



Strategies to remove potential barriers in the curriculum

Subject: Art

Potential barrier	Strategies to overcome barrier
Difficulty with retaining vocabulary	<ul style="list-style-type: none"> - Pre-teach key vocabulary, then ensure multiple and regular exposure to these words. - Display vocabulary on 'We are Artists' board - Word mats with key vocabulary.
Difficulty reading	<ul style="list-style-type: none"> - Partner with a child who can read key information to them. - Work in a smaller group with a TA.
Children who struggle with change and transition	<ul style="list-style-type: none"> - Art lessons to follow teaching sequence to keep consistency (observe, experience, imagine, create, reflect). - Visual timetable to segment Art block days into manageable chunks if needed.
Needing extra time to process questions	<ul style="list-style-type: none"> - Always allow for plenty of thinking/talking/practise time before asking children to comment or do.
Reducing reliance on memory	<ul style="list-style-type: none"> - Use of teacher sketchbook for adults to model examples of what the children could do (giving options 'this' or 'that'). - Make sure they understand the task and the expectations. - Be prepared to go over something multiple times - Use clear short instructions.
Children who struggle with fine/gross motor skills	<ul style="list-style-type: none"> - Use adapted tools (scissors, pencils). - Use large paper and take photograph/stick into sketchbooks.

Additional strategies

- Check understanding through careful questioning, asking children to explain to a partner or applying skills/knowledge to a different context.
- Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied.