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Modified Art Curriculum for Deaf Students with Secondary Disabilities

MSSE Capstone Project

May 2007

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Laural K. Hartman

Abstract/Introduction/Statement of Problem

This capstone project focuses on creating a modified art curriculum for deaf students with secondary disabilities. From personal experiences, there are art curriculums designed for special education students in general and art curriculums for deaf students, but there is no art curriculum for deaf students with disabilities. Since deaf students with disabilities at residential schools already face a limitation by not being able to hear, they shouldn't face more limitations due to another disability. This paper will present what researchers have said about teaching art to both special education students and deaf students. This paper will also include how deaf and special education students' benefit from creating art and what needs to be done to modify or create a curriculum for deaf students with disabilities.

Art is an education area where there is a need for improvement. Coming from a strong art background I chose the idea of establishing a curriculum for deaf students with disabilities, also known as "Deaf plus" because I had first hand experience and some struggle finding resources for teaching art to this specialized population. I know this same issue will continue without a proper resource.

During my first internship in Canada, I had two full classes, which included deaf students with another disability, and for every lesson I taught, I faced one or two challenges. Some of the challenges were communication barriers between the student and teacher, student not being able to understand the content; the assignment was too advanced causing frustration or too easy causing boredom. I used to spend hours every night searching for art lesson tips and ideas specifically to

assist working with this population, but was never able to find appropriate resources for deaf students with another disability. Eventually, I decided to create my own lesson plans by integrating lesson ideas for deaf students and lesson ideas for special needs students into one. Through teaching, I've made notes on making adaptations for each disability, which could benefit other teachers.

I came across this quote regarding special needs students, "*Are they students at risk, or are they students of promise?*"(speciald.com). There's a fine line between risk and promise and unfortunately if the disability is not properly addressed with sufficient professional support, a child with promise can become that child of risk. There is promise and risk in every child with or without special needs. This quote is saying just that; every child has potential, some greater than others, and if we guide them in the right direction and we recognize, nourish and educate, the potential risk will be inhibited and promise flourish. This quote also made me ponder how many teachers think of special needs children as having promise? If art teachers for the deaf had access to resources, would they be less afraid and more willing to teach art to this specialized population, especially if the resources were easily found? Since the field of deaf education is continually making changes in ways to instruct deaf and hard of hearing students, I truly believe there is an improvement that needs to be made in the field of deaf education for Deaf plus students. It is essential for more resources to be developed regarding teaching deaf students with disabilities, particularly in the area of art education.

The topic of A Modified Art Curriculum is important because teachers that working with special education students can be risky when one doesn't have the knowledge and tools to instruct effectively. This topic is also valuable to have more resources for myself whenever I have a class incorporating deaf students with disabilities. The project will provide art teachers with resources for creative lesson ideas to teach deaf students with disabilities. Ideas such as providing deaf students with opportunities to advance and build motor and visual skills through art. In Addition, this project will educate teachers in the meaning of teaching special education students by providing a clear list of definitions for each disability, complimenting the necessary modifications to this arts curriculum.

Review of the Literature

Jensen from *Arts with the Brain in Mind* wrote, "Education must be attentive to individual differences and community building" (1998, 2). This statement made me ponder about few things, such as how do we, as teachers, encourage children who are deaf plus to be more involved in the Arts and at the same time accommodate their needs? What are the changes that need to be made? Are there enough resources for teachers of the deaf to teach art to special needs children art? What are the statistics of deaf students with another disability? What are some of the researchers' findings on teaching students who are deaf with another disability? In this literature review, I will focus on these questions.

Brief History

In 1975, Congress passed the Education for All Handicapped Children Act (EHA), guaranteeing every child a free, appropriate public education (Congressional Digest, 2005). While this appeared to be a milestone in the field of Special Education, special needs children were not fully accessed in schools (Congressional Digest, 2005). The EHA was later modified to further strengthen the laws protecting the rights of disabled pupils and renamed the Individuals with Disabilities Education Act (IDEA) of 1997 that truly gave all special needs children the right to be included in the academic system (Wikipedia). In fact, mainstreaming was viewed as a proper means of achieving the "least restrictive environment". (Pollard, 2000, 210) The IDEA was recently amended in 2004 and supporters were able to establish Exceptional Education Needs (EEN) program just to provide

disabled students special instructors or instructional assistants in major academic subjects. The U.S. Department of Labor states there are continued increases in the number of special education students needing services, by legislation emphasizing training and employment for individuals with disabilities, and by educational reforms requiring higher standards for graduation (Dept of Labor). Unfortunately, these special instructors and assistants are often not skilled in lesser academic areas such as physical education, music, technology and the arts (Johnson, 2003). This is an issue for special needs students because they cannot appreciate art equally to their peers, who do not have disabilities, due to lack of accessibility.

Special Needs children tend to have much unscheduled time in academic settings because their teachers do not know how to stimulate them. Ensign wrote "... for a child who has a disability, they may have large amount of "free time" and have a difficult time finding things to do that are stimulating." Ensign also added "We are cheating children of opportunities and a chance to grow and develop if we limit their activities to television and other passive activities that requires little thoughts or imagination"(2003,5).

Statistics of Deaf children with another disability

There is no exact number on how many deaf children also have another disability, however the Center for Assessment and Demographic Studies of the Gallaudet Research Institute estimated that 20-40% of all deaf and hard of hearing children have another disability (Clerc Center, 2001). Disabilities include blindness (4%), Attention deficiency disorder (ADD/ADHD) (20%), mental retardation (8%)

and other disabilities. (Marschark, 2003, 86) Gallaudet's Clerc Center also found that approximately 65% of all deaf and hard of hearing children receive special education in the country. (Clerc Center, 2001). Interestingly, without proper instruction, children with another disability may dislike schooling and as a result, this causes behavior problem. (Clerc Center, 2001). Often boredom occurs and then students have a poor attitude about school.

Teaching art to special need children

A special needs student may be more skilled in one aspect of an art form than others; for example she/he may possess a strong understanding of an art form but be challenged when it comes to painting a still life. A special needs student need not be limited and can create a piece in any media to understand how another's work has been constructed. Most importantly, Special Needs children are supreme problem solvers (Malveaux, 2003). They have to be clever to successfully navigate the same environments as those without disabilities do automatically. Special Needs individuals have to think through and work at navigation due to physical limitations, especially true in Art. When speaking of special needs children, Malchiodi from the *American Art Therapy Association* wrote "... there are lots of basic hands on things that are very helpful, like mastering the use of tools. Being able to use a pencil or a paintbrush or sculpture tools might be one of the goals because students can gain competency with fine motor skills". When it comes to feeling and touching art materials and textures,

Rodriguez wrote how "exploration offers an enrichment experience for retarded students."(1992, 203).

On contrary, Johnson from *Teaching Artistically Able Students with Exceptionalities* wrote that special needs children " have difficulty completing work or maintaining a level quality in their work consistent with their art abilities."(2003) He emphasized how "special needs [students] need assistance in their areas of weakness but they also need to recognize and develop their gifts."(Johnson, 2003) In the article, *Potentials and Problems in Establishing an Art Therapy Program in a Residential School for Children who are Deaf*, Carole Kunkie- Miller wrote how educators perceive Art as a problem for Deaf children because they lack abilities for abstract thinking and imagination. She also mentioned that art programs at Residential Schools tend to emphasize imitation rather than expression. (Kunkie-Miller). Kunkie Miller explained that her colleagues advised her that children with limited abstract thinking abilities would not be able to function in a setting that did not provide clear directions. Abstract thinking can be fostered in students, particularly in the arts. These abstract thinking skills can then be applied to other academic subjects.

