

An illustration in a stylized, high-contrast blue and yellow color palette. It depicts a female teacher with her hair in a bun, wearing a yellow top, leaning over a desk. She is pointing at a large sheet of paper with a drawing on it. A male student with short hair, wearing a blue shirt, is sitting at the desk and looking up at the teacher. On the desk, there are several markers in various colors (yellow, pink, green). The background shows a window with vertical blinds and some light rays.

# **Inclusive Teaching Guide**

## **For a High School Art Classroom**

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## **Introduction**

From the day I decided to go into teaching, I knew I not only wanted to teach my content area of art, but I also wanted to instill morals and values among my students. I also wanted to teach them to how to work together which I think is something many students today cannot do. Learning about inclusion has opened my eyes on how to accomplish these goals. Inclusion seems to be the best way for all students to learn, not just the subject, but about life. School should be a home for the students, a place where they all feel accepted for all their differences. In my classroom, I expect all my students to acknowledge this idea and learn to work together no matter what differences they have. Inclusion in my classroom will be beneficial not only to those included, but to all students because they will learn acceptance and hopefully friendship.

# Classroom Design and Use of Assistive Technology

## Classroom Design

In an art classroom, the need to make the environment not only visual interesting, but useful and accessible to all students is extremely important. The way the room is arranged is a big factor in the effectiveness of the class, making it my goal to have the most productive art classroom available.

In an art classroom, the environment plays a gigantic role in the inspiration of most students at every level. The classroom should be will be visually stimulating with posters, student and professional artwork, color charts, live plants, and perhaps lamps to add additional lighting. I will give the students the option of rearranging the room to meet their needs in the beginning of each semester knowing that each student learns differently. I want the environment of my classroom to be stimulating, warm, and educational for all my students. As stated in *Inclusive Teaching: Creating Effective Schools for All Learners* by J. Michael Peterson and Mishael Marie Hattie, the room should be a home for your students, which is my goal.

The arrangement of the classroom also effects the environment but creates the effectiveness as well. I will not use single seats like most general education classrooms. I will have around 5 to 6 tables that will have teams of students at each. I will mix the groups heterogeneously and not have them sitting at the table of their choice. My desk will face them in the front, but I will always be

moving around. I want to encourage communication and community in the class. I will have sinks and garbage cans placed around the edges of the room as to avoid clutter. I want each student to have adequate space to do their work. The amount of space is also very important in making the classroom wheelchair accessible. The added space can prevent have the students who use wheelchairs from having to sit in the back of the class near the door.

### **Assistive Technology**

The art classroom can pose some problems for students with disabilities. Some students with severe disabilities may lack the motor skills to physically to the art projects. I will have many accommodations for these students along with assistive technology that can help them as well.

While I would love to have every form of assistive technology available, there are a few that I find very relevant in the art classroom. Wheelchairs should be easy to use in my classroom. I want those students to be able to access all areas of the room without having difficulty. Students who have some motor skill difficulty, I want them to use assistive materials including things as simple as larger pencils or art materials. I want these students to be able to do the same art projects as the other students. Also, things such as reachers that help students who cannot stand, reach objects around them. Students who are visually or hearing impaired, I would encourage to use assistive technology. The classroom arrangement could assist in their learning especially in the table arrangements

where their fellow classmates can help them. I would like to have brail for visually impaired students so they can read texts that other students are reading.

In general, I will assess each student with a disability to see what kind of assistive technology they could use. I want to make them feel as part of the class as each student and if assistive technology makes that happen, then I fully support every need of the students.



## **Building Community and Responding to Behavioral Changes**

## **Building Community**

Community is the one thing that can make or break the process of inclusion. Without the building of community in the classroom, school, among parents, and in the neighborhood, inclusion will not be as effective. My goal is to create this community with parents, faculty and students so that my school and classroom are successful.

Building a community in the classroom is the best way for all the students to learn. I want every student to feel comfortable with each other and help them out when they need. By mixing the tables heterogeneously, I feel that students who need assistance can receive it from the others at their table. I feel that student grouping is one of the best ways to create this community. I would like to incorporate peer buddies or peer tutoring when it comes to certain projects that can cause some difficulty to students with disabilities. Also this peer strategy would be great if there is some sort of reading assignment or project involving texts. Basically, students helping students will create community in the classroom and a sense of belonging.

