

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2 23: Students analyze their own and others' artistic products and performances.

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

Using famous works of art available in computer libraries or on the Internet, the students will download copies and create posters depicting various themes or critical analyses, such as studies of content of the artwork, the use of colors, the style or media, or the artist.

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

- (1) The student to down load works of art in which blues and greens predominate and create a poster focused on the use of cool colors in classic artworks.
- (2) The student will listen to the presentations that peers make about their posters and the common themes in the artwork that they chose.
- (3) The student will operate a switch to activate a recording that she and a peer developed regarding her art poster.
- (4) The student will answer questions about a peer's poster after listening to the peer describe his poster.
- (5) The student will make an oral presentation about the theme and content of his poster.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with 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 use two hands at midline to paste and place items on her poster. [TARGETED SKILLS: communication skills, motor skills] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #44, #45}
- (2) The student will use a mouse to capture, copy, and print an illustration from the screen of his computer. [TARGETED SKILLS: communication skills, motor skills, critical vocational activity, critical recreation leisure activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19, #20, #23; SELECTED ACADEMICS #42, #44, #45, #46, #55}
- (3) The student will verbally identify and point to the colors blue and green when artworks are viewed on the computer screen. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #2, #7; SOCIALIZATION #19, #20; SELECTED ACADEMICS #42, #44, #55}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2 23: Students analyze their own and others' artistic products and performances.

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

One group of students will develop, produce, and perform in a production of Snow White and the Seven Dwarfs that would be appropriate for preschool audiences throughout the district. Another group will develop, produce, and perform in a production of Snow White and the Seven Dwarfs for audiences of senior citizens residing in senior center and nursing homes in their community. How would the two productions be similar? How might they be different in content, production? How might the dialogue differ? Upon completion of all performances, the two groups will discuss their experiences together.

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

- (1) The student will view both productions and verbally state three ways they differ.
- (2) The student will attend productions in the preschool and in the nursing home and state how the audiences reacted similarly or differently.
- (3) The student will state which scene in the presentation is his favorite scene.
- (4) The student will create an advertising poster for the preschool performance
- (5) The student and a peer will write a description of their experiences with the two productions of Snow White and the Seven Dwarfs.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with 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 dress herself in the pants and shirt of her costume with assistance.[TARGETED SKILLS: communication skills, motor skills, critical domestic activity] {COACH: COMMUNICATION #7; SOCIALIZATION #19; PERSONAL MANAGEMENT #28; SELECTED ACADEMICS #42, #44, #45, #46}
- (2) The student will attend to the performances and show change in behavior and behavior state throughout the performance. [TARGETED SKILLS: communication skills, social skills] {COACH: SOCIALIZATION #13; SELECTED ACADEMICS #41, #42}
- (3) The student will hand out programs, establish eye-contact, and smile to each senior prior to the performance at the nursing home. [TARGETED SKILLS: communication skills, social skills, motor skills] {COACH: COMMUNICATION #6; SOCIALIZATION #13, #14, #17}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.23: Students analyze their own and others' artistic products and performances.

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

Groups of students will create one minute teen issues awareness productions on the school TV or intercom systems using various types and styles of communication, music, or prose. Time will be spent during the homeroom period discussing the effectiveness of the mode, production, and message to determine the effectiveness in addressing the message, the aesthetics, and the humor of each production. The top three will be submitted to the TV and/or radio station for broadcast.

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

- (1) The student will participate presenting a rap approach to the message, Don't drink and drive.
- (2) The student will assist a small group of peers in writing a country western musical spoof on the travails of being a teenage smoker.
- (3) The student will give thumbs up or thumbs down to a heavy metal production by peers addressing the ills of teen drug use.
- (4) The student will show a change in expression or activity in response to a peer's rap production on the advantages and disadvantage of having a job in high school.
- (5) The student and a small group of peers will dictate possible lyrics to a country western song addressing the possible pitfalls of a high school romance.
- (6)
- (7)
- (8)
- (9)
- (10)

C. Ideas for Providing Students with 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 play a tambourine with both hands at midline to accompany as peers singing a country western song relating to teen dating. [TARGETED SKILLS: communication skills, social skills, motor skills] {COACH: SELECTED ACADEMICS #41, #42, #44, #45, #46}
- (2) The student will vocalize in rhythm to participate in the presentation of the rap lyric addressing drinking and driving. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #8; SOCIALIZATION #13, #15; SELECTED ACADEMICS #41, #42, #44, #45}
- (3) The student will choose her favorite between three different musical presentations of teen themes. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #2}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

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Academic Expectation 2.23: Students analyze their own and others' artistic products and performances.

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

The student will:

- (1) Choose a poster for her bedroom wall.
- (2) Page through a book of art with a peer and point to works that she likes.
- (3) Walk through an exhibition of art work by peers throughout the school district and answer yes/no questions about colors, shapes, and objects found in the art works.
- (4) Attend to a dramatic production presented by a regional children's theatre group.
- (5) Listen to a variety of classical music selections and state what she envisions as she listens to the music.
- (6) Observe a dance recital at a local members of a local dance program, choose her favorite dance performance, and state what she liked about that performance
- (7) Listen to a series of recordings chosen by peers and use water colors to illustrate how the music makes her feel.
- (8) Participate in a rhythmic musical production from a different culture and state how it is different from a current rap music recording.
- (9) Attend a regional folk arts and crafts fair and choose a present for her mother.
- (10) Create a bulletin board presenting with student drawings of fantasy and real birds with a small group of peers and converse with peers about the various works of art.
- (11) Before developing and performing a role in a school performance of a folk tale, read and view other representations in print and on video to get ideas for script, set, and costuming.
- (12) Participate in a class discussion to generate ideas for a class production of a folk tale.
- (13) Create a series of posters to advertise the class production and choose the one that best presents the dimensions of the class production.
- (14) Attend a production of a historical play at a Kentucky historical site (e.g., Ft. Boonesboro, Ft. Harrod, My Old Kentucky Home) and dictate his critique of the production to a peer.
- (15) Make a presentation as if she was trying to sell her favorite CD to a group of classmates.
- (16)
- (17)
- (18)
- (19)
- (20)

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

SELECTED ACADEMICS: #44, Differentiates/discriminates between various things.

* 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.