Curriculum Development

The art curriculum has four key principles: to make sure it is broad, balanced, relevant and differentiated. (Peters, 1998). Through the National Curriculum Programs, schools worked together by setting up objectives to develop their students' knowledge, skills and understanding within society. Their goal is to

create curriculums that are designed for all range of students whether they are in special, primary, middle or secondary schools. (Peters, 1998). This is not always the case because teachers often do not use differentiated instructions for their students, especially for those with special needs. Patton described differentiated instruction as "using strategies that address students' strength, interests, skills and readiness in flexible learning environment (2000).

Peters from *Support Your Learning* argued that if a student is deprived from art then his/her ability will not flourish or understand the art form due to lack of engagement. (1998, 154) She also stressed that teachers need to be open minded when it comes to creating differentiated curriculums. Jensen wrote, " "it's not the arts versus a rigorous, demanding curriculum"(2001,v) was his way of saying that art should not just be challenging but engaging and integrated. Jensen then added "The arts should not be a path only for alternative learner or those who would otherwise fail, any more than math is an easy path for those who can't do arts. (2001, v) Just like any other subjects, the art curriculum must include accurate assessment and follow state standards.

Teaching art to Deaf students with disabilities

The Arts serves as a communication tool for deaf students. Kunkie-Miller wrote " the arts, [improves] the possibilities for experiencing self- expression and interaction with others"(1990, 2). Researchers from *Potentials and Problems in Establishing an Art Therapy Program in a Residential School for Children who are Deaf* has reported that art develops and enriches deaf students' language skills

because art experiences promote abstract thinking and concepts. Such activities like applying real life experiences to the student's work will help students connect their ideas to their emotions.

Malveaux listed several ways of how to deal with a special need student in a classroom. One of the suggestions for teachers is to "leave their expectations at the door, and don't settle for other people's estimation of limitations." In other words, listen to the child and do not allow people's assumptions and biases to influence his/her teaching. Malveaux stressed the importance of teachers communicating with the student so the teacher can find a good method for the child to do his/her activity (Spec Ed, 2003). Communication between teacher and student applies to all, because without proper instruction, no information will be communicated. "Isolating children with disabilities may lower their self-esteem and may reduce their ability to deal with other people." (Wikipedia) Children in the Special Education programs should have the opportunity to learn and create art because it is evident that they learn best by being active participants among their peers. Daniels from *Best Practice in Visual Art* wrote "The arts have been a break for everyone. For the kids, they offer an occasional hiatus from the relentless passivity of 'real' subjects, a rare invitation to learn by playing, a chance to actually do something or make something tangible. And arts teachers are somewhat compensated for their heavy loads and low academic clout: they get to have some fun with kids, are exempt from micromanaging via state mandates, and don't have to march students towards unjust screening tests" (2005,199)

Peters wrote that special need students are “enabled to make choices and decisions, and to do this with confidence within the secure boundaries set up by the teacher”(1998, 155). With guidance from their teachers, special education students are capable of performing tasks just as well as their peers without disabilities. Since teachers have an obligation to develop their students’ knowledge and understanding skills in creating art, they should be knowledgeable in how to do so.

Jensen found the visual arts to be the advent of spoken language because it develops and enhances brain functions (2001, 50). He also found that drawing is a tool for expression and may have originally accompanied the spoken word as a form of a mental sketchpad. (2001,50). Since deaf students are naturally visual, it makes sense to communicate through drawing as a form of writing.

Conclusion

Based on my findings, it is evident there is a need for more resources on developing an art curriculum for deaf plus students and art teachers modifying art curriculum for deaf plus students.

As already mentioned in the literature review, Carole Kunkie-Miller wrote how educators perceive Art as a problem for Deaf children because they lack abilities for abstract thinking and imagination (1990). This comment made me question myself, as a deaf artist, as to whether I lack the abilities for abstract thinking and imagination. While this comment is obviously untrue, many educators still perceive deaf students in this false bias. The development of a modified art

curriculum will be designed to educate teachers that instruction in art for special need students, which is no different than teaching non-disabled students. Every student will need some kind of modifications but there is no one student that cannot make art.

Curriculum Overview

With a literature review, a target audience of art teachers of the deaf was identified as having a need to know how to adapt their established curriculum for students. With the modified curriculum, teachers will not only find a collection of lesson plans for deaf students with disabilities, but lesson plans listed with various teaching approaches and modification for each specific need. For example – on the bottom of every lesson plan there will be *four categories of adaptations*:

- 1. Blindness/Visually impaired**
- 2. Learning Disabled**
- 3. Physically Challenged**
- 4. Mentally Challenged.**

For each special education adaptation, teachers will see tips on making modifications to fit the student's individual needs. Lesson plans will be kinesthetic in focus as many deaf special needs students are very physical and learn best when a learning style, matching their mode employed. How will I know if my lesson plans are effective? Some of these lesson plans have already been taught during my teaching placements at St Mary's School for the Deaf in Buffalo, New York and Ernest C. Drury School for the Deaf in Milton, Ontario. Due to the timeframe of this project, I will create two weeklong lesson plans with a list of modifications. In addition to the lesson plans, included will be a blank tip sheet for recording successful modifications and a mini "dictionary" with a description of each disability.

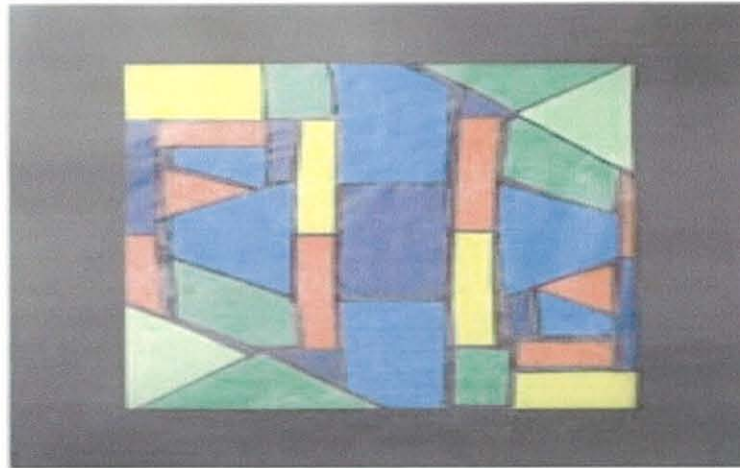
The final project product will be accessed on a CD for educators, teachers of the deaf and parents. Throughout the CD, lesson plans will be available with modifications, resources, tips and advice for working with deaf students with disabilities. This resource will have many answers to questions related to teaching deaf students with disabilities.

Results

These lesson plans have already been taught and proven to be successful at two of my teaching placements. I learned that on the first try my lesson plans weren't completely successful because each student's learning style was different. Whenever I faced a challenge, I'd jot down notes for changes that needed to be made for each student. These notes became a source for tips assisting when designing my next lesson. As a result, I was more prepared with my objectives, instructions and materials. When I taught the stained glass lesson, it was successful for the non-disabled group and assumed it was simple enough for the three of my deaf-plus classes. This proved to be wrong. Each student had a different disability besides being deaf. For example, I had two students who were mentally challenged, one was physically challenged and two had severe vision problems. I used the tips from a previous lesson plan and applied it to the stained glass lesson and it was very effective. I was able to meet each student's need and learning style.

Lesson Plans

Stained Glass



Age: Middle –High school depending on how big and complicated the project is.

Time frame: This activity is intended for one 40-minute class or four 40 minute class for special needs students

Objectives:

- The students will be able to practice their motor skills by carefully cutting and gluing pieces of paper together.
- The students will be able to experience decision making by choosing their preferred color choices and where to apply them.
- The students will be able to experience being a Master Artist

ARTS

Standard 1: Creating, Performing, and Participating in The Arts

Make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Standard 2: Knowing and Using Arts Materials and Resources

Know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

LANGUAGE OTHER THAN ENGLISH

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Materials:

- Glue
- Scotch tape
- Assorted tissue papers
- Scissors
- Glue sticks
- Mat board (for frames)
- Markers
- Coffee filters (for advanced students)

Preparation:

The teacher will:

- Have the students cut up pieces of multi colored tissue papers and place them in a large box. (Depending on the time frame can have them make their own tissue papers by coloring coffee filters with markers and then spray them with water. Colors will bleed into each other.)
- Will cut along with the students
- Have samples of famous stained glass windows ready on power point

Procedure:

- The teacher will show the students a finished artwork and explain the assignment.

- The teacher will show students samples of famous artwork on power point and explain about stained glass ranging from Cathedrals to Frank Lloyd Wright
- After presenting to the class (30% of the class time), the teacher will demonstrate how to glue the pieces together and explain to the students about craftsmanship such as
 - Using little glue
 - Neatness (**staying in lines**)
 - No rips or tears
 - Include a variety of colors
- 5. The teacher will allow the students to work on their artwork independently (50% of the class time)
- 10% of the time, the students will work on mounting their artwork to a pre-cut frame (or can have the students cut out their own frame if they have experience)

Critique/discussion Questions:

- Ask each student to explain their reasons for choosing the colors or design
- All artwork looks identical? Explain
- Any artwork that looks similar to a Master Artist's work?

Evaluation: [12 points=A]

Rubrics	6	4	2	0
Follows Directions, Requirements Craftsmanship	Complete understanding of class dynamics Exceptional skill with media	Above average art skills	Barely average grasp of directions Shows some skill	Does not meet expectations
Attitude (about the assignment, to the teacher and peers)	Very helpful, positive and considerate.	Is helpful	Not very helpful or cooperative.	Uninvolved.

Modifications

Physically Challenged (PC):

- The teacher will need to precut the tissue papers (depending on the severity of their physical capability) to save time and frustration.
- Instead of having the PC students glue the pieces together, you can have them use scotch tape instead-, which is easier for them to apply.
- If you still want to use glue, you can have a paraprofessional to help the PC student by holding the paper down while he/she applies glue.

Blindness:

- Tissue papers should be cut in bigger sizes and again, depending on the severity of their blindness, they can either use glue or tape to attach the pieces together.

Learning Disabled

- Learning disabled students will need to build up their replication skills by you (the teacher) modeling for them, demonstrating how to glue pieces together and using different colors.
- Or if they feel overwhelmed doing such a big project, you can assign students into groups and give each student a role – depending on their skills. For example having a student focus on gluing, a student choosing colors, and a student placing them together.

Mentally Retardation:

- The teacher will have to precut the tissue papers for the MR students. Similar to learning disabled students, they too need to focus on their replication skills.
- Mild mentally retardation students will need lots of visual demonstrations – but since they tend to copy the teacher and each other's work, the teacher must put away the finished artwork after demonstrating. This will help them improve their decision-making skills.
- Severe mentally retarded students will need guidance and demonstration for each step. For example the teacher can say "ok, we're going to pick different colors now", wait for all students pick out their colors then the teacher can add "ok, now we're going to place the pieces together before gluing", etc. Then if you feel confident, you can allow the students to work independently- with some monitoring.

Multi- Media Self Portrait

Age: middle - high school

Time: A week (four to five 40 min class), two weeks for special needs students.



Objectives:

- The students will be able to apply the Elements and Principles of Design into their work
- The students will be able to demonstrate the ability to create representational, abstract, and non-objective artworks that convey ideas and concepts
- The students will be able to demonstrate appropriate selection of tools, materials, processes, and technologies for use in the art production

ARTS

Standard 1: Creating, Performing, and Participating in The Arts

Make works of art that explore different kinds of subject matter, topics, themes, and

metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Standard 2: Knowing and Using Arts Materials and Resources

Know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

LANGUAGE OTHER THAN ENGLISH

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Materials:

First day:

- Art examples of portraits
- Paper
- Pencils

Second day and beyond:

- Magazines
- 11x18 paper
- Digital camera
- Glue
- Paint
- Glitter
- Any medium (depending on the students' vision)

Preparation:

1. The teacher will print handouts in color
2. The teacher will create a mini collage work

Procedure:

1. The teacher will explain to the students about their week long project
2. The teacher and the students will discuss the topic "Everyday life"
 - a. What does it mean?
 - b. What is everyday life to them (each student will explain)
3. The teacher will use art examples to support the topic

4. The teacher will ask the class to brainstorm everything they do in their life – everything about them (family, religion, likes and dislikes, passion, jobs, etc)
5. After brainstorming, the teacher and students will discuss their lists.
6. The teacher will ask the students to draw a rough sketch of their idea (rest of the class period) – and must be approved before working on their project.

End of the Assignment Discussion:

What do you notice about each other's work?

Have each student explain briefly, to the class about their project – what it is about, meanings, etc

Reflections?

Evaluation

Rubrics

[12=A]

Follows Directions, Requirements Craftsmanship	Complete understanding of class dynamics Exceptional skill with media	Above average art skills	Barely average grasp of directions Shows some skill	Does not meet expectations
Design Principles / Elements	Complete understanding, use of elements and principles Creative, unique, expressive	Has very good idea of art intent Expressive, creative	Unclear thinking Little use of principles and elements	No concept of art principles or elements
Attitude	Very helpful, positive and considerate.	Is helpful	Not very helpful or cooperative.	Uninvolved.
4	3	2	1	

Modifications

Physically Challenged (PC):

- PC students may lack mobility and kinesthetic awareness. They will have trouble reaching out for things so be sure they have art supplies to work with nearby.
- Students may get tired from making art (drawing, piecing papers together, gluing) be sure give them extra time to complete their projects, as they will not finish at the same pace. If not, then they'll get demotivated and discouraged



Blindness:

- Students who have uveal syndrome and blind spots will definitely need extra large paper to draw on as they do go outside of the 8x11 paper.
- When it comes to giving directions, make sure you have their attention because once they look away – they will miss out some information.
- Make sure they are seated in appropriate places – where they can see you (the teacher) and their peers working on their projects.

Learning Disabled:

- Learning disabled students may have a difficult time interpreting material – especially when it comes to mental processes. It's important that you, as a teacher explain the assignment clearly – this does not mean you have to "step down" as some are on the right level – they just need clear directions and plenty of time.
- It's always a good idea if you give them handouts with clear step-by-step directions. This will allow them to work on their project independently.
- Some learning disabled children may have a difficult time reading your handout (autism, dyslexics) so be sure you review the handouts along with them.