A community in the school is just as important as in the classroom. Teachers need support just as much as the students. Meetings with other faculty members to discuss issues are a great way to create that feeling of a community. Collaboration among the faculty, especially between the specialists and the

general education teachers should help the sense of community especially if they take the time to discuss with each other the best ways to work together.

Building a community with the parents is another great way to ensure the productivity of inclusion. Parents should be aware of what goes on in the school and for what reasons. Community can only be built as long as everyone is on the same page, so communication must occur. Parents with students with disabilities should be filled in on how inclusion is working for their students in the schools. Keeping parents up to date will help avoid conflicts and will strengthen their support of the inclusion process.

### **Responding to Behavioral Changes**

Behavioral changes in the classroom can create a distracting atmosphere for all the students. I feel that as a teacher I have the ability to calm any distracting situations so that all students can learn.

When inclusion first happens, distractions are bound to occur with the change. When students with disabilities enter into the classroom, the other students will naturally react. I feel that if the students are properly educated on either the different kinds of disabilities there are or told about the student with a disability that is going to enter the class, then any negative behavioral changes will be minimal. If the general education students are part of the inclusion process, they are more willing to accept the included student.



*Inclusive Teaching* states that giving students choices and teaching responsibility is a good way to deal with changes in behavior. I also feel that this makes students put their learning in their own hands. Responsibility for their own actions will make the students rethink their choices. In the art classroom, there are many possibilities for behavioral problems and responsibility will be expressed from day one.



## **Strategies for Inclusive Academic Instruction**

### **Multilevel Instruction**

The purpose of multilevel instruction is so that students of various abilities can all learn together in the same classroom environment. I want to be able to challenge each student in my class. With an art classroom, it shouldn't be too difficult to do multilevel instruction. The students with the different ability levels will be able to do all the projects given out the best they can. My projects will challenge everyone by asking them to do the best they can to try a new strategy or technique. For students who are unable to do the project because of a disability, I will find a way to challenge them to an equal level. For those students who need more challenging work, I will take the project the whole class is working on, and extend so that the difficulty is in the zone of proximal development which is explained in *Inclusive Teaching*.

### **Group Work**

Students working in groups not only build community, but also are a very effective way to teach. Groups of students with various abilities will allow them help each other and not fully depend on the teacher. For the students at a higher level, helping others is just as beneficial. Even though the students in my art classroom will be doing individual projects, I want them to work together as they discover new techniques. I want them to share their ideas and concerns with each other. I may also incorporate a group project during the semester. Each

student will work on a portion of a larger project. They will have to collaborate to decide what they will be making. It will be a good experience to change from individual to group projects.

### **Multiple Intelligences**

As a teacher, I must understand that the students in the class don't learn all the same way. I will evaluate the eight different intelligences so that I can develop lessons to accommodate all my students. Some students work better if they stand, or have music on. I have no problem allowing these things if they can handle themselves responsibly. Again, this is putting the learning into their own hands.



## **Collaboration between General Education Teachers and Specialists**

### **Teacher Support Teams:**

These teams are made of teachers and specialists that get together to discuss concerns and ideas about inclusion. These groups will meet a couple times a month and will be open for anyone to attend. I would like to have parents involved in these meetings at least three to four times a year. I think that having meetings without parents would be helpful for the teachers to be able to vent their frustrations, frustrations that they would discuss if parents were around. These meetings would be centered on the teachers and how inclusion is working in their classroom. Talk about specific students is also recommended. It will be helpful for teachers to discuss their ideas on how to effectively include these students.

### **Collaboration of Specialists and General Education Teachers in the Classroom**

I feel that communication is the key to an effective collaboration between specialists and general education teachers in the classroom. In the classroom, the general education teacher would teach the class while the specialist assisted when needed. As the teacher, I would make sure my students knew that the specialist had the same ranking as I did. I want them to respect them the same as they me. I would set up meetings with the specialist about once a week. In this meeting we would discuss what occurred during the week and any changes we could make. We would also be able to vent our frustrations which are sure to build up. The general education teacher and the specialist must form a

partnership based on trust and respect. As long as both teacher and specialist are open and willing to accept suggestions, there should be a great collaboration.



