

FIGHTING FOR OUR RIGHTS

FFR12

Demonstrating inclusion awareness through an accessible school blueprint

Subject/theme:

Art

Year Group:

Year 6

Cross curricular links:

PSHE

Learning Objectives:

To demonstrate my awareness of inclusive approaches by creating a blueprint of the school, which is accessible to individuals with disabilities.

Success Criteria:

- All will draw a blueprint of the school
- Most will be able to draw a blueprint of the school with some suggestions of how it can be improved
- Some will be able to label specific parts of their detailed blueprint with suggestions of their own technology to be used in schools

Resources:

- Material from Richard Rieser's Disability Equality <http://www.worldofinclusion.com/res/qca/Breughel.pdf>
- Pictures by Peter Breugel
- Art books
- Pencils/colouring pencils
- Visualiser
- Images of blueprints, wheelchairs, lifts etc

NC Ref:

- Produce creative work, exploring their ideas and recording their experiences
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design

Strategies for pupils with specific learning difficulties and disabilities:

- Children working above the expected level: Encourage innovative designs with labelling
- Children working below the expected level: Suggest ideas and provide pictures of wheelchair lifts, stair lifts, wheelchair ramps to inspire pupils to be creative and use as reference to help with their drawing

Implications from previous learning:

Links with FFR5 and FFR6

Role of other adults:

- Class teacher – Lead main questioning, discussing feelings around disability. Circulate around classroom to suggest ideas to make the school blueprints more accessible to individuals with disabilities, encourage the pupils to be creative and think of their own technology which would make the school more accessible.
- TA – Support lower ability children to develop their ideas of how to make the school more accessible. Also, develop lower ability pupils' awareness and understanding of disability in general and individuals with disabilities and the difficulties they may face.

Standards Related Professional Development Focus:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils

LESSON OUTLINE	TIME
<p>Starter</p> <ul style="list-style-type: none">• Children will be presented with images on the IWB (by Peter Breugel called 'The Battle of Carnival' and 'Lent and the Cripples') and will be asked to discuss what they think they depict with their talk partners. http://www.worldofinclusion.com/res/qca/Breughel.pdf <p>Teacher then picks children to share their thoughts and ideas and can then prompt further discussion through asking questions such as:</p> <ul style="list-style-type: none">• Who are the main subjects of these paintings?• What emotion do you think the artist is trying to portray?• How are the other people in the paintings responding to the subjects of the painting? <p>Teacher then explains that the images convey how people with disabilities were treated during Breugel's time (1550)</p> <p>During this period of time, in the Netherlands there was considerable leprosy and lepers were meant to wear a fox tail to signify they were bad and tainted.</p> <p>This would then lead on to further questioning and discussion as to how we see disability in our time.</p> <ul style="list-style-type: none">• How do you think individuals with disabilities feel?• What do you think individuals with disabilities have to face in inaccessible locations?• How might you make a place more accessible to individuals with disabilities?	<p>20 minutes</p>
<p>Main Activity</p> <p>Following on from how we can make a space more accessible; the teacher will now explain that we are going to draw a blueprint of our school! - but with a twist, let's make it as accessible as possible! What can we add to our school for people with disabilities?</p> <p>Teacher will also present class with an image of a blueprint on the IWB so children have a vague idea of what a blueprint is before retreating to their tables.</p>	<p>30 minutes</p>

Plenary

5 minutes

- Teacher will circulate around the classroom and pick three examples of the school blueprints
- These blueprints will be shown under a visualiser and as a class, pupils will provide feedback – highlighting the positive aspects and suggesting improvements to make the school more inclusive and accessible for individuals with disabilities

OPPORTUNITIES FOR AFL

- This is activating children's inference skills and prior knowledge as they looking at the images and drawing conclusions based in what they can see or what they have experienced in their day to day lives.
- Children are listening and responding appropriately to adults and their peers about what they know about people with disabilities.
- Questioning to develop pupils ideas, thoughts and opinions which will lead into the main activity.
- Children are making connections between their own knowledge of people with disabilities and how they can make their school more accessible.
- Group assessment/feedback to suggest improvements and highlight positive aspects.



Breughel painting