Mentally Retardation:

- Since they may lack the ability to understand directions because of their short attention span, it's important that you offer step-by-step directions.
- Keep the assignment simple with simple art supplies such as crayons and markers.
- Rather than having them do their self-portrait via the computer, you can have them work in a collage style such as finding their favorite things (animals, color, objects). They can rip up pieces from magazines (by colors) and glue them onto their outlined profile (look at example below).
- OR you can take a picture of their face with a digital camera, print it out and have them trace it on a tracing box and then they can color it in on their own. (Sample idea)



Resist Project

Age: Elementary-Middle

Duration: Two 80 minutes class for regular students (three or four 80 min class for modified students)

Objectives:

1. The students will be able to choose the right material to use: first crayons, then watercolor paint (not markers, color pencils, etc)
2. The students will be able to use the right amount of water and watercolor paint on the colored image.
3. The students will be able to put the right amount of glue on the strips of paper.

ARTS

Standard 1: Creating, Performing, and Participating in The Arts

Make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Standard 2: Knowing and Using Arts Materials and Resources

Know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

LANGUAGE OTHER THAN ENGLISH

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Materials:

- Newspaper
- White art paper
- Crayons
- Watercolor paint
- Paintbrushes
- Tape

Procedures:

1. Crayon wax resists water.
2. Have students tape where they don't want color to seep and then color the entire page of the paper with crayon.
3. When done with crayons, paint over the crayons to see the effect of background color. The crayon won't change color while the white background will.
4. When dry, cut the paper into strips
5. Glue on a big poster board

End of the Assignment Discussion:

What do you notice about each other's work?

Have each student explain briefly to the class about their project – what it is about, meanings, etc

Reflections?

Evaluation:

The students chose the right materials to use

They used the right amount of water and paint

They put right amount of glue on the strips to paste.

Modifications

Physically Challenged (PC):

- PC students may lack mobility and kinesthetic awareness. They will have trouble reaching out for things so are sure they have art supplies to work with nearby.
- They may have weak muscles in their hand so they will need to color with assistance especially since they have to color the paper with crayon with more "push-pull". They will also need assistance with paint, but ask first. Don't take over.
- Tape the paper to the desk, so that student can color with ease without having to worry the paper will fall.
-

Blindness:

- Students who have ushers syndrome and blind spots will definitely need extra large paper to draw on as they do go outside of the 8x11 paper.
- When it comes to giving directions, make sure you have their attention because once they look away – they will miss out some information.
- Be sure they are seated in appropriate places – where they can see you (the teacher) and their peers working on their projects.
- This applies with the non-disabled students. It's always good to have a plastic cover underneath to prevent paint getting on the desk. (Which applies to all students).

Learning Disabled:

- Learning disabled students may have a difficult time interpreting material – especially when it comes to mental processes. It's important that you, as a teacher explain the assignment clearly – this does not mean you have to "step down" as some are on the right level – they just need clear directions and plenty of time.
- It's always a good idea if you give students handouts with clear step-by-step directions. This will allow them to work on their project independently.
- Some learning disabled children may have a difficult time reading your handout (autism, dyslexics) so be sure you review the handouts along with them.

Mentally Retardation:

- Since students may lack the ability to understand directions because of their short attention span, it's important that you offer step-by-step directions.
- Keep the assignment simple with simple drawing such as flowers, rainbow, nothing that is overly complicated to draw. Use your judgment.

UNIT: NARRATIVE ILLUSTRATION

Age: Middle School – can be applied to high school modified students

Duration: four 80 minute class or six 80 minute classes (for modified students)

The Mixed-Up Chameleon

by Eric Carle



A Light in the Attic



poems and drawings by
Shel Silverstein

EDUCATIONAL GOALS

By the end of the unit, the students will be able to:

1. Explain the characteristics of Shel Silverstein's poetry.
2. Demonstrate the ability to develop thoughts independently about the meaning about their assigned line in the poem.
3. Explain the characteristics of Eric Carle's illustrations
4. Demonstrate the ability to brainstorm ideas independently
5. Create an original illustration using Eric Carle's style
6. Understand art elements terms: shape, line and form
7. Work collaboratively with others in classroom

DURATION:

40 minutes per class (total of 160 minutes, four classes).

CONTENT:**DAY 1:**

Explain lesson briefly –Discuss Shel Silverstein’s poems from *The Light in The Attic*.

Assign students their part of the story (to illustrate).

DAY 2:

Continue to discuss the lesson in depth

Discuss and analyze the artist, Eric Carle’s illustrations.

Will also color coffee filters (markers and water)

DAY 3:

Work day (rough sketch)

DAY 4:

Work day

DESCRIPTION OF THE UNIT PLAN

This unit focuses on creating a series of illustrations for one story or poem. With the visual help of Eric Carle’s illustrations – I’ve decided to use his work as a guide for the students to play around with color and to improve their motor skills (color, cut and glue). These students are somewhat “non academic” but they function just as well as their regular peers. Shel Silverstein’s quirky poems are simple and concrete enough for these students to read and understand and because they’re very enthusiastic, imaginative and creative, I just know this will be a fun project for them.

Each student will be assigned to a “line” of a poem, and they must work together to achieve a successful series of illustrations!

<u>NEW YORK STANDARDS</u>
ARTS
<u>Standard 1: Creating, Performing, and Participating in The Arts</u>
Make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Standard 2: Knowing and Using Arts Materials and Resources
Know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.
Standard 3: Responding To and Analyzing Works of Art
Reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.
Standard 4: Understanding The Cultural Dimensions and Contributions of The Arts
Explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the artwork. Students will explore art to understand the social, cultural, and environmental dimensions of human society.
LANGUAGE OTHER THAN ENGLISH
Standard 1: Communication Skills
Students will be able to use a language other than English for communication.
Standard 2: Cultural Understanding
Students will develop cross-cultural skills and understandings
ENGLISH LANGUAGE ARTS
Standard 1: Students will read, write, listen, and speak for information and understanding.
As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.
As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

DAY 1

Objectives:

1. The students will be able to discuss the characteristics of Shel Silverstein's poem
2. The students will be able to critically analyze the poem "Eight Balloon" line by line

Materials:

Shel Silverstein's *Light in the Attic* book
Handouts of Silverstein's poem "Eight Balloons"

Preparation:

The teacher will make copies of the "Eight Balloon" poem
The teacher will arrange appropriate seating for each student (rowdier ones in the front to prevent the other students from being distracted).

Procedure:

1. The teacher will explain to the student about Shel Silverstein and his poems.
Questions such as:
Who is he?
What do you notice about his poems?
2. The teacher will read the poem "Eight Balloons" line by line (poem is Attached on the back of this lesson plan)
For each line, the teacher will ask the students questions such as
 - ❖ What does "buyin" mean? What are examples of "buyin"?
 - ❖ What does "loose" mean? How do you think the balloons became loose?
 - ❖ "Free to do what they wanted to" what is the poet trying to tell you?
 - ❖ Different words in the poem will be highlighted as a reminder to check with students about meanings. Many students often do not know what different words means so it's important that they're clear with their line to be able to illustrate it properly. (Look at the attached poem for sample questions)
2. Each student will pick a line to illustrate (will illustrate on day 2 or 3)
Ex: **One** flew up to touch the **sun**- POP!

(From Day 1) Evaluation:

Did the students use the correct definition of the words in their chosen line?

See if they explained the meaning of the word and the line.

