

Creating an Online Art Learning Program for Students with a Disability

About this Resource

Students with a disability deserve a high-quality art education, whether it is in a classroom or remotely.

This resource provides ideas and inspiration for art educators to build an online learning program for students with a disability, where they can access, participate and find success in learning art remotely.

An example of an online art learning program: <http://berendaleschoolartandtech.global2.vic.edu.au/>

1) Structured

Organise a structured and consistent layout to deliver content and resources on the online platform. Students benefit from having a structure to navigate a new and unfamiliar program. Also, devise a routine for students to use the program regularly.



2) Accessible

Consider what students will need to complete a learning task. Students may not have or be able to access certain materials. Recommend to use basic art supplies, such as pencils, pens, markers, crayons and paper. Alternatively, students can use a digital software e.g. Paint to create their artworks.



3) Collaborative

This presents an opportunity for students and their family to make art together. Consider tasks to encourage students and parents to collaborate and be creative. Students and parents can also discuss what they like about their finished artworks.



4) Connected

Arrange opportunities for students and families to stay connected with the school community. Consider hosting an online art exhibition for students to display their own artworks and to see and respond to their peers' artworks.



SUPPORTING INSTRUCTIONS IN THE ART ROOM

for students with an intellectual disability

SHORT AND CONCISE

Keep the instructions short and concise. Present one thing or demonstrate one step at a time. Refer to the learning intention and success criteria to keep the instructions relevant. This helps students to stay focused on your instructions.

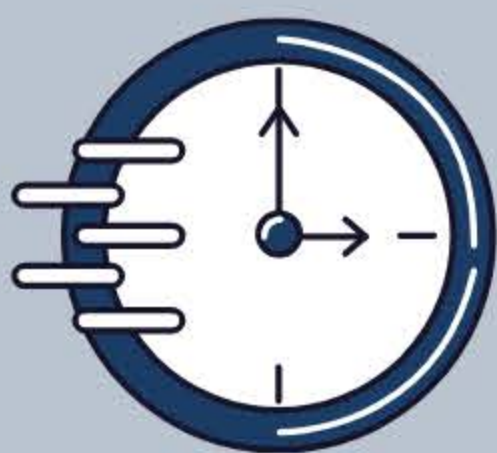


WORKED EXAMPLE

Show and not just tell. Present an example of a finished artwork or an artwork in progress. This helps students to know your expectation. Students can also refer to the artworks for inspiration and to generate their own creative ideas.

VISUAL TASK ANALYSIS

Use a visual task analysis to guide students to follow the steps and processes involved in making an artwork. Present it during or after a demonstration, and it should have no more than 7 steps. Students can also use it to recall the steps to complete a project and stay focused on task.



VISUAL ROUTINE

Provide a visual routine to help students to manage the transition from one activity to the next within a lesson. This helps to reduce anxiety. Students can understand and go with the flow of the lesson: from watching a demonstration, setting up, making art to packing up.

Visual Routine

IN THE ART ROOM

1



LOOK AND LISTEN

2



SET UP

3



MAKE ART

4



PACK UP

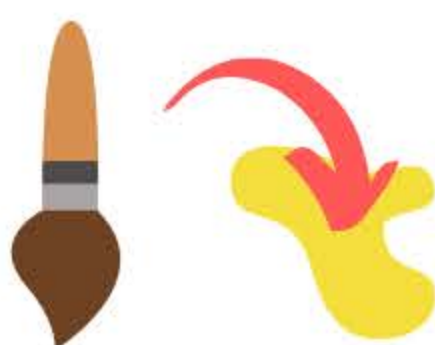
5



REFLECT

HOW TO USE ACRYLIC PAINT

1



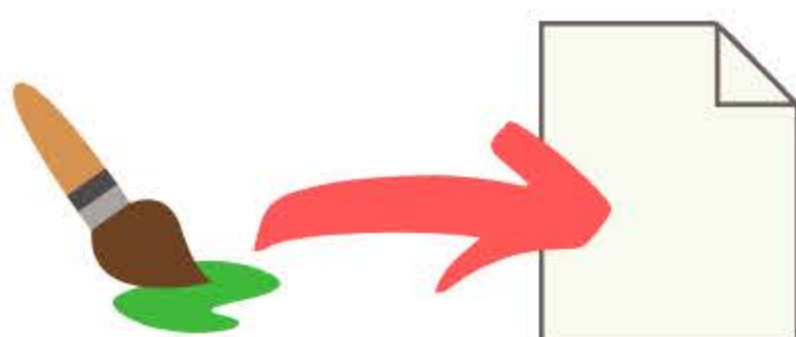
Dip brush in paint.

2



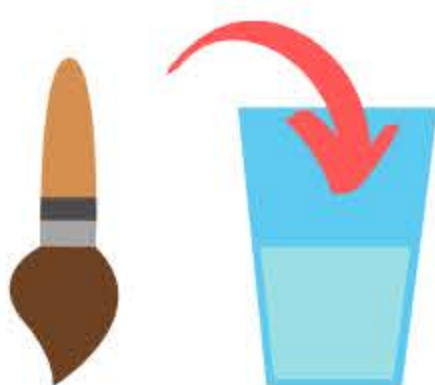
Mix paint.

3



Paint on paper.

4



Clean brush in water.

5



Complete painting.

PACKING UP AFTER PAINTING

1



Stop.

2



Move and store artwork.

3



Clean and wash up.

4



Remove apron.

5



Sitting down.