Curriculum Framework

Course Title: **Adapted Art- Life Skills and Autistic**

Support Board Approval Date: October 14, 2026

Credit / Hours:

Course Description:

- Goal: To provide students with special needs the individual experience of creating their own authentic, enriching, and engaging art.
- Focus: Process-based art- emphasis on the joy of creating and experimentation instead of the final product.
- Methodology: flexible approach- including modified tools, sensory materials, and visual supports.
- Flexible collaboration with special education teachers and paraprofessionals to meet students' needs and target specific skills or goals.

Learning Activities / Modes of Assessment:

Participation and creation- students will not be formally graded in this course. The goal is to foster participation and creation.

Instructional Resources:

- Adapted Tools: Use of built-up handles, easy-grip paintbrushes, adaptive scissors, stamps, paint sticks. Jeff Lynch suggested asking his students to create adapted tools for LV.
- Hand over hand
- Sensory Experiences: Incorporating textures like burlap, sponges, scented paint, and clay to engage multiple senses.

- Structured Choices: Offering choices to encourage decision-making without causing overwhelm.
- Flexibility and collaboration: Individualized attention and lessons based on IEP and teacher input.

Unit: 1 - Seurat and the Dot Prints		
Time Frame	Two 45-minute class periods	
Student Learning Outcomes	The student will: • Learn about artist George Seurat and his use of pointillism. • Students will respond to the images and story in The Dot. • Students will experiment and explore artmaking approaches to printmaking. • Students will engage in self-directed play with varying sizes of printmaking tools and primary colors. • Students will discuss when and why printmaking approaches may be applied to artmaking.	
Essential Questions	• How can exploring materials spark new ideas? • How do artists choose materials and tools for artmaking? • How do we decide if an artwork is successful?	
Content	• Students will learn about the artist George Seurat and view The Dot by Peter H. Reynolds. • Students will use varying sizes of printmaking tools and dabbers with primary colors to engage in self-directed play.	
Assessments	• Participation and creation	
Standards	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.	
Key Vocabulary	Academic/Concept Vocabulary Shape	Literary Terms

	Color Repetition Printmaking	
Materials/ Resources	• Pointillism art reproductions by George Seurat • The Dot by Reynolds • 9" x 12" Paper • Circular objects of various sizes, such as pool noodles, cardboard tubes, and container lids • Tempera paints • Tray or plate for paint	

Unit: Paper Mosaic	
Time Frame	Two-three 45 minute class periods
Student Learning Outcomes	The student will: • Students will learn how to safely use materials and tools to create mosaics. • Students will look for shapes in artwork and the world around them. • Students explore how to choose safe and non-toxic materials, tools, and equipment and how to care for them. • Students will safely use scissors to cut shapes and will experiment with using glue to create mini mosaics. • Students will review with peers what they have learned about safety and ask further questions, if necessary.

Essential Questions	• How do we make art safely? • How do artists prepare their artwork for display or preservation?	
Content	• Students will learn how to safely and carefully use materials. They will create multiple mini mosaics inspired by shapes in the world. Students will combine the mini mosaics to create a final piece.	
Assessments	• Participation and creation	
Standards	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.	
Key Vocabulary	Academic/Concept Vocabulary Collage Color Shape Space Balance Unity	Literary Terms
Materials/ Resources	• Black 4" x 4" square paper (4 for each student plus extras) • White 10" x 10" paper • Colorful scrap paper • Scissors • Glue	

Unit: Collaborative Sun Catcher	
Time Frame	Two-three 45 minute class periods
Student Learning Outcomes	The student will: • Students will explore translucent and opaque materials to understand how suncatchers are made. • Students will collaborate to brainstorm symbols and plan the construction of two coordinating suncatchers. • Students will use tools and materials safely and with care. • Students will set and apply criteria for collaboration and craftsmanship. • Students will present their artwork and reflections to the class.
Essential Questions	• How do artists turn their imaginative ideas into art? • How does our relationship with tools and materials change as we learn to use them more responsibly and creatively in our art? • In what ways can artists use feedback and reflection to refine and elevate their work?
Content	• Students will collaborate to make a pair of symbolic suncatchers. They will explore light and shape to understand how suncatchers are made. They will safely use cutting tools and attach translucent materials. They will evaluate craftsmanship and present artworks to the class. Use this lesson as a fun way to build construction and collaboration skills.
Assessments	• Participation and creation
Standards	VA:Cr2.1.3a VA:Cr2.2.3a

Key Vocabulary	Academic/Concept Vocabulary Color Shape Scuplture Collage Space Unity Science- translucency Collaboration	Literary Terms
Materials/ Resources	• Posterboard or cardboard • Clear contact paper • Tissue paper or cellophane • Transparent tape and/or glue • Scissors, cardboard cutting tool/saw (e.g., Canary cardboard cutter) • Optional: tempera paint, paintbrush, water cup	

Unit: Found Object Sculptures	
Time Frame	Three 45 minute class periods
Student Learning Outcomes	The student will: ● Learn about artist Louise Nevelson and her monochromatic found object sculptures. ● Students will identify available resources (found objects) to create art.