Observation sheet for participation

Student's name _____ Date: _____

	3	2	1
PARTICIPATION	Full participation	Some participation	No participation

[3 possible points]

DAY 2

Objectives:

1. The students will be able to explain the characteristics of Eric Carle's illustrations
2. The students will be able to understand art elements terms: shape, line and form

Materials:

Eric Carle books
Markers (water soluble)
Coffee filters
Scissors
Spray bottle of water

Procedure:

1. The teacher will have a short review of what happened in previous lesson by asking students questions about the poem.
2. The teacher will introduce the artist, Eric Carle and show the class his artwork... ask questions such as
Are the objects in his pictures small or big?
Do you draw small or big?
How many colors do you see? (Or name the colors)
How many pieces do you see? (Or name the pieces)

3. The teacher will explain the lesson to the class and what he/she expects from each student.
4. The teacher will ask the students to color using water-soluble markers on filters. Then spray water on the colored filters. Ask students to make as many as they can. When the filter dries – have the students cut them up into big and medium sized pieces.
5. If time allows, the teacher will ask the students to do a rough sketch of their line.

Evaluation:

Observation sheet for participation

Student's name _____ Date: _____

	3	2	1
PARTICIPATION	Full participation	Some participation	No participation

[3 possible points]



DAY 3 & 4

Objectives:

- The students will be able to brainstorm ideas independently with their assigned line. The students will be able to create an original illustration using Eric Carle's style
- The students will be able to work collaboratively with others in classroom

Materials:

- Previously tie dyed filters
- Scissors
- Pencils
- Big white paper
- Glue
- Paper for sketches
- Eric Carle's books for reference
- Heavy-duty paper (for the actual artwork)

Procedure:

1. The teacher will show *Eric Carle's You Can Make a Collage*— a book that shows how to create a reproduction step by step.
2. The teacher will show a completed example of the project (that the teacher created in advance)
3. Using the examples from *Eric Carle's You Can Make a Collage* book, the teacher will ask the students to draw a nice outline of their picture on a heavy duty paper
4. The teacher will give the students the remaining class time to work on their artwork (and resume on Day 4)

Evaluation: Rubrics

	4	3	2	1
Follows Directions, Requirements	Complete understanding of class dynamics	Above average	Barely average grasp of directions	Does not meet expectations
Teamwork-Communication	Always Contributes-Excellent Communication	Contributes most of the time-	Seldom contributes, Sometimes uncooperative	No attempt to communicate - Argumentative or Disinterested
Design Principles / Elements	Complete understanding, use of elements and principles	Has very good idea of art intent	Unclear thinking Little use of principles and elements	No concept of art principles or elements
Craftsmanship	Excellent & impeccable	GOOD/ some eraser or glue marks	Complete but sloppy/messy	Incomplete – messy

[12 possible points]

Modifications

Physically Challenged (PC):

- PC students may lack mobility and kinesthetic awareness. They will have trouble reaching out for things so be sure they have art supplies to work with nearby.
- Students may have weak muscles in their hand so they will need to color with assistance especially since they have to color the coffee filters. Filters are very fragile and they often can get sticky if the students' hands are not dry. Students will also probably need assistance with applying tissue paper onto the actual paper. My suggestion is to glue the paper for them, rather than having them glue it themselves. This is less messy and able to apply with ease, reducing frustration.
- It is always good to tape the main paper to the desk so that the student has more control over what he needs to do and it won't move.
- When it comes to reading Shel Silverstein's poem, be sure you ask them which line they want to do. Remember, just because they're PC, it doesn't mean they can't function mentally. They just need extra time to get their ideas across.
- This project can be challenging when it comes to piecing papers together. My suggestion is to have them do more simple but similar project using filter first. Rather than having them do an illustration, have them make a flower or a heart. (**Look in the appendices for stained glass heart lesson plan**). Use your judgment.

Blindness:

- Students who have ushers syndrome and blind spots will definitely need extra large paper to draw on, as they most likely will go outside of the 8x11 paper.
- When it comes to giving directions, make sure you have their attention because once they look away – they will miss out some information.
- Be sure they are seated in appropriate places – where they can see you (the teacher) and their peers working on their projects.
- This applies with the non-disabled students; for all students, it's always good to have a plastic cover underneath their work to prevent paint getting on the desk.
- Rather than having them to create the project, maybe you can assign the student with another student as a team project. The visually impaired student can think of ideas, while the partner can just execute the project.

Learning Disabled:

- Learning disabled students may have a difficult time interpreting material – especially when it comes to mental processes. It's important that you, as a teacher explain the assignment clearly – this does not mean you have to

"step down" the assignments as some are on the right level – they just need clear directions and plenty of time.

- It's always a good idea if you give students handouts with clear step-by-step directions. This will allow them to work on their project independently.
- Some learning disabled children may have a difficult time reading your handout (autism, dyslexics) so be sure you review the handouts along with them.
- Have students draw out their ideas first, and then outline it, so they know where to place the filter papers.

Mentally Retardation:

- Since students may lack the ability to understand directions because of their short attention span, it's important that you offer step-by-step directions.
- Outline each picture, so they know where to put the color tissues paper. Before you have them do this, ask them questions such as "what is this picture?" "What color is a good idea for the balloon?" Make sure students understand their own picture so at the end, they can explain to their classmates.

EIGHT BALLOONS

Narrator: Eight balloons no one was buyin'
All broke loose one afternoon.
Eight balloons with strings a-flyin',
Free to do what they wanted to.

Balloon #1: One flew up to touch the sun—POP!

Balloon #2: One thought highways might be fun—POP!

Balloon #3: One took a nap in a cactus pile—POP!

Balloon #4: One stayed to play with a careless child—POP!

Balloon #5: One tried to taste some bacon fryin'—POP!

Balloon #6: One fell in love with a porcupine—POP!

Balloon #7: One looked close in a
crocodile's mouth—POP!

Balloon #8: One sat around till his
air ran out—WHOOSH!

Narrator: Eight balloons no one was buyin'—
They broke loose and away they flew.
Free to float and free to fly

ALL: And free to pop (*all pop together*)
where they wanted to.



Deaf Plus Dictionary

Mentally Challenged

Limited Mental Skills

- May not understand basic concepts such as yes/no questions, use of ASL (American Sign Language)
- Usually demonstrate and model concepts of color, draw, cut, and paint.

Limited Vocabulary Skills

- Identify through modeling colors Shapes, label all media with proper name. (crayons, markers, paint)

Poor Mobility Skills

- May not be able to sit properly, limited arm movement, trouble holding pencil, paintbrush, paper, and tape.
 - May have trouble making fine details or apply basic media to any substrate or surface.
-

Physically Challenged

Poor Mobility Skills

- May not be able to sit properly, limited arm movement, trouble holding pencil, paintbrush, paper, and tape.
- May have trouble making fine details or apply basic media to any substrate or surface.
- May have no muscles in the hands – not be able to make or use product that requires muscular strength

Limited communication skills (verbally and manually)

- No lengthy critiques
 - Might not be able to sign
-

Learning Disabled (includes Autism, ADD/ADHD, Delayed, Dyslexic)

The inability to focus or pay attention

- May require projects that will keep them busy and entertained throughout the class period (scratch away art)
- Group project or collaborative assignments
- Don't lecture throughout the class time
- Avoid giving students too many choices – it can overwhelm those who have autism
- Keep instructions simple

Delayed reading skills

- Keep sentences short
- Read/sign directions along with the class
- Encourage peer reading
- Encourage critiques (written and verbal)

Introverted/No social skills

- Avoid topics that involves negative thoughts– if you must have them “think outside of the box” then make sure you give restrictions (no death, blood, violence, sex)
 - Group assignments to promote social growth
-

Blindness/Visually Impaired

Poor sight or ability to see

- May require projects that have tactile involvement (piecing papers together, painting, modeling)
 - Assign a partner for a team project.
 - Everything needs to be extra large
-

(paper, markers, prints)

- Avoid giving students assignments that involves tiny details
-

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Appendices

TEACHER'S TIP SHEET

Physically Challenged (PC):

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Blindness:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Learning Disabled:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page or a sheet of stationery.

