

Art Room Differentiation Plan

Circumstances Influencing Student Learning Abilities	Classroom Strategies
English Language Learners or students with developing English proficiency (ELL)	<ul style="list-style-type: none"> • Create bi-lingual handouts pdfs • Offer clear visual demonstrations for projects • Offer Closed Caption for video demonstrations/read alouds. • Provide “classroom” slide with a clear daily agenda that includes written and visual information • Provide definition text for all new words introduced • Encourage and give space for all students to participate in class discussion
Students with limited and/ or developing Motor Skills	<ul style="list-style-type: none"> • Provide time to experiment with materials • Work with students to find the materials that will work for them and the project • Demonstrate materials, as well as ways to adapt the materials
Students with Attention Disorders	<ul style="list-style-type: none"> • Adapt lesson activities to help refocus students • Offer the student opportunities to take on leadership roles in the class • Provide movement breaks • Provide information in a variety of formats, offering visuals, videos, and play to demonstrate lesson ideas.
Students with limited or developing Reading and Writing	<ul style="list-style-type: none"> • Offer clear visual demonstrations for projects • Provide “classroom” slide with a clear daily agenda that includes written and visual information • Provide direction and word definition visual slides • Provide definition text for all new words introduced • Provide word bank boards and starter sentences
Students with Hearing Impairment or Auditory Processing Disorders	<ul style="list-style-type: none"> • Offer clear visual demonstrations for projects • Use closed captioning on sourced material • Have chat function on zoom open and available for all students • Have all lesson materials available on google classroom
Students experiencing Behavior or Emotional distress	<ul style="list-style-type: none"> • Connect with student to find best practices to support them • Offer the student opportunities to take on leadership roles in the class • Reinforce and celebrate positive behavior • Have a calming space for students when they need a break
Students on the Autism Spectrum	<ul style="list-style-type: none"> • Offer time reminders, and clear communication between tasks • Have a calming space for students when they need a break • Provide clear communications and instructions
Students with severe Learning Impairment and have an aide or paraprofessional with them in the art room.	<ul style="list-style-type: none"> • Communicate with aides and paraprofessionals the lesson plans and goals, and work as a team to best support students. • Provide clear communications and instructions • Allow for a lot of material play and experimenting