

Curriculum for
Teaching Early Communication Device Users - *Lessons Set*
Alba Somoza

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CODING

C = Communication

A = Aide Facilitation

CH = Choice

S = Sharing

Abstract Spring with Paint Brush

How are you my students? *How are you feeling today? Can you tell me through your communication boards? I would love to hear how you are feeling today.* **C/S** *I would like you to express it with a color.* I have 6 colors selected for you. Red makes me feel energetic. Yellow happy, purple lively, blue sad, green earthy, and white calm.

I am happy to see you today and comfortable being around you all. I would say I feel pretty yellow.

Now we are going to be making prints from sponges cut into shapes. You can choose from a circle, square, or triangle, but you may also use all three shapes. I like making abstract paintings that do not represent anything, and get different feelings from shapes and colors.

I use different tools for mark making and get different values of color by using the sponge multiple times on the paper. You can let your own painting reflect your mood. Color can reflect your mood. Please dip the sponges into the paint and press it on the paper. *Aids, please use the hand over hand method so the students can do their own work.* **A** *Please tell your aid what shape and what color you would like to start with.* **C** Once you let your aide know, you can get started.

Wow! These look so awesome! Five more minutes and we will share.

It looks like everyone is about finished. *So now we can go around the room and share what you've made with the sponges.* **S** *But first let your aide know how your painting makes you feel.* **C**

Your pieces look amazing. I love to see your artwork and to hear you talk about it!! Great job!!!..... I can't wait to see you all again! See you soon.

Big Canvas

What's up my students? I hope you are all doing well. *I would love to know where you went for Memorial Day weekend. Could you tell me with your communication boards?* **C**

I went upstate with my family. It was okay. Now we will begin our lesson

Today we are going to split up into two groups and work on large canvases together.

Each group will work on a theme. Group A will work on a painting inspired by the beach. Group B will create a painting inspired by the forest.

Students can choose any color or technique they wish. Techniques may include pouring paint, using their hands, or paintbrushes, but are not limited to these methods. **CH** *There are pictures each group can look to for inspiration. Everyone look really closely at the pictures and see if you can pick out some colors you see and tell your aide.* **CH**

Use the colors you see in the photos for inspiration. Once you have chosen the color you would like to start with and the technique you would like to use, please begin.

It looks like both groups are finishing up. These look awesome! *I would like to know how everyone liked working in a group. How did it make you feel to work with your classmates?* **C**

Wow! Thank you so much for sharing. I enjoy working with other artists as well. I think it is really fun and I hope you had fun today! Your group paintings look incredible! I can't wait to come back again next week! Have a fantastic weekend! Bye.

Bags

What's up kids? How's it going?

Please use your communication boards to let me know how you feel! **C/S**

I would also love to know how you spend your spare time. I like to write, talk on the phone, and listen to music. Students can you now tell me with your communication boards what you like to do for fun? **C**

We are going to start making bags with fabric markers.

Students, please use your communication boards to express which colors you would like to use. **C** Rachel, could you please help hand out the bags and markers.

Thank you for sharing about your family. *We are going to start our projects now.* **S**

Please paras, let the students do it by themselves. **A**

I would like to see your bags when you are finished with them. Let's go around the room and show off our work. **S**

Wow! I really love what everyone has done with their bags! We are going to start cleaning up our class now

See everybody next time.

Best Friend Card

What's up? *My students, how are you feeling today? Can you tell me with your communication device?* **C/S** I am feeling really glad to see you today.

Does everybody have a best friend? Rachel is my best friend that I have in my life. Healthy friendships are very important.

Today, you are making a best friend card for your best friend in this class.

You can use paint or marker for this art project. *And please aides, ask if your student would like to use marker or paint today.* **A**

You can also use any of the other materials that are in the front here, they are available to you. Be creative.

Please aides you can hold the students elbow for support but please let the students do the art work. **A**

You can get started with your art work, I know your pieces will be wonderful.

You have 5 minutes to finish your art work and your pieces look awesome so far.

Now you can show your art work to everybody and give your cards to your best friend. *Aides ask the students who they would like to give it too.* **A**

See you next time.

Butterfly Print

What's up my students? How are you feeling today? I am happy to be back here today. *Can you tell me with your communication device how you are feeling?* **C/S** I would love to know.

Thank you for sharing. Now we are going to start the lesson. We are going to be making butterflies today with paper and paint. I have prepared paper butterflies for everyone to paint. Rachel, could you please give everyone a butterfly.

Today we are going to be doing some printing. Everyone is going to paint a design on one wing of their butterfly and print that design on the other wing by folding the butterfly in half. Students, *you can use whatever method of painting you would like. You can also choose whatever colors you would like.* **CH** First everyone paint one wing of your butterfly. Once you have told your aid what color you would like to start with and what method you wish to use, you may begin painting. Be careful and don't use too much paint! Once you are done painting your one wing, please wait for the next instruction.

5 more minutes of painting and we will move on to the next instruction.

It looks like everyone is done with their design. Now we will fold our butterflies in half to create symmetry. When something has symmetry then it is the same on both sides. Now let's all fold the butterflies in half. Using our hands press your design onto the blank wing. Aides please allow students to use their hands to pat and press.

Now everyone open their butterflies to reveal the incredible designs you have made!!!!!!!!!!

I would love to hear how you liked this lesson. Please share with your aide your (...?) **C/S**

Thank you for the feedback! These butterflies look amazing! I hope you had as much fun as I did!

Next time we will be doing some different kinds of printing. I can't wait to see you again. See you next time!

Clay Texture

What's up my little ones? How were your holidays? I spent the holidays upstate with my sisters Anastasia and Gabriella, my brother Oliver, and my mom and dad. *Who did you spend your holidays with? I would love to know. Can you tell me with your communication boards?* **C/S**

We are going to start our lesson now. Today we are going to use our hands to create texture with clay. ***Texture is how something feels when you touch it with your hand. For example, I would say the texture of this painting is bumpy. I am going to pass around this pillow. For everyone to feel. Can you describe the texture of the pillow? How does it feel to touch? Use the words on your adjective pages. We will go around and share what we think in 5 minutes.*** ******* C/S**

Good job everyone! I think you described the texture very well!! I would describe the texture of this pillow as soft. Now we are going to start creating our own textures.

Rachel, can you please give everyone a portion of clay, and a piece of cardboard? Also everyone will need to share glue.

First, aides help your student spread glue onto the cardboard. The glue will work as an adhesive to hold the clay and cardboard together. Make sure to cover the cardboard. Next everyone will place your clay onto your cardboard. *We are going to punch on the clay to flatten it out. Use your fist to flatten and spread the clay all over the board.* ********* I will demonstrate now. Please pay close attention to the amount of glue used. When you are done spreading the clay all over, please wait on the next instruction.

Now we will use our fingers and hands to make texture. Remember texture is how something feels to the touch. You can make it flat, bumpy, smooth, or rough - it's up to you. When I work with clay, I use my fist to pound the clay and my fingers to pinch it, and my aide uses the hand-over-hand method. *Aides ask your student what kind of texture they would like to create.* **A Bumpy? Smooth? Rough? Flat?** Also, *don't forget to ask what areas of the artwork the student would like to work on? And ask students how they would like to manipulate the clay - do you want to*

punch it/? Do you want to squeeze it? Do you want to pinch it? The more questions you ask, the more control students will have over the piece. **A**

Experiment and do what works for you. Again I will be working on my piece as well if you need inspiration or have any questions. Please get started.

Five more minutes until we are going to share. So please start wrapping it up.

Now we will go around the room and share. **S** *Please show everyone your work and share what texture you have created. I will give you a few minutes to use your communication boards to let your aids know the texture.* ***** **C/S**

It looks like everyone has a texture word for their piece. Let's go around and share it with everyone! My piece is bumpy. What about yours?

Everyone did a great job creating texture and describing it! Next time we will be painting on top of all of these fabulous textures.

I have had a great time today and hope you have too! I cannot wait to come back next time and do some more painting with you! See you then!

Collaborative Painting

How's it going? My students how are you feeling today and I am feeling happy to see you today.

Today we are going to start a big collaborative painting made by the whole class.

Now, my students, as a class, please choose three colors or less that you would like to use to paint the background on the canvas. **CH** Please do not choose more than three colors, as too many colors mixed together will make brown.

Next, students, out of the three colors you have decided upon as a class to use for the background, please *choose the one you personally would like to paint with first.*

CH

Once everybody has chosen their color, *Aides you may put the color directly on the canvas in front of the student so that they can begin painting the color onto the canvas with their hands.* **A** If there is not enough room for everyone to paint at the same time on the canvas, you may take turns.

*Does everybody like the way the paint feels in their hands? ***** What colors do you see being mixed together on the canvas?*

I hope everyone is excited to continue making this collaborative painting for the next few classes! Have a great weekend.

Collaborative Painting continued 1

How are you my students? *Can you tell me on your communication boards how you guys are feeling?* **C/S**

Are you looking forward to spring time?

Today we are going to be continuing the collaborative painting that we started last time using the pouring method of painting that we did earlier this school year.

This is one of my favorite ways to paint because of the way it looks on the canvas.

First everyone needs to choose a color. **CH** Later you will have a chance to work with many more colorsso don't worry.

Aides please mix the paint in a cup with a little bit of water and help the student hold the cup in their hand. Each student should pour their paint on the canvas one at a time in any direction or formation they would like. Aides please keep asking the students questions such as would you like me to tilt the canvas that way? Would you like to pour in a straight line or one drop at a time? Which way would you like me to flip the canvas? **A** Remember, this is the same technique we used earlier this school year, so if you need to be reminded of some different effects, you can look at the paintings hanging in the hallway.

Aides please remember to give the students as much control as possible. **A** Once each student has had a chance to pour their color, *they may choose another color to add to the canvas using this same technique if they would like to.* **CH/A**

I hope everyone is loving the way this collaborative painting is coming along! I can't wait to do splatter paint and add a few finishing touches in our next class! Have a great weekend!

Collaborative Painting continued 2

What's up my students? How are you feeling?

Today we're going to finish the collaborative painting we've been working on for the past few classes.

The final step to finishing this painting is in using my favorite technique, splatter painting, which we also did earlier this year on our individual paintings.

To start, *each student should choose the first color they'd like to splatter on the painting.* CH

After everyone has chosen their first color, aids please mix the paint in a cup with a little bit of water like you did last time with the pouring technique.

Next, *aids please help the student hold the paintbrush in their hand, then dip the paintbrush into the cup of paint, and please give the student as much control as possible as you splatter the paint from the brush onto the canvas. Please continue to ask the student questions such as where would you like to splatter the paint? Would you like big splatters or small splatters?* A

After each student has gotten a chance to splatter, they may choose another color to splatter with.

Once everyone's done splattering, you may *decide as a class* if you would like to add any finishing touches to the collaborative painting such as more finger paint or poured paint. CH/C

I hope everyone loves the way this painting has turned out. I had so much fun working with everyone and to see everyone work together to create this beautiful piece of art.

Collage

My name is Alba Somoza and I am your new art teacher.

My students, *can you tell me with your communication devices how you are feeling today?* C/S I am really happy to see you.

Today we are going to make a collage that represents everyone in the class. A collage is a piece of art made by sticking different materials such as photographs and pieces of paper onto a background. First, let me tell you a little bit about myself.

Despite having cerebral palsy and being nonverbal, I am just an average fun-loving person. Just like some of you, I like to go out with my friends, listen to all kinds of music, and spend time with my family. In addition to teaching you guys, I am a painter at Pure Vision Arts, an art studio in the city for people with developmental disabilities.

What do you like to do in your free time? Can you tell me with your communication device? **C**

I'm excited to start getting to know all of you in this class. Let us begin the art project for today. Each one of us has a picture we are going to paste into the collage that represents the class. *Aids, please let the student pick the color of the piece of paper they would like to paste their personal picture onto.* **A** After your student has picked their color, please help them glue their picture onto the paper.

I like all of your art pieces because they are all unique. Let's all share our work with everybody in the class. The picture I chose is of me and my best friend Rachel. I pasted my picture onto red paper because red is my favorite color.

Now, let's move on to the next part of our project. Students, *please use your communication boards to select a shape you would like to cut your piece of paper into now that your picture has been glued onto it. For example, I am cutting mine into a heart shape because it represents my love for Rachel.* **C/CH** Aids, please assist the students with the scissors.

All of your collages look awesome! Would anyone like to share anything about their picture using their communication board or with the help of their aide?

Now let's all paste our little collages into one big collage that represents the entire class. I had so much fun getting to know everyone today and I am so excited to be your art teacher for the rest of the school year!

Collage Bird

How are you my students? *How are you feeling today? Can you tell me with your communication boards?* **C/S** I would like to know.

I am feeling happy to be here today because I am feeling so comfortable with you guys.

Now we are going to start doing our project. Today we are going to be making another collage. But you will be tearing colored paper and gluing it to paper plates to make bird masks.

First, everyone *choose three colors that you would like to be on your mask. Once you have chosen your colors, please tell a conductor and they will give you your colored papers.* **C/CH**

Before we begin tearing and gluing, let's put on your beaks. I have prepared long, medium, and short beaks. *Aides ask which one your student would like.* **A** And let one of the conductors know. They will help attach it to your plate

Now can everyone begin tearing up their paper? The torn pieces will be the feathers of your bird. They can be any size you would like them to be. *Aides please include students in the tearing process. Ask them what size they want.* **A**

After you have torn all of the paper into pieces, with the help of your aide arrange your colors on your paper plate. Remember to overlap, the pieces and let them hang off the mask. Please get started.

Your masks look so cool. Five more minutes and we will share.