Mentally Retardation:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Stained glass heart

This activity is intended for one 40 minute class

Objectives:

1. The students will be able to practice their motor skills by carefully cutting and glueing the pieces together.
2. The students will be able to experience decision making by deciding on their preferred color choices and where to apply them.

New York Standards:
<u>The Arts</u>
Standard 1: Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
Standard 2: Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Materials:

Glue
tissue papers in pink, purple, white and red (valentine colors)
Scissors
Construction paper

Preparation:

The teacher will cut up tissue papers into square pieces (for the SNAP class)
The teacher will make a demonstration on what a stained glass heart should look like.

Procedure:

1. The teacher will show the students his/her artwork and explain to them about the assignment.
2. The teacher will ask the students to include all color into the art.
3. The teacher will demonstrate how to cut out a heart – (pre-cut for the SNAP students)
4. Then the teacher will demonstrate how to glue the pieces together and explain to the students about craftsmanship such as
 - a. Using little glue
 - b. Neatness (**staying in lines**)
 - c. no rips or tears (30% of the class time)
5. the teacher will allow the students to work on their artwork independently (70% of the class time)

Evaluation:

Rubrics	6	4	2	0
Follows Directions, Requirements	Complete understanding of class dynamics	Above average art skills	Barely average grasp of directions	Does not meet expectations
Craftsmanship	Exceptional skill with media		Shows some skill	
Attitude (about the assignment, to the teacher and peers)	Very helpful, positive and considerate.	Is helpful	Not very helpful or cooperative.	Uninvolved.

Stained Glass

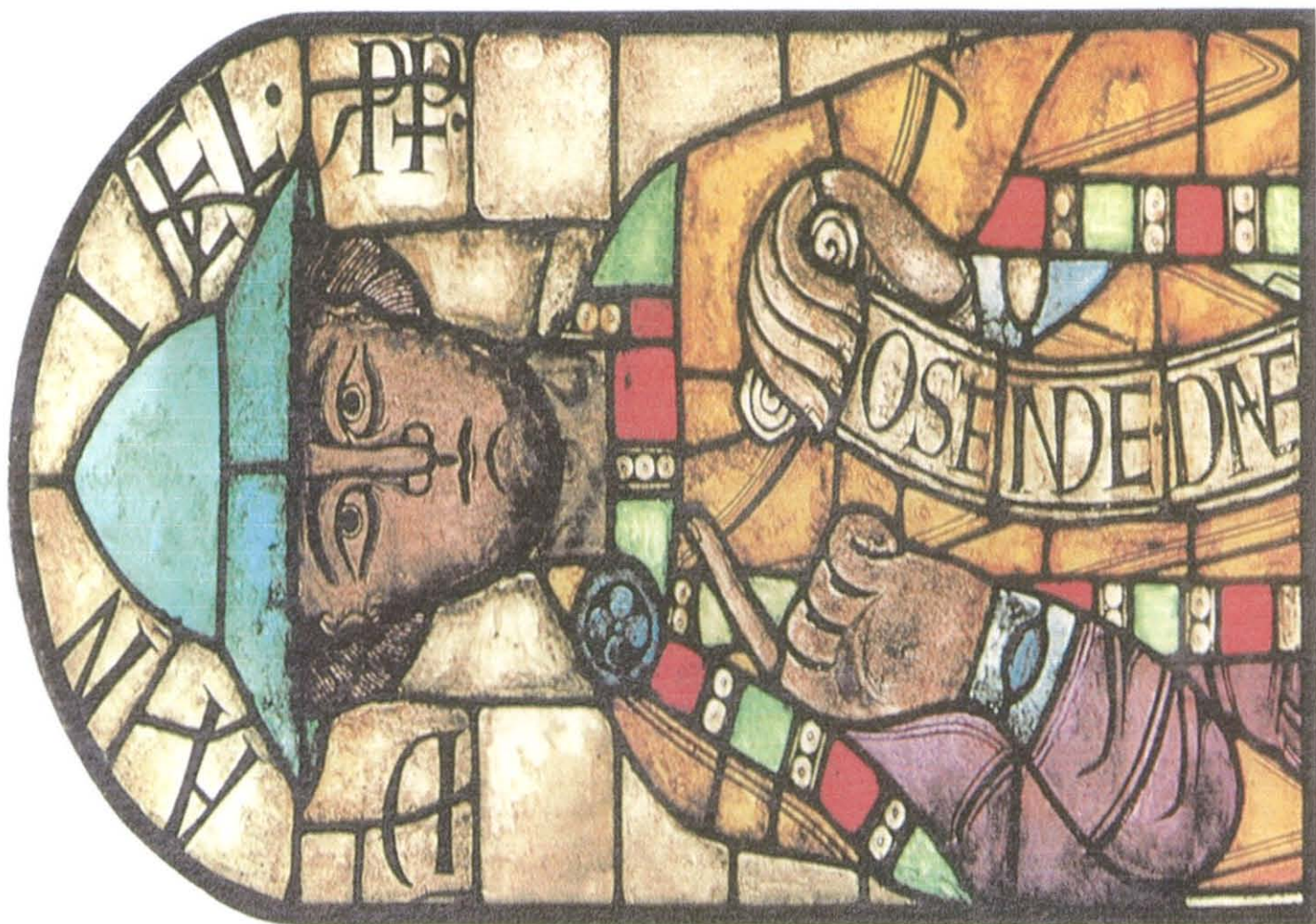
Keep these questions in mind...

What is it?

Where do you see them?