## Lesson Plans

**Subject:** Painting

**Grade:** 9- 12

**Lesson Title:** Self Portrait in Contrast Colors

**Materials:** 2 x 2 or larger canvas or other paintable surface  
 Multi sized brushes  
 Acrylic paints: (choose 2 contrasting plus white) blue, red, green, yellow, orange, purple, black, white  
 Palette, or plate  
 Small container for water  
 Paper Towel

Learning Goals	Levels- highest to lowest learning goals
Students will learn how to use contrasting colors to create a picture with different values.	Students learn about mixing contrasting colors.
	Students learn how to create a painting with only two colors.
	Students will practice self expression.

**Procedure:** The students will choose two contrasting colors. They will make a scale of the two colors in eleven steps. Each step will grade slightly with the middle number six being an equal mix of both colors. This will take approximately one class period. Next the students will begin work on their self portrait. They are encouraged to use a sketchbook to capture their idea. They will take their contrasting colors and white and then continue to paint themselves. The self portraits will take a number of class periods.

**Accommodations:** Students who are unable to do the project because of disabilities will be able to look through magazines and pick out contrasting colors. With the help of a specialist, they may be able to make a collage of contrasting colors. This way they will still be able to participate in class and learn about contrasting colors. If students have some motor skill difficulty but can still operate the tools, they can still create a picture with the two contrasting colors. The self portrait doesn't have to be an exact likeness, so any form of painting is accepted. Gifted students can make projects that are either larger, or more complicated, either way they will be challenged more.

**Possible Extensions:** The students could do a painting, not self portrait, with the same contrasting colors, or different ones. Or they could try another self portrait and include another color into the palette, just to see what happens.

## Lesson Plans

**Subject: Mosaic**

**Grade: 9-12**

**Lesson Title: Rice Mosaics**

**Introduction:**

The instruction will start with an explanation of what mosaics are. The instructor will then talk about different things you can use for mosaics especially rice. Then the instructor will show examples of mosaics including rice mosaics already done.

Learning Goals	Levels-highest to lowest learning goals
Students will learn the skill of creating a mosaic.	Students learn how to construct mosaics.
	Students learn a different technique they can use to construct pictures.
	Students learn how to create art with everyday materials.

**Guided Instruction:**

The instructor first shows the students examples of rice mosaics done before. Next the students will be told to think of a shape, a scene, an animal, or anything they would like to create. They will be given paper to draw out their idea before they start with the rice. The instructor will then show how to apply the glue and the rice to the paper. Then the instructor will explain that the students will come up and grab a tray. They will be told to pour glue into one section of the tray and pick four colors of rice to also put in. Since there are six colors, the students will be encouraged to share with their neighbors. Students will then begin their work. Once completed, the students will let their projects dry.

**Accommodations:**

The application of rice may be difficult for students with disabilities that may have motor function problems. These students can do a variety of things relating to mosaics, including tearing colored paper and applying it to paper. This would be easier for the students than attaching little pieces of rice. They could also use larger objects to make mosaics, including plastic bits of pieces of stone. In this case, all students would grasp the idea of mosaics. Gifted students will be encouraged to extend their projects farther than the other students.

**Informal Assessment:**

The instructor will walk around the class making sure that they are not having trouble applying rice or finding ideas to draw.

## Case Study

There are many things I would consider if I had a student with a cognitive disability in my art class. If it were a moderate case, I feel that the student could

easily be accommodating and do the same projects as the other students. Based on the lesson plans created before, the student would be able to complete the projects with some adjustments, but still get the same benefits as the other students. With the contrasting color self portrait, the students may have some difficulty accomplishing the self-portrait part of it. They may struggle trying to try and make an exact likeness. In this case, I would encourage them to play around with the colors before hand and then do there best to paint a picture of maybe what they are feeling, or something they like to do. I would do my best to try to take the pressure of them so they can fully enjoy the project. With the mosaic project, I feel the only difficulty a student with a cognitive disability may have is applying the rice. It can be a rather tedious process that can take a lot of time and may cause frustration. I would develop an easier method like applying the rice like glitter and just pouring it over glue. This can make an equally interesting project. My whole theory will be to make the included students feel relaxed and inspired in my classroom. Art is such a subjective subject that there is no wrong way to do something. I want this thought to be in the minds of my students as they create.

### Bibliography

Peterson, J., & Hittie, M. (2003). *Inclusive teaching: creating schools for all learners*. 1st ed. Boston: Pearson Education inc..