

Adaptive Art Curriculum

K-3 MD Costello



Today's Special ... **Art** !



Greeting

Today we will:

1. Color plate red
2. Glue leaf and stem
3. Put worm **UNDER, THROUGH, ON TOP, BELOW, LEFT, RIGHT**



L2: Positional Word Worm

Clean Up Time



Classroom Demographics

Asadbek- 1st grade/ autism (limited speech)

- Needs PP assistance with fine motor/token board/1:1 assistance
- Reading Level A, 1:1 correspondence, addition

Michael- Kindergarten/ autism (limited speech)

- Needs PP assistance with fine motor/token board/1:1 assistance
- Not reading yet, knows most letter/ sounds, 1:1 correspondence

Max- Kindergarten/ autism (limited speech)

- Needs PP assistance with fine motor/1:1 assistance
- Knows some letter/sounds, 1:1 correspondence

Jude- Kindergarten/ autism (non verbal/ AAC device)

- Needs FP assistance with fine motor/1:1 assistance
- Knows some letter/sounds (receptive), 1:1 correspondence

Demand Tips

- **Use short, simple language.** Ex: ("Take the yellow crayon.") instead of ("Alright, how about we go ahead and choose a crayon, anyone you like! What's your favorite color?")
- **Allow (receptive) language process time.** Give students a moment to process each demand you are presenting before moving on to the next. Ex: ("Take the yellow crayon." *Wait time for para to insert prompt* "Ok great! Next, color the sun yellow.") instead of ("Take the yellow crayon, and then color the sun. Make sure you color in the lines! Then look, what else is yellow?")
- **Use non-verbal gestures.** It is often helpful to facilitate receptive understanding by showing rather than telling. It can sometimes overwhelm them with too many verbal words. (*Para just points to a part of the sun to color after the teacher says "color"*) instead of ("Okay, your teacher just said color the sun, so go and color right there, got it?")
- **Use high intonation.** Use high enthusiasm in your voice to sustain their attention better.
- **Give high praise** immediately after success in the requested demand (unless suggested otherwise that it is overwhelming to a particular student).
- **Limit attention to negative behavior.** Redirect, rephrase in a positive statement of correct expectations.

Art Schedule ([daily routine](#) sample link)

1. **Greeting** (song/greet each student around table, student says/AAC “hello Ms.____ “ back) Present Slide 1 of 3 daily slides.
2. **Video Song** (song on tv; video can relate to activity or not; dance or call and repeat song) (Set up all materials during this time)
3. **“Today we will _____.”** (Show written 1,2,3 short directions/visual slide/pictures of activity)
4. **Model** (show quick, short steps of activity) Skip “shared modeling step”
5. **“Independent”** (have students complete own activity “independently” with correct prompt level assistance from paras/ teacher)
6. **Clean up** (end activity, can use clean up song)
7. **Share** (students can share one at a time if extra time)
8. **Goodbye** (say/sing goodbye to each student individually.

Adaptive Art Cross-Curriculum Plan

Cross-Curriculum - 7 Unit Topics Overview

1. **Sensory**- 10 lessons (Sep, oct, nov, dec, jan, feb, mar, april, may, june)
2. **Social Emotional**- 7 lessons (Sep, oct, nov, dec, jan, feb, mar, april, may, june)
3. **Life Skills**- 5 lessons (Sep, oct, nov, dec, jan, feb, mar, april, may, june)
4. **Language**- 5 lessons (Sep, oct, nov, dec, jan, feb, mar, april, may, june)
5. **Math**- 5 lessons (Sep, oct, nov, dec, jan, feb, mar, april, may, june)
6. **Social Studies**- 5 lessons (Sep, oct, nov, dec, jan, feb, mar, april, may, june)
7. **Science**- 5 lessons (Sep, oct, nov, dec, jan, feb, mar, april, may, june)

(4-5 lessons per month) (42 total)