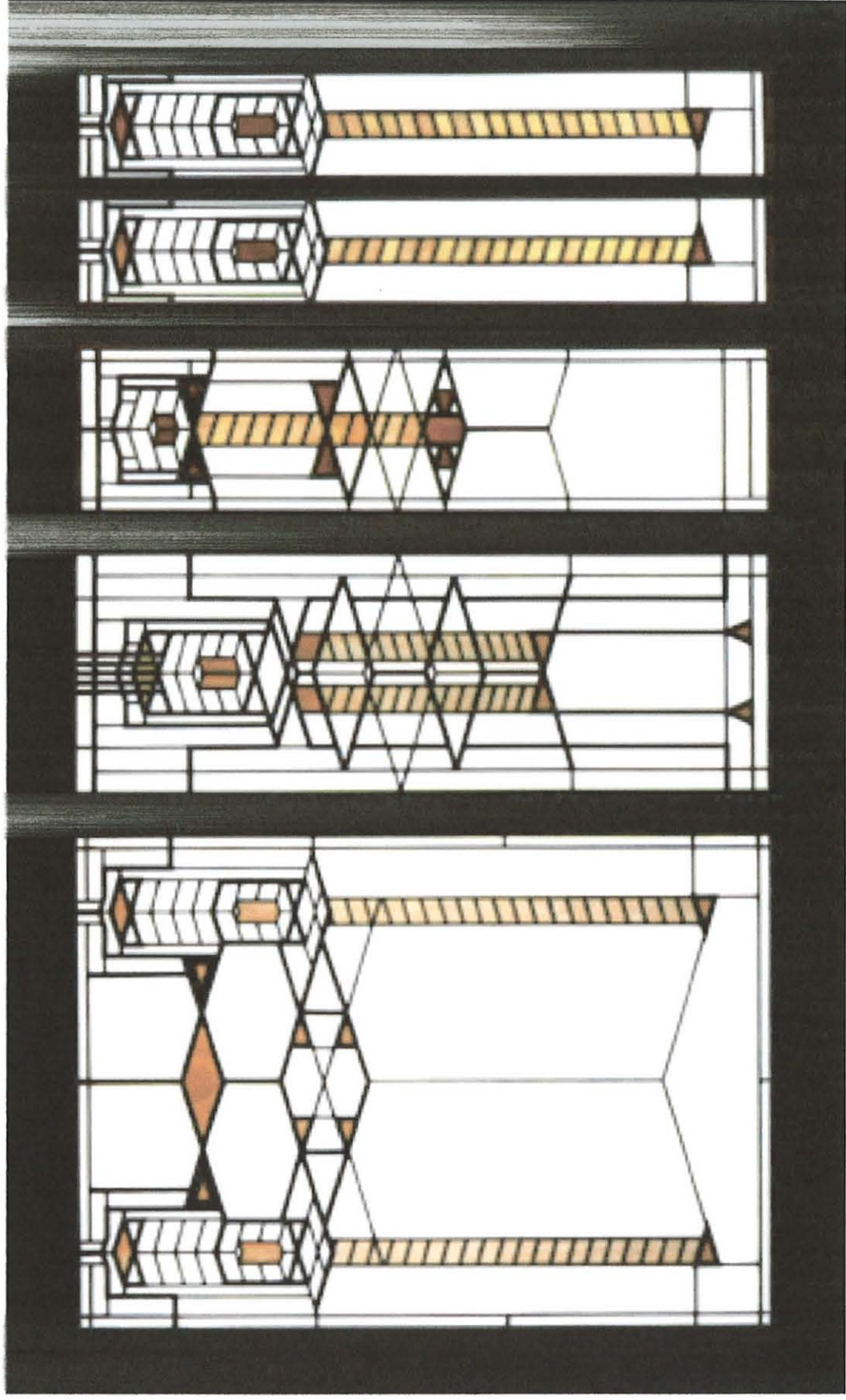
What is the process?



