

# Seneca School - Expressive Arts

I am very happy to welcome you to the Expressive Arts Program at Seneca School. This is a busy (and messy!) room full of fun and creativity.

Art is a powerful way for people to express themselves. Students use different materials (paint, clay, fabric, markers, items from nature, etc) to explore seasonal and cultural themes throughout the year. The goal of our program is for students to communicate and express themselves through making choices in their art. Students are supported in communication and making choices in every element of the art program – whether it is between materials, colours, textures, sizes, shapes, and the list goes on. Appropriate choices are offered to each student using the hierarchy of prompts as a guideline.

Another goal of the expressive arts program is to provide an opportunity to create art using various senses. This helps support the variety of learners and exceptionalities we have in this school. We try to adapt this for each student, for example the visually impaired learner will be offered materials with multiple textures or sounds; whereas the hearing impaired learner may be provided materials that have different textures or scents.

We use adaptive tools to support students with physical disabilities, who might be otherwise limited in how much art they can authentically produce. We are creative in the adaptations we use... (show image of whisk with hockey tape/paintbrush).

We also images from art history, books and sometimes slideshows on an iPad to create a rich learning environment.

Once a student has completed his/her art task, or needs a change, we have a rich offering of art and sensory based program alternatives for the students to choose from. I have developed the “Digital Arts” program, where students can create drawings using either a regular or adapted mouse. This is a popular choice for students who are tactile defensive. Students can also choose to use the drawing center, library center or sensory play center once they are done their art task.

Student progress is assessed using a variety of tools. In some lessons, we will be creating a “final product” – but not always! From time to time, we focus on sensory play and learning with a variety of art materials. Through observations, notes, and consultation with support staff, I will determine how a student is progressing toward meeting his/her personal IEP goals for art.