual examples before, during and after their own work was produced to ensure they knew how to make progress not just complete the task set.

The 'spot the difference' technique encouraged great peer discussions and higher attainment as students spent longer on the refinement of their work.



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Modelling and Clear End Point



Modelling and having a clear end point was also a focus this year linking to the 2025 Ordinarily Available Provision (OAP) document showing different steps alongside different levels of work being inclusive for all learners.

This involved:

- Taking photographs, documenting previous students work to inspire.
- Making staff examples of differing designs not just showing the best examples from previous years.
- Documenting the making and designing process more by breaking it down and chunking information, making it more visual. (Front loading knowledge)
- Purchasing modern visualisers to support SEN students more in the moment with refinement of skills in each project.

Issues

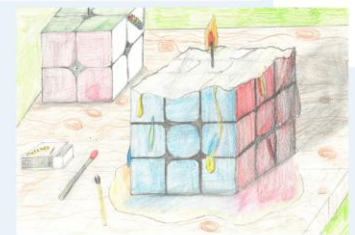
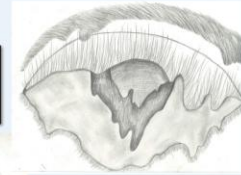


- To cover a large SoW all Art and Design staff need to be involved in SoW planning and documenting of work.
- You need the SOW to be established for this to work to have enough student resources to be able to show a range of work.
- Resourcing PowerPoints and worksheets/AFL handouts takes time in advance to organise before the SoW project starts.
- Student examples of work need to be anonymous as grading can be a sensitive topic. (Ideally the cohort above used to inspire the next year group).
- You naturally want to show the best examples but students have different start and end points so they need to see their possible end point that could be lower than their peers or expected ability based on their age.

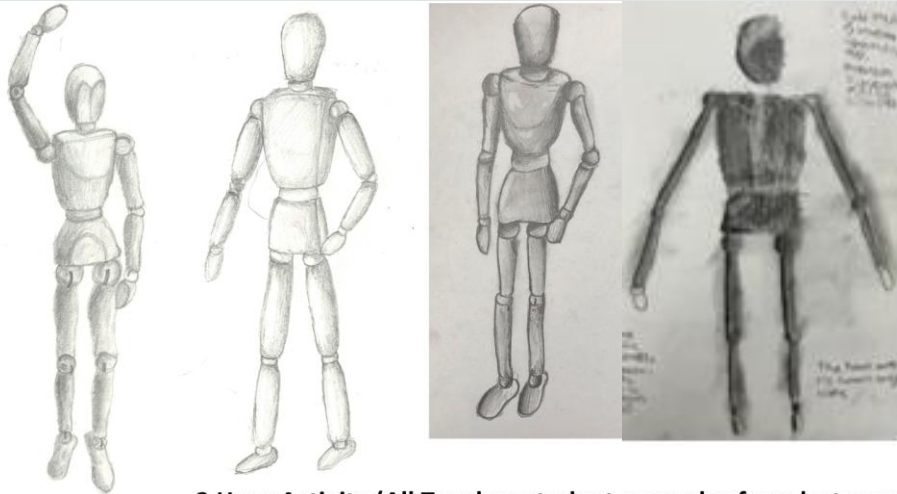
Adding texture in the style of Vincent Van Gogh – Student Examples



DO NOW: What makes a successful Final Piece?



Examples of modelling and end points at KS3 to support and inspire our VI and SEN students more this year.



2 Hour Activity (All Toynebee student examples from last year)



Reflection



- More visually impaired (VI) examples need to be added to the SOW resource bank-Small VI cohort to choose from.
- SOW if updated or changed - There would be no AFL student examples of work to refer to when modelling or showcasing work, just staff examples.
- Any example given to students you don't want them to copy but be inspired by to go off and create their own unique version. Always something to be mindful of when encouraging creativity.
- The feedback from students and Ofsted this year has been strong.
- The attainment, progress and understanding of SEN learners is increasing due to visual grading methods being introduced this academic year. EAL students are also benefitting.

Art

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