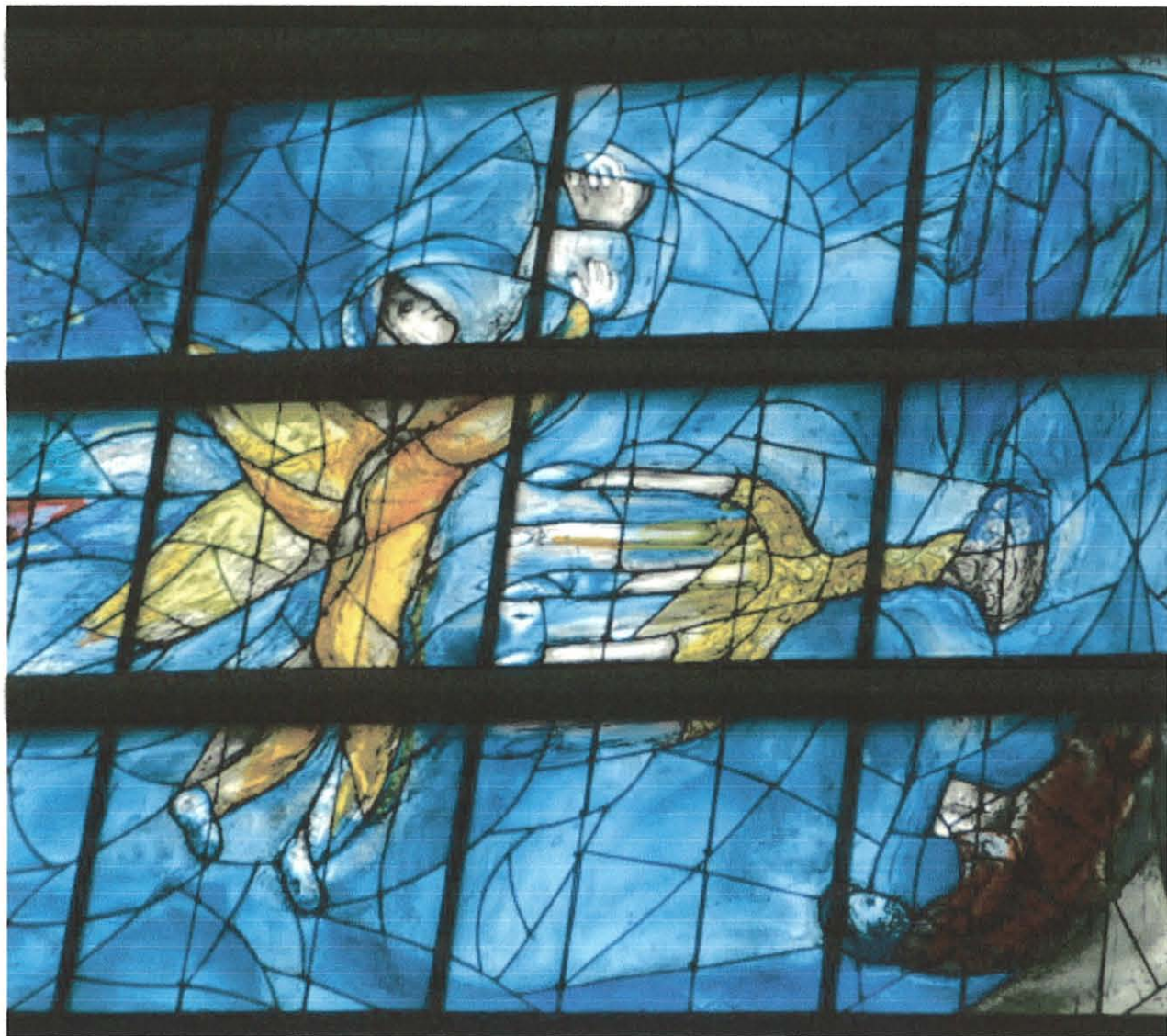




Frank Lloyd Wright

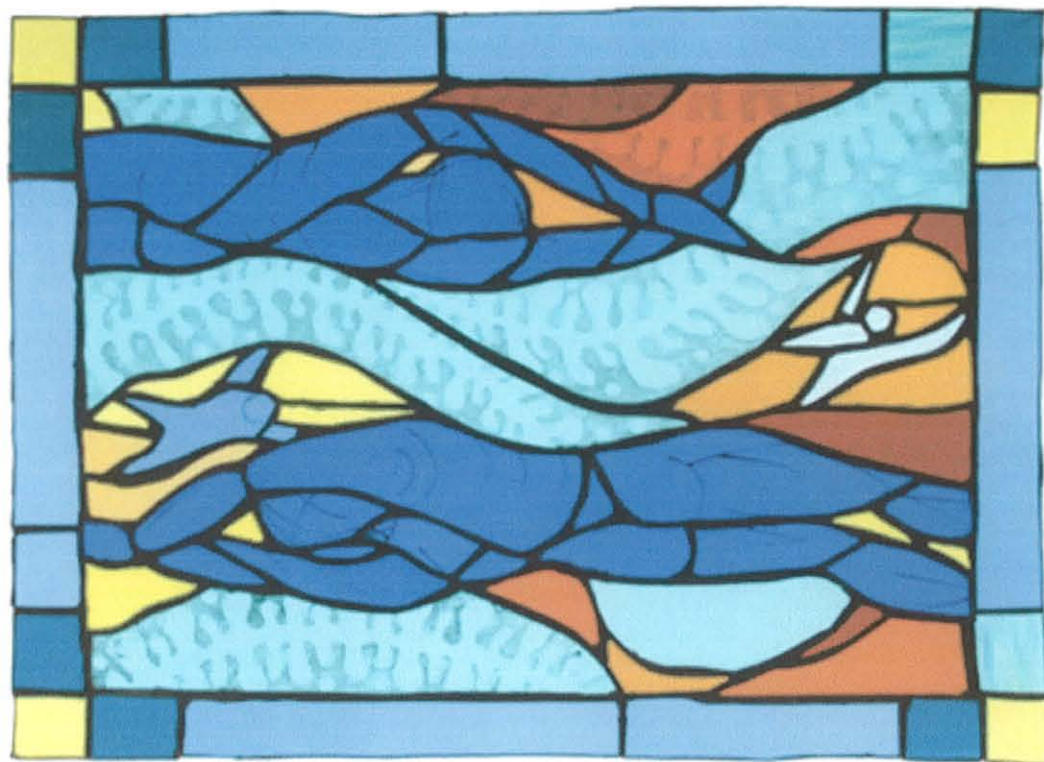
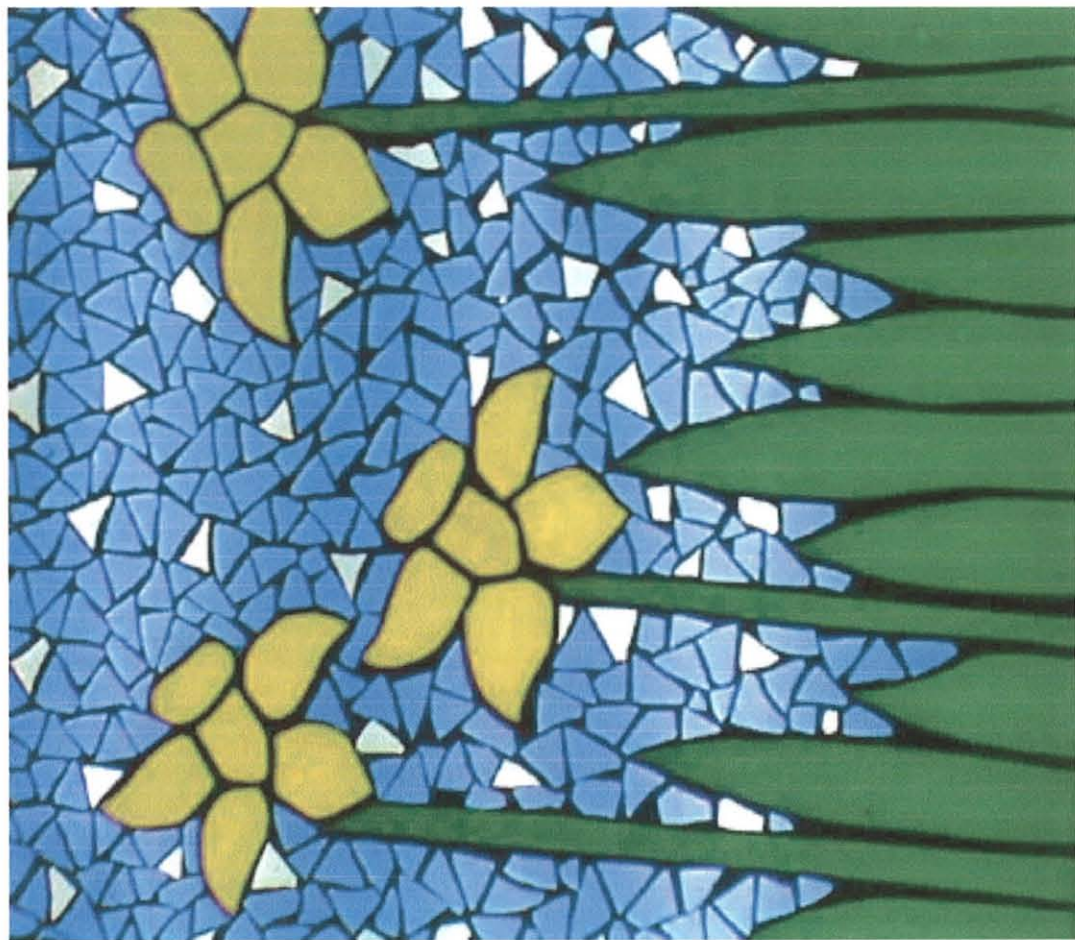














Eric Carle

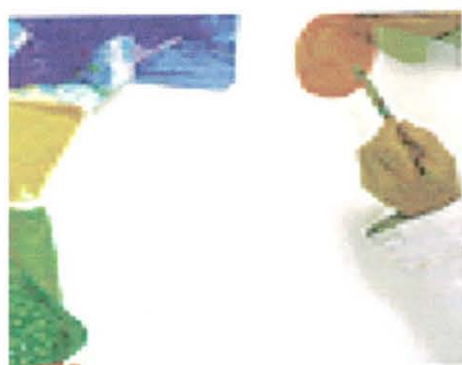
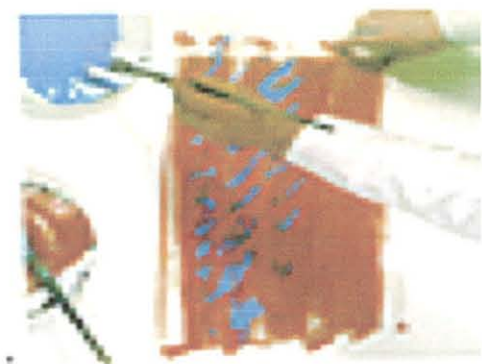
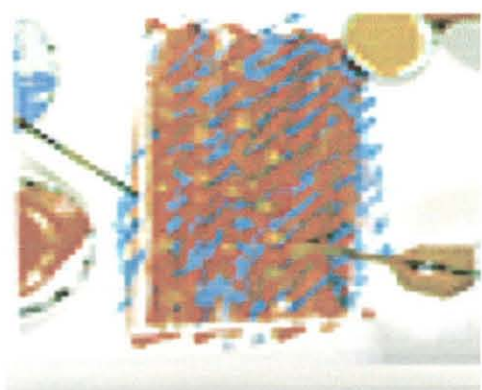
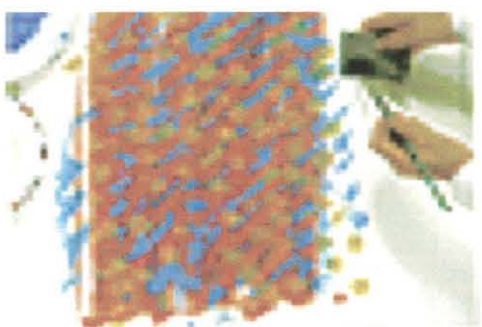
THE VERY HUNGRY CATERPILLAR

by Eric Carle





"All Around Us", 1986



"All Around Us", 1986



Before Monica went to bed, she looked out of her window and saw the moon. The moon looked so neat

I wish I could play with the moon" thought Monica, and reached for it



ERIC CARLE
MISTER SEAHORSE





2003 Easter at The White House



Eric Carle
From Head
to Toe