It looks like everyone is finishing up! *Let's go around and share.* **S** *But first I would like everyone to create a name for their bird.* **C**

Wow these masks are fantastic! You guys have done a great job!

I am so proud of you guys! And I had so much fun. I'll be back next week and cannot wait to see you then! Have a great weekend!

Collage Face

Hi students how are you doing today? *Could you tell me with your communication boards?* **C/S** I would love to know!

Thank you for sharing! I feel so happy because I am back at Standing Tall. *Today I want to know how you like to use your communication devices to communicate with me. Mine sometimes gets really hard to use when I get really tired and frustrated. How about you guys? How does your communication device make you feel? Does it make you feel really frustrated when you have to express something and you don't have the words to do so? Now please can everyone pick two*

*adjectives to describe their feelings about their communication device - one positive and one negative? For example my communication device makes me feel happy and frustrated. ****** **C/S**

Once you have chosen your feelings, please write them on the two slips of paper. Write the positive adjective on the yellow paper, and the negative adjective on the blue paper.

Now that everyone has written down their two feelings, we will illustrate these feelings through collage. A collage is a piece of art that is created by pasting different materials to a background. Today we will use magazine cut outs and paste them to construction paper.

First, *everyone will choose a color of paper that you would like to work on. Please discuss with your aide and let one of the conductors know what color it is you want.* **C/CH**

Next students glue the two **adjectives** to the top of your colored piece of paper.

I have brought magazine cut outs for everyone to *collage together to create faces that express the feelings you all have chosen. You will choose eyes, ears, mouths, noses, and hair that you think expresses your feelings. I have envelopes for each facial feature. Think about how your face expresses feeling. Will you choose a smile or a frown? Will your eyes be open or closed? How can you turn and tilt the cut outs to make feeling?* **CH** ***** *Aides let students tell you which facial feature they wish to start with. Then let students choose which particular image they wish to use by showing them several examples and having them say yes or no. Also ask how many and where they would like to place the image.* **A** This can be as abstract as you wish. Students feel free to add as many eyes, ears, noses or mouths as you feel is necessary. Once you have your colored piece of paper and have told your aide which part of the face you wish to start with, you may begin.

Five more minutes and we will share. Everyone is doing an awesome job!

Wow, these all look so interesting! You all have done a great job expressing your feelings and using your imagination.

I had so much fun today and cannot wait until next time! See you then!

Color Mix

How are you, my wonderful students? *What did you do on the weekend? Can you tell me with your communication boards - I would like to know.*

*Let's go around and share - I will start. We didn't do much. This weekend, I took it easy and listened to music and watched basketball. My favorite team is the New York Knicks. Now, can you tell me about your weekend Olivia? ***** C/S*

Now we are going to get started on our next project. We are going to be painting our awesome clay pieces we created during my last visit.

First, I would like some of you to help *mix colors*. *Did you know that all colors come from the three primary colors - red, blue and yellow..?? Let's experiment and see what colors we can make. Io, George, and Sarah Jane - Do you mind volunteering to help mix the colors? ******

Rachel could you please give George a cup of blue and a cup of yellow. Could you give Io a cup of red and a cup of yellow? Could you give Sarah Jane a cup of red and a cup of blue? Aides please help them mix the two colors together.


*Io, George and Sarah Jane, can you share with the class what colors you have made? ***** C/S*

Great! Yellow and red make orange. Yellow and blue make green. And blue and red make purple. Thank you for your help! Now we are going to use all of these colors to paint on top of our textures! Once again I would like you to think of a person or people, who are inspiring and important to you. We will all share the cups of paint. Let your aide know what color you would like to use. We will be using paint brushes to apply the paint. Please leave the paintbrush in the correct cup so we don't mix the paint.

Please get started. *Please aides let the students have control. Ask questions like where would you like to paint on your piece/ what color would you like to use? Is this enough paint? Would you like to change colors? Would you like to draw a shape? Would you like to layer the paint? Remember the more questions you ask, the more control students have. A*


Five more minutes until we share.

Before we go around and share please discuss with your aide who has inspired your painting.

Now we will go around and share. I will go first. *This is my painting and it was inspired by all of my little ones here at Standing Tall. What about you Neekah? Do you mind sharing first? (For them to use names!) ****** 

Your pieces look incredible!!! Everyone has used the elements of color and texture very well. Everyone should be very proud of their pieces! Five more minutes until we share. Can't wait to see everyone next time!

Family Picture Frame

If you don't remember me, or you're meeting me for the first time, my name is Alba. *Please tell me your names?* 

Today, we will be doing an art project that involves our families. First, I would like to tell you about myself and my family. This is a picture of my family. Nicole, can you please show everybody my picture?