NJSLS- NJ Student Learning Standards

Cross-Curriculum - 7 Unit Topics Overview

1. **Sensory** - 1.2.2.Cr2a: Explore form ideas for media art production with support
2. 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.
3. **Social Emotional** - 1.2.2.Cr2a: Explore form ideas for media art production with support
4. 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.
5. **Life Skills** - 1.2.2.Cr2a: Explore form ideas for media art production with support
6. • 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.
7. **Language** - 1.2.2.Cr2a: Explore form ideas for media art production with support
8. 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.
9. **Math** - 1.2.2.Cr2a: Explore form ideas for media art production with support
10. 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.
11. **Social Studies** - 1.2.2.Cr2a: Explore form ideas for media art production with support
12. 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.
13. 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.
14. **Science** - 1.2.2.Cr2a: Explore form ideas for media art production with support
15. 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Weekly Lessons Overview Links & [monthly videos](#) - (to copy and create lesson slides)

Sep [Sensory L1](#), [Life skills L2](#), [Sel L3](#), [Language L4](#), [Math L5](#) **Feb** [Sensory L22](#), [Sel L23](#), [SS L24](#), [Science L25](#)

Oct [Sensory L6](#), [Sel L7](#), [Life skills L8](#), [Language L9](#) **Mar** [Sensory L26](#), [Math L27](#), [SS L28](#), [Science L29](#)

Nov [Sensory L10](#), [Sel L11](#), [Life skills L12](#), [Language L13](#) **April** [Sensory L30](#), [Sel L31](#), [Life skills L32](#), [Math L33](#)

Dec [Sensory L14](#), [Sel L15](#), [Language L16](#), [SS L17](#) **May** [Sensory L34](#), [Math L35](#), [SS L36](#), [Science L37](#)

Jan [Sensory L18](#), [Language L19](#), [Math L20](#), [Science L21](#) **June** [Sensory L38](#), [Sel L39](#), [Life skills L40](#), [SS L41](#), [Science L42](#)

Sensory Pt. 1- ([picture models](#))

L1- Sep. [Pasta Noodles Sensory Play](#)- First art class. Prep noodles and food coloring (red, yellow, blue, green). Show slide of class rules (ex below if you need). You can share the rules with each step of showing noodles (e.g. "hands to self" rule- "keep hands in your own noodles bin" then model, "ask or point if you want a new color")/Other rules ex: "eyes on teacher, quiet voice, listening ears, sitting in chair". Show 4 small bins with pasta noodles. Let students feel noodles and observe colors. They can use gloves if they do not like the feeling. Also safe for students to eat.

L6- Oct. [Build A Scarecrow](#)- students crumble newspaper and stuff button/zipper plaid long sleeve shirt and a pair of jeans to construct a "life size" scarecrow. Blow up a balloon or brown paper bag with a drawn face for head. Add farmer hat, shoes and gloves for hands. Help students stuff paper into clothing and prop up in chair. Take pictures with students to print and send home.

L11- Nov. [Feather Turkey](#)- give each student 1 paper plate (4 total), 1 sharpie outline of brown paper turkey head (4 total), 2 googly eyes (8 total), 1 outline orange paper beak (4 total), 2 orange paper feet (8 total, 5 color feathers each (20 total), scissors and glue sticks. Help students cut, then glue in correct places. Students can play with, feel feathers.

L15- Dec. [Snow Globe Sensory Bottles](#)- give each student empty water bottle (4 total). Add ingredients: glitter, water, oil, blue food coloring, styrofoam balls, pompoms etc. Duct tape around screwed on cap. Shake to show swirls of magic snow globe!

L19- Jan. ["Happy New Year" Blown Fireworks](#)- use straws (4 total) to blow (red,yellow, white, blue paint mixed with water) "fireworks scene" on blue/black construction paper. Practice breathing in and out to model how to gently "blow" through straw.

Sensory Pt. 2

L22- Feb. Pink and Red Shaving Cream Heart Cards - Use heart stencil (cut out on white paper) to show empty space of heart shape. Place on folded "card" of white paper (4 cards total). Help students trace stencil with crayon (any color) on separate white paper (4 more). Help cut out heart. After, help students dip into shaving cream with food coloring. Students can play with shaving cream in bins when finished (in gloves so does not stain hands). *Allow to dry next day, then students can glue heart on white cards. Then write "To Mommy/Daddy/etc, Love ____" on inside of card with teacher/paras.

