

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH ELEMENTARY LEARNERS:

Goal 2: Apply Core Concepts and Principles

Academic Expectation 2.22: Students create products and make presentations that convey concepts and feelings.

A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

Students will create a series of watercolor illustrations of classical music which is played in class while they paint (Beethoven's Fifth Symphony, Revel's Bolero, Copeland's Appalachian Spring).

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will hold the paintbrush and paint a response to the music.
- (2) The student will cooperate with a group of classmates to create a bulletin board of their musical artwork.
- (3) The student will choose colors that a peer will use to create a painting.
- (4) The student will grasp a sponge and place the sponge in different colors of tempera paint, put into a muffin tin and create a painting on an easel.
- (5) With a velcro-adapted holder, the student will choose and hold a colored marker and create an illustration of the feelings expressed in the music.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

- (1) The student will describe her artwork to a peer using sentences or phrases of at least 3 - 5 words. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #8, #11}
- (2) The student will name the colors that he is using to illustrate the musical selection. [TARGETED SKILLS: functional academic skills] {COACH: COMMUNICATION #8, #10}
- (3) The student will choose between two colors of paint. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #2, #10; SELECTED ACADEMICS #4 2, #44}
- (4)
- (5)

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

Goal 2: Apply Core Concepts and Principles

Academic Expectation 2.22: Students create products and make presentations that convey concepts and feelings.

A. One Sample Instructional Activity/Project for Middle School Learners that Incorporates this Academic Expectation Could Be:

Students will create and test an art project for primary students that expresses the concept of accepting and/or acceptance of differences. They will then present the project to a class of primary students, assist students in implementing the projects, and create a display of the art project.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) Create a poster that lists the materials needed to complete the art project.
- (2) Assist an individual child in completing the art project.
- (3) The child will create a model for the younger students to follow.
- (4) The student will assist a group of younger children to create a display of the artwork that expresses respect for diversity.
- (5) The student will verbally state the concept/idea that is to be expressed.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

- (1) Assist a team in cleaning and sweeping the art room after the activity. [TARGETED SKILLS: critical vocational activity.] {COACH: VOCATIONAL #82}
- (2) Measure strips of construction paper need to construct a display of the students' work. [TARGETED SKILLS: functional academic skill] {COACH: SELECTED ACADEMICS #42, #44, #46, #51}
- (3) Using a voice output communication system, the student will make encouraging statements to younger students. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #8, #11; SOCIALIZATION #15}
- (4)
- (5)

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

Goal 2: Apply Core Concepts and Principles

Academic Expectation 2.22: Students create products and make presentations that convey concepts and feelings.

A. One Sample Instructional Activity/Project for High School Learners that Incorporates this Academic Expectation Could Be:

Create a school -wide multi-media ad campaign supporting a prom without alcohol. The campaign can include original plays or skits, special events, video to be shown during lunch, rap or other original music, school newspaper ads, T-shirts, bumper stickers, posters, banners to be posted in the school and throughout the community.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will work with a peer to create a poster with a message that she created.
- (2) The student will depress a key on her pre-programmed electronic communication that repeats a slogan developed for the alcohol free campaign.
- (3) The student will participate in a skit on celebrating without alcohol.
- (4) The student will participate with cheer leaders in a cheer that expresses the theme of the prom activities.
- (5) The student will use the PRINTSHOP to create a banner for the school hallway.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

- (1) The student will introduce the different performers at the school wide assembly kicking off the prom safety campaign. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #11; SOCIALIZATION #14}
- (2) The student will deliver newspapers to each classroom after lunch. [TARGETED SKILLS: critical vocational skills] {COACH: VOCATIONAL #82}
- (3) The child will assist a peer in manning the booth in the lunchroom selling balloons with the prom logo. [TARGETED SKILLS: social skills, critical vocational activity] {COACH: SOCIALIZATION #19, #20; SELECTED ACADEMICS #42, #44; VOCATIONAL #82}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

Goal 2: Apply Core Concepts and Principles

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General Demonstrators of this Academic Expectation which May Appropriate for Individuals DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities:

The student will:

- (1) Create a multimedia collage about angry feelings.
- (2) Rub the side of a crayon on light weight paper set on top of various textured surfaces, household objects, or objects from nature (i.e., corrugated cardboard, a comb, a leaf)
- (3) Perform a simple folk dance.
- (4) Use a computer graphics program to create an artwork that expresses happiness.
- (5) Work with a small group of classmates to construct and paint scenery for a class production.
- (6) Tell a story from a series of illustrations to an audience of younger children.
- (7) Help in constructing a mural using the mosaic art form and one inch pieces of multicolored construction paper that expresses fire and light.
- (8) Perform a song as a member of a class choir.
- (9) Choose a print of a master artwork to be displayed in her classroom.
- (10) Perform the role of the Big Bad Wolf in the class production of Three Little Pigs.
- (11) Fingerpaint while listening to classical music which expresses various emotions.
- (12) Operate an electric keyboard being asked to make "music" that expresses various
- (13) Answer question whether singer is happy or sad when listening to various country songs.
- (14) The student will draw a happy and sad face.
- (15) The student will view a master painting at the art museum and state how it makes her feel – happy, sad, angry, frightened.

If you are using COACH-2,* the following Activities might fall within this Academic Expectation:

COMMUNICATION: #3, Makes requests; #9, Asks questions of others

APPLIED ACADEMICS: #40, Reads to get information and/or follow instructions; #44, Uses resource materials.

* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). Choosing options and accommodations for children: A guide to planning inclusive education. 2nd Edition. Paul H. Brookes: Baltimore.