I live in an apartment that is so close to here that I can ride here in my wheelchair. My apartment is on the fourteenth floor so I have to use the elevator. In my bedroom, I can make phone calls, email, change television channels, and listen to my iPod all through my Dynavox.

My family also has a house in the Catskill Mountains. My parents go to stay there every weekend, but I go on holidays.

My twin sister, called Anastasia, also has cerebral palsy just like me. She can talk and drive her wheelchair using a joystick. She is a Spanish tutor and volunteers at political events. Right now, she is also applying to graduate school in London, England.

My younger sister is called Gabriella. She does not have a disability. She is so sweet and loving to be around. She works as a financial analyst and waitress. She also attends culinary school. Gabriella has her own apartment here in Manhattan.

I have an older brother named Oliver. He works in real estate. He still lives at home with me and Anastasia.

My mother is called Mary. She works as an advocate for people with disabilities. She is an Irish immigrant but she grew up in England. She is writing a book about what it was like to raise me and my sister and fight for our rights in education.

My father is called Gerardo. He works as a photographer and he is from Nicaragua. He takes our dog Bleu to our house in the country every weekend so that he can get a lot of exercise!

I have an English Lab called Bleu. He is so funny and cuddly. I also have a black cat named Boston. He's the sweetest cat ever!

Sometimes my family annoys me, like when they don't give me enough space or if I don't get a chance to make my own decisions. But I know that it's just because they love me and want what's best for me.

I also have very close friends. Their names are Nicoletta, Sarah, and Mikhaila. My friends are part of my extended family. I like to go bowling and go driving in my wheelchair in Central Park with them.

I also have staff who work with me. I spend a lot of time with my staff so they are almost like family. Their names are Jessie, Barbara, Nicole, and Jess. Jess even used to live at our house for a while. She's one of my greatest friends.

Now, I want to hear about your families! Did everyone remember to bring in their family photos today? I would love to see them and hear more about the people in your photos and everyone else who is important to you. **C/S**

Students, if it's ok with you, your teachers could help share with me who is in your pictures and in your families. A lot of times, if I don't have my Dynavox, my family, friends and staff have to say things for me too. **C/S**

*Who do you live with? Who is in your family? Do you have pets? Who are your friends? Do you have staff who works with you? These are things I'd like to know about all of you. Let's go around the room one at a time and share! ******

C/S

Footprint

How are you? My students, can you tell me how you're feeling with your communication devices? **C/S** I would like you to tell me how your Memorial Day weekend was with your family?

Mine was okay with my family. We are going to get started with our lesson now.

You are going to be painting with 1 of your feet on a white paper. *Please aides, put paint on your student's foot. Please allow them to lift and press their foot on the paper. Try and feel which way the student is trying to move their foot.* **A**

Again ask as many questions as you can. What part of the paper do you want to paint? What colors do you want to use? Do you want to mix the colors? **A**

When I paint I mix the colors on the paper. I want you to make an abstract artwork. This does not need to look like anything. Move your feet as much as you can and have fun. Once you have chosen your first color please begin. *Aides paint the students foot and allow them to begin.* **A**

5 more minutes and we will share.

I want to see what you have made. I would also like to know how you liked this project. Do you enjoy painting with your feet? **C/S**

These look terrific! I can't wait to see you next time! Enjoy the rest of your week. Bye.

Handprint Animals

What's up students? *I would like to know if any animals at home. IF so what kind of animal and how many. If you don't have an animal, what kind of animal would you like?* **C/S**

That's neat! I have a dog named Bleu and a crazy cat named Boston. I am really happy to see you today. We are going to be making handprint art about animals.

Your conductors have prepared paper plates with paint on them. You will be putting your hand in the paint and then pressing your hand onto a piece of paper to make different prints. *You can use any part of your hand - experiment, try using your fist or a thumb, it's all up to you. Once you are done printing one color, wipe off your hand and you can use another color.* **CH**

I would like everyone to base the painting on an animal. I have photos of animals if you need any inspiration. *Please share with your aide what animal you would like to paint.* **A** Once you have your animal chosen we will give you a photo to look at.

I would like you to take a minute to really look at your animal. *How many legs does it have? What color is it? How big is the head? How long are the legs? ******

Aides, please allow students to do this by themselves, but you can help students press their hands on to the paper. Also ask them what part of the paper they wish to print on. **A** Students try and keep your fingers stretched out. *Everyone please share with their aide what color they wish to begin with, and which hand they will*

be printing with - left or right. **C** Once you have done this and have gotten your materials, you may begin.

In a little bit, we will share our animal paintings. 10 more minutes!

