

DIFFERENTIATION + INCLUSION

I believe every student should feel successful and supported in the art room. I intentionally design my lessons so all learners, regardless of ability level, language proficiency, or learning needs, can access the content and express themselves creatively.

ENGLISH LEARNER (EL) SUPPORTS

I support English learners by making instruction highly visual and interactive. I model each step of the process and provide visual examples so students can follow along without relying only on verbal directions. I also use repetition, gestures, and clear, simple language when introducing new concepts.

To support academic language, I provide sentence stems such as:

- "I used ____ because ____."
- "This shows ____."
- My artwork represents ____."

These supports help students build confidence in both their art-making and their communication skills.

VISUALS + MODELING

Visual support is a key part of my teaching. I use:

- Step-by-step demonstrations (live and/or video)
- Example artworks and reference sheets
- Anchor charts with vocabulary and visuals

Modeling allows students to see expectations clearly and gives them a starting point before working independently.

IEP ACCOMMODATIONS + SUPPORT

I implement accommodations based on students' individual needs to ensure equitable access.

These may include:

- Extended time to complete artwork
- Modified instructions broken into smaller steps

- Preferential seating for focus and support
- One-on-one or small group guidance
- Alternative tools (adaptive scissors, thicker pencils, etc.)

I also check in frequently with students who need additional support and adjust instruction as needed.

CHOICE + STUDENT VOICE

I provide students with opportunities for choice in:

- Subject matter (what they include in their artwork)
- Materials (when appropriate, such as colored pencils, markers, or paint)
- Pacing (students may work at different speeds within structured time)

Choice allows students to take ownership of their learning and express their individuality while still meeting lesson objectives.

FLEXIBLE SUPPORT + SCAFFOLDING

Throughout the lesson, I circulate to provide support based on student needs. I may:

- Pull small groups for reteaching
- Offer additional guidance or challenge
- Ask guiding questions to deepen thinking

This flexibility ensures that all students are appropriately supported and challenged.