L26- Mar. Leprechaun Slime- Show ingredients in big bowl. ½ cup of glue, ½ cup of warm water, 1-2 TBS of saline solution, ½ tsp of baking soda, 1 drop of green food coloring. Add gold glitter. Help students "measure" and put in ingredients into bowl one at a time. Practice waiting and taking turns. Then share turns mixing together. Split slime into 4 plastic bags to take home. Students can play with slime until it is time to clean up and put back in bags.

L30- Apr. Mixing Paint Colors- Show students model of 2 different ziploc bags (8 total). The first bag is "purple". Show putting 1 quarter size "dot" of blue paint in bag, and then 1 quarter size "dot" of red paint. Close the bag with tape. Move bag around and mix paint to make purple. DO same process with blue and yellow paint to make "green". Help students tape bags shut then allow to play with color change.

L34- May. - Rain Sticks- Cover one end of the paper towel roll (4 total) with duct tape. Insert a long rolled-up piece of aluminum foil into the paper towel roll. Fill the inside of the paper towel roll 1/4 full with the mixture of corn kernels, rice, and small noodles. Cover the other end of the paper towel roll with duct tape. Show listening to the sounds and model/help students to listen on their own.

L38- June. Oil Water Ocean Sensory Bag- Add baby oil to ziploc bag (4 total), then food coloring, and then water. Duct tape the bag closed. Show/model students how the oil, water and colors mix/don't mix.

SEL Pt. 1 (Picture models)

L2- Sep. Zones of regulation color plates- with clothes pin clip on paper plate. Color green, yellow, blue and red. They will glue Happy face on yellow, Sad face on blue, Calm face on green and Angry face on Red. They will glue Stop sign on red, Go sign on green. Slow down on yellow. Rest on blue.

L7- Oct. Pumpkin changing feelings- cut out eyes and mouth for face on orange plate (paint or color). Students glue together 6 pieces that can change into a happy, sad or angry face (each have different eyes and mouth). Teacher can pin them on back like wheel that they can change to match how they are feeling.

L12- Nov. I am Thankful for pumpkin- Help students write on strips to glue together to make a pumpkin.

L16- Dec. Positive Affirmation Tree- Students glue pieces of tree together that they like about themselves. Pieces say, "I am smart" "I am funny" "I am kind" etc.

SEL Pt. 2

L23- Feb. Kindness Jar Reminders- Students color and glue hearts in jar with reminders for how to be kind. "Share toys." "Smile" "give hugs" "give compliments" "say please and thank you" "help clean up".

L31- Apr. Earth Day "I love my planet"- paper plate,color green and blue. Practice coloring within lines. Glue heart and trace hands on paper of students' skin color. Then cut and glue around sides to show them "hugging the earth".

L39- June. Summer bucket list- Friends I want to see, places i want to go, things I want to do.

Life Skills (Picture models)

L3 Sep- Threading pasta noodle necklaces- Colored uncooked pasta penne noodles. Students weave with string to make a necklace for fine motor skill practice.

L8 Oct- Mummy wrap - cut out black body with yellow eyes. Wrap white string around to make a mummy.

L13 Nov- Q-tip turkeys- cut 2 corks in half. Q-tips dipped in paint for feathers. Googly eyes. Paper beak.

L32 April- Ripped rainbow- Students rip off from strips and glue down to create a rainbow with the colors in order.

L40 June- Woven rocketships- paper strips to weave in and out of rocket base. Base has 2 small cuts across three lines (in picture) for the strips to be woven through. Triangle top for the cone of the rocket and orange paper for the fire.

Language (Picture models)

L4 Sep- Worm apple paper plate with positional words- Under, through, on top, below, left and right. Words to practice follow the position of the worm next to the apple. Worm is a popsicle stick they can draw a face with a marker. Color or paint apple red. Cut two lines in the middle of the apple plate for the worm to go through.

L9 Oct- I want to be a _____ - Students choose costume picture on slide. Paras and teacher help decorate paper towel roll. Dress up costume character. Students mix and match clothing to make a costume and color. Students write on paper “I want to be a _____” to be stapled to paper towel roll costume.

L14 Nov- Thanksgiving placemats. Handprint turkey different color feathers in the middle of the mat. Write Happy Thanksgiving name and date on bottom. Teacher will laminate.