It looks like everyone is about done! *Let's go around and share your painting and the animal you chose and how the painting makes you feel.* **C/S**

Your paintings look amazing See you next week! Have a good weekend.

Kerchiefs

What's up my little ones?

I can't wait to see all of you use your communication tools today!

Please share how you are feeling today. **C/S**

I want you to tell me more about your family with your communication tool.

You could share how many brothers and sisters you have, what your parents do for work or whatever you feel like sharing. **C/S**

My family is doing well. My twin sister is in London for graduate school. I miss her a lot! Thank you for sharing about your family

We are going to start our projects now.

We are going to decorate handkerchiefs with fabric markers.

For example, *you can choose what you shared about your family, so family could be your theme.*

You can choose anything you want to be your theme like family, animals or Halloween. **CH**

Go ahead and get started

You are all doing a great job! Your handkerchiefs look really good!

Please show your kerchief to the class and tell us what colors you chose. **S**

See everybody next time.

Pants

How are you my little ones? *Can you use your communication board to tell me how you are feeling today?* **C/S** I like to know how you are doing.

I am doing well today, thank you for sharing your feelings with me. *I would also like to know your favorite colors. Can you use your communication boards again to tell me?* **C**

Cool!! My favorite colors are red, pink, purple, and blue. We are going to be decorating pants with roll-on paint using your favorite colors.

Rachel, can you please hand out the paint and pants?

Please get started. You can do whatever you want on the pants.

Please can you show me your pants?

I really like all of the colors you have used!

In a little bit, *we will go around the room and show off our pants. With your communication boards, please tell me one place where you might wear your pants.*

C/S

I hope you enjoyed decorating your pants, and I hope you will enjoy wearing them as well.

They all look awesome! See you next time!!!!

Paper Flowers

How are you feeling my students? I am so happy to see you today.

Is everyone excited for Valentine's Day?

Today we are going to make tissue paper flowers for a special someone in our lives. This could be your mom, dad, best friend, boyfriend, girlfriend or even your dog!

First students, please *choose three colors of tissue paper you would like to use to make your flower.* **CH** *Aides, please remember to give the students choices.* **A** You will need 2 pieces of each color of tissue paper to make the flower.

Next, *Aides please help the students cut the tissue paper into even squares by cutting them in a stack all together. Please ask your student if they would like to make a bigger flower or a smaller flower. The bigger the square, the bigger the flower.* **CH/A**

The next step is to fold the tissue paper back and forth the same way you would to make a fan. *Please let the students do as much of the folding and pressing as they can. Aides please ask the students if they would like bigger folds or smaller folds. Smaller folds might appear more like smaller petals, while bigger folds will look like bigger petals.* **CH/A**

Next, *students please choose a color of pipe cleaner to be the stem of your flower. Most flower stems are green, but art has no limits!* **CH** Wrap the pipe cleaner around the middle of the flower and twist it to stay in place. Carefully use your hands to separate each piece of tissue paper. It's a flower!

Lastly, with our remaining time in the class, you may choose to make a card using whatever materials we have available here to go along with your tissue paper flower.

I have had so much fun today, as always! I hope you all have an Amazing Valentine's day!

Pouring

How are you my students? *Can you tell me on your communication boards how you guys are feeling?* **C/S**

For my next several visits I will be showing you all some of the techniques I use when I work in the art studio.

I use many different techniques when I make my art. From hand over hand marker drawings, to splatter paint, to modeled clay. Today I am going to show you one of my favorite ways to create art - with poured paint.

First everyone needs to pick out one color with your communication device.

C/CH Later you will have a chance to work with many more colors, so don't worry.

In a second, I will demonstrate what we will do with the first color of paint. My aide will hold my cup in my hand. Then we pour the paint where I want it. *In order, for the students to have complete control over the art, aides please allow the students to direct you physically, and through their communication boards with yes or no questions. Some questions you could ask are would you like to speed up? Would you like to slow down? Would you like to pour more? Would you like to pour less?* **A** Please be patient while I get set up for the demonstration.

Now you can all begin pouring your paint. When you are done with pouring your first color please stop and wait for the next instructions. *Remember to give the students full control.* **A**

Now using your eyes, hands, or communication board, you will direct your aide on where and how to tilt the canvas. **C** *You all should have a direction board - use these words to direct where and how you would like your aide to tilt the canvas.* **C**

.....

Aides remember to continue asking questions like left? Right? Am I tilting it high enough? ,,, Have I tilted long enough? Would you like to move on to the next color? **A**

As you can see, you now have control over where the paint is flowing.

After you are finished with one color, you can move on to another color.

Take your time, because you will have another full session to work on these pieces. Try and layer different colors, explore different lines and shapes, and have fun!!!

Everyone has done a great job. Can't wait to see you next time!!

Splattering

How are you, my little ones? It was so good to see some of you on Saturday! *What did you do on Thanksgiving? Can you tell me with your communication board/?*

C/S I would love to know.

Awesome! I went upstate with my family! IT was a lot of fun.

Today we are going to continue working on the piece you started last week. I am going to teach you another technique that I use when creating my artwork. *Get ready to get messy because today we are splatter painting.* *****

You are going to use a paintbrush to splatter different colors of paint onto your canvas. *Aides, your role will be to hold the paintbrush in the student's hand. Please allow the students hands and arms to move freely.* **A**

Now I will show you how to do it. *Aides remember to keep asking questions, and students, try to splatter paint all over the entire canvas.* **A** Please be patient while I set up for a demonstration.

A lot of my paintings are inspired by people who are close to me. *Before starting, I would like everyone to choose a person that is very important to you. Think about this person when choosing your colors, and when moving the paintbrush. How does this person make you feel? What are some memories you share?* **CH**
*Movement and colors can convey meaning and feelings just like words do. Yellow to me is exciting and happy, whereas blue is calming and mellow. Just because we cannot vocalize or write with words as quickly or efficiently as most people, we can still express ourselves through art - with color, line, shape, movement, and intensity. Don't forget that! ***** Share who has inspired your painting with your aide at first, and later when the paintings are complete, everyone will share who their paintings have been inspired by.* **C/S**

Students once you choose your first color with your communication board, you may get started. You can use as many colors as you would like. Please begin and don't forget to have fun.

In five minutes we will share our work. Please everyone try and wrap up.

Now we should share what we have created. Remember to share who has inspired your painting as well. Let's go around the room and hold up our pieces and share the names. **C/S**

All of your paintings look great! I hope you can show them to the people who inspired them one day! My next visit is in January and we will be starting a brand new project. I will again be showing you more techniques that I use. Next time we will be using clay.

I hope everyone has had as much fun as I have. Your paintings look amazing and I hope you agree! Can't wait to see everybody next time.

Splatter Technique

What's up my students? How are you feeling?

Today we are going to be using these colors, red, blue and yellow to create splatter paintings on canvas. Red, blue and yellow are primary colors. Primary colors are a set of colors that can be combined to make a useful range of colors.

Using these three colors please experiment by mixing them together in different combinations to see what new colors you can make.

Did anyone make the color orange?

Did anyone make the color green?

Did anyone make any other colors?

Now you are going to use a paintbrush to splatter different colors of paint onto your canvas. *Aides, your role will be to hold the paintbrush in the student's hand. Please allow the students hands and arms to move freely.* **A** Now I will show you how to do it. *Aides remember to keep asking questions, and students splatter all over the entire canvas.* **A** Please be patient while I set up for a demonstration.

Students once you choose your first color with your communication board, you may get started. **C/CH** You can use as many colors as you would like. Please get started and don't forget to have fun.

Now we should share what we have created. *But first I would like everyone to choose a name for their artwork using their communication board.* **C/CH** Let's go around the room and hold up our pieces and share the names. **C/S**

I hope everyone has had as much fun as I have. Your paintings look amazing and I hope you agree! Can't wait to see everybody next time.

Sponge Stamps

How are you my students? *How are you feeling today? Can you tell me through your communication boards?* **C/S** I would love to hear how you are feeling today. I would like you to express it with a color. *I have 8 colors selected for you. Red makes me feel energetic. Yellow, happy, Orange, excited, purple lively, blue sad, grey, angry, green, earthy, and white, calm*

I am happy to see you today and comfortable being around you all. I would say I feel pretty yellow. *****

*Now we are going to be making prints from sponges cut into shapes. You can choose from a circle, square, or triangle, but you may also use all three shapes. I like making abstract paintings that do not represent anything, and get different feelings from shapes and colors. ******

I use different tools for mark making and get different values of color by using the sponge multiple times on the paper. You can let your own painting reflect your mood. Color can reflect your mood. Please dip the sponges into the paint and press it on the paper. *Aides, please use the hand over hand method so the students can do their own work.* **A** Please tell your aide what shape and what color you would like to start with. **C** Once you let your aide know, you can get started

Wow! These look so awesome! Five more minutes and we will share.

It looks like everyone is about finished. So *now we can go around the room and share what you've made with the sponges.* **S** But first let your aide know how your painting makes you feel. **C**

Your pieces look amazing. I love to see your artwork and to hear you talk about it!! Great job!!! I can't wait to see you all again! See you soon.

Spring

How are you my students? *Can you tell me how you are feeling?* **C/S** I am feeling really happy.