L17 Dec- Snowman: It's snowing words!- All words associated with winter. Glue snowman “looking up” on blue paper. Pieces are white circle for head and orange triangle for carrot. Draw black coal smile. Write/trace words. Students can come up with words or use (snow, happy, christmas, hanukkah, presents, love, sled, snowball, snowflake,etc.)

L20 Jan- I have a dream- Different skin colored hand prints. Glue to middle and write “I have a dream” Each hand can have written words like “love”, “peace”, “kindness”, etc.

Math (Picture models)

L5 Sep- Floor mat number line to 20- Long strip of paper to put on wall in classroom. Each student will make 5 numbers to glue/tape onto the group number line.

L10 Oct- Spider eyes and legs count- Black paper plate with googly eyes or paper eyes to glue on plate. They can put as many as they want. Hole punch for pipe cleaner legs on sides. Count with students how many eyes and legs their spider has. Attach paper that says "My spider has ____ eyes and ____ legs."

L27 Mar- Lucky charms color boxes sort- Marshmallow coloring for each picture. Then they get their cup and sort the marshmallows. Then count how many there are. Students then can color their graph for how many marshmallows they counted for each shape.

L33 April- Flower clock- Students cut out smiley face flower. Fold up the petals. Glue to same shape flower. Each petal has a number like on a clock. Underneath petal, students will color # amount of dots as the number on the flower petal.

L35 May- Counting by 5s kite- Paper diamond for kite to color in 4 sections. Glue "5" on kite. Attach yarn to end of kite. Students will glue 5 bows that count by 5s as it goes down the yarn string.

SS (Picture models)

L18 Dec- Christmas ornaments- Popsicle tree with glued pom poms or sequins.

L24 Feb- Jackie Robinson craft- Students cut out and glue pieces of Jackie Robinson portrait. They write Dodgers on his shirt. Write Happy Black History Month at the top with name.

L28 Mar- Dr Suess- Oh The Places You'll Go Hot Air Balloon- Construction paper and tissue paper. Construction paper basket with space to write what they want to be when they grow up.

L36 May- Cinco de mayo maracas- 4 Easter eggs filled with beans/small pebbles/etc. Attach two plastic spoons to both sides of egg. Wrap with tape and decorate with marker.

L41 June- Flag day- Popsicle stick painted flag with blue square construction paper. White crayon for stars or stickers.

Science (Picture models)

L21 Jan- Building an igloo or snowflake- Build an igloo or create a snowflake with toothpicks and marshmallows as stem activity.

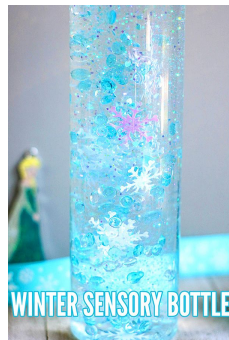
L25 Feb- Homemade playdough- add ingredients into bowl. Students mix. Split into ziploc bags.

L29 Mar- Skittles rainbow plate- Lay skittles around plate. Add warm water and watch the colors blend together.

L37 May- Leaf prints paint- Find leaves outside and trace over with crayon.

L42 June- Build a paper airplane- Color on paper. Build and fold together then go fly them outside.

Sensory Picture Models



SEL Picture Models



Life Skills Picture Models



Language Picture Models



Math Picture Models



**MAKE A SIMPLE
NUMBER LINE**



SS Picture Models



Science Picture Models



Monthly videos to Copy/Create Lesson Slides

1. [September](#)
2. [October](#)
3. [November](#)
4. [December](#)
5. [January](#)
6. [February](#)
7. [March](#)
8. [April](#)
9. [May](#)
10. [June](#)



September Monthly videos



Good morning song

We call it Art song

October Monthly videos



Good morning song
song



Knock Knock Trick or Treat

December Monthly videos



Good morning song



Hello Reindeer song

January Monthly videos



We call it Art song

Put on Your Boots Song

February Monthly videos



Peekaboo song



Making a card song

March Monthly videos



Leprechaun dance song



I'm A Little Leprechaun song

April Monthly videos



Good morning song



Rainbow song

May Monthly videos



Toodly Doo song



Mr. Sun song

June Monthly videos



Down in the Deep Blue Sea song

Keep on Swimming song