Today's lesson is about spring and animals. ********* We will be painting with paint brushes today.

Here are some pictures of spring for you to look at. Please look at the colors you can see.

Rachel will you please hand out the color palates?

Please *look at the palates and choose the one that looks the most like spring.* **CH**

Please use the paint brushes to paint spring colors onto the picture.

Aides, please help hand over hand if your student needs assistance holding the paintbrush, but do not move the brush for them. If they can hold the brush please help them at their elbow, but do not move their arm for them. **A**

When you are done with your painting please let me know so we can share our pictures.

Teddy Bear

How are you feeling today?

Can you tell me with your communication book how your parents liked the t-shirts we made together in class? **C**

I liked helping you do your t-shirts because you seemed really happy. Now we're going to get started on today's project. *First, please share with your communication book if you have a teddy bear at home.* **C**

If you do that is awesome, but if you don't that's okay because we are going to decorate teddy bears today with fabric markers.

I want you to feel free to express yourself and experiment with colors. *Paras please offer as many choices as you can, and please remember to let the kids do as much as they can with their hands.* **CH/A**

Go ahead and get started!

All of your bears look really great, but it's time to start wrapping up our projects. *Good job using your communication book to tell your aid what you wanted on your bear.* **CH** See everyone next time and goodbye.

T-Shirts

What's up students?

Everybody, how was your summer?

Can we go around the class and tell everybody what your favorite part of the summer was? **C/S**

We are going to use your communication book a lot today.

We are going to make t-shirts today.

We are going to use fabric markers, and you can take your t-shirt home with you!

We are going to show you how we do this.

Paras, please let the students do as much of the work as they can. **A**

Now Rebecca and I are going to demonstrate how we make t-shirts.

You can do what you want on the t-shirt.

The t-shirts look nice and you all did a fantastic job using your communication book and learning how to make wearable art. See everyone next month goodbye.

Winter Weather Splatter

How are you my students? *Today I want to know how you are feeling with your communication devices.* **C/S**

We are going to do splatter painting on a winter weather theme. We will now show you some pictures of different winter weather.

Can you look at the pictures and think about the colors you can see?

Now look at the color palates. *Can you tell me which palate most represents the winter colors?* **C**

Now we are going to start our splatter painting.

You are going to use a paintbrush to splatter different colors of paint onto your vase. *Aides, your role will be to hold the paintbrush in the student's hand. Please allow the students hands and arms to move freely.* **A**

Now I will show you how to do it. *Aides remember to keep asking questions, and students* **A** Try to splatter paint all over the entire vase. Please be patient while I set up for a demonstration.

Students once you choose your first color with your communication board, you may get started. **C/CH** You can use as many colors as you would like. Please begin and don't forget to have fun.

In five minutes we will share our work. Please everyone try and wrap up

Now we should share what we have created. Let's go around the room and hold up our pieces. **S**

I hope everyone has had as much fun as I have. Your vases look amazing and I hope you agree! Can't wait to see everybody next time.

Wood Sculpture

How are you? My students, *I want to know how you are feeling today with your communication boards. Can you tell me with your communication boards?* **C/S**

Thank you for sharing! I am doing very well today because I am here at Standing Tall - one of my favorite places! You all are so good at using your communication devices! I am so impressed!

Today we are making sculptures out of wooden pieces! Rachel, could you please give every student 5 wooden pieces and glue?

Before we start building, I would like everyone to think of one of their favorite places. People and places are the two main inspirations for my artwork. I have made pieces based on New York City, Central Park, and the camp I attend in the summer. What are your *favorite places* ***** we will share at the end of the lesson when we are done building.

Now we will begin working. When I create sculptures, I work with my aide to position the pieces in an interesting way. Try out a few different compositions before you glue them down. Once you have created a sculpture you like, help your aide glue the pieces together. I want you to use your imagination with this project. You can build whatever you want!!!!!!! *****

Please aides, ask students where they would like the blocks placed, how tall they would like the sculpture to be, and which way to turn the pieces. Build the sculpture layer by layer. Students should be in control over where every piece goes. **A** Please get started and have fun.

Everyone is doing an amazing job!!! 5 more minutes and we will share our sculptures!

It looks like everyone is finishing up. *Let's take a few minutes to share with your aide what place has inspired your piece.*

Let's share our sculptures! Please show the class and share the place you were thinking about. This is my sculpture and it was inspired by Standing Tall. Sarah Jane, I loved how you and your aide communicated on this project! Can you share first? **C/S**

These sculptures look awesome! I love how unique each one is! I hope you enjoyed it as much as I did!

Next time we will be using all of the painting techniques to paint our sculptures! I can't wait to see what they look like with paint! Can't wait until next time!