	• Students will brainstorm ways they can utilize their found objects to create a sculpture in the style of Louise Nevelson. • Students will explore and invent ways of arranging their found objects and paper to create a collage. • Students will use available technology to document their artwork.	
Essential Questions	• How do artists turn their imaginative ideas into art? • How do choices about tools, artmaking methods, and approaches contribute to creative goals? • How does the space in which art is displayed influence its perception?	
Content	• Students will learn about Louise Nevelson and curate various found objects and papers to create textured, found object collages.	
Assessments	• Participation and creation	
Standards	VA:Cr2.1.3a VA:Cr2.2.3a	
Key Vocabulary	Academic/Concept Vocabulary Monochromatic Collage Texture Space Shape	Literary Terms
Materials/ Resources	• Scrap paper (colored paper, magazines, junk mail, etc.) • Found objects	

Unit: Marble Painting		
Time Frame	One 45 minute class period	
Student Learning Outcomes	The student will: ● Students will explore different materials to make a work of art. ● Students will use fine motor skills to manipulate the marble to create different lines. ● Students will engage in collaborative artmaking.	
Essential Questions	● How can exploring materials spark new ideas? ● What role do observation and investigation play in the artmaking process?	
Content	● Students will explore the use of marbles and paint as a method of creating lines and color mixing.	
Assessments	● Participation and creation	
Standards	VA:Cr2.1.3a VA:Cr2.2.3a	
Key Vocabulary	Academic/Concept Vocabulary Line Color Mixing	Literary Terms
Materials/ Resources	- Marbles - Tempera Paint - Thick paper	

	- Trays or box tops

Unit: Textured Rubbing	
Time Frame	One 45 minute class period
Student Learning Outcomes	The student will: • Students will identify and explore texture rubbing tools and materials. • Students will rub crayons or pastels on paper over a variety of surfaces to make texture rubbings. • Students will explore textures by touching and then recording via rubbing a variety of surfaces. • Students will share art space and tools safely and kindly. • Students will observe and reflect on the texture rubbing process and finished artwork.
Essential Questions	• What happens when you play with art materials? • How do we take care of our tools so everyone can use them? • How is a picture of something different from the real thing?
Content	• Students will explore texture. They will practice making rubbings of varied textures in their environment. They will place paper over a textured item and carefully rub crayon or pastel to reveal the texture. Students will practice caring for materials. They will reflect on the artmaking process with peers. Use this lesson to introduce texture rubbing.
Assessments	• Participation and creation
Standards	VA:Cr2.1.3a

	VA:Cr2.2.3a	
Key Vocabulary	Academic/Concept Vocabulary Texture Resist Science Color	Literary Terms
Materials/ Resources	• 9" x 12" or larger drawing or construction paper •Drawing tools such as crayons, oil pastels, or chalk pastels •Variety of textured objects (e.g., bark, leaves, flowers, bricks, shoe tread, texture plates, etc.) • Optional: magnifying glasses or cardboard tubes	

Danville Area School District

Course Overview and Scope and Sequence

Course Title: Adapted Art- Life Skills and Autistic Support

Content Area: Art

Grade Level: 3-5

Date Developed: Summer 2026

Board Approved: October 14, 2026

COURSE OVERVIEW:

- Goal: To provide students with special needs the individual experience of creating their own authentic, enriching, and engaging art.
- Focus: Process-based art- emphasis on the joy of creating and experimentation instead of the final product.
- Methodology: flexible approach- including modified tools, sensory materials, and visual supports.
- Flexible collaboration with special education teachers and paraprofessionals to meet students' needs and target specific skills or goals.

ANCHOR STANDARDS: Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work. Anchor Standard 6: Convey meaning through the presentation of artistic work.
KEY COURSE TEXT AND MATERIALS: Art materials determined by function and accessibility needs.
KEY ASSESSMENTS: Participation and creation- students will not be formally graded in this course. The goal is to foster participation and creation.

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	TIMEFRAME
Unit: Seurat and the Dot Prints	Anchor Standard 1:	VA:Cr2.1.3a VA:Cr2.2.3a	Participation and creation	• Pointillism art reproductions	Two 45-minute class periods

	Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.			by George Seurat • The Dot by Reynolds • 9” x 12” Paper • Circular objects of various sizes, such as pool noodles, cardboard tubes, and container lids • Tempera paints • Tray or plate for paint	
Unit: Paper Mosaic	Anchor Standard 1: Generate and conceptualize artistic ideas and work.	VA:Cr2.1.3a VA:Cr2.2.3a	Participation and creation	• Black 4" x 4" square paper (4 for each student plus extras)	Two-three 45 minute class periods

	Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.			• White 10" x 10" paper • Colorful scrap paper • Scissors • Glue	
Unit: Collaborative Sun Catcher	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and	VA:Cr2.1.3a VA:Cr2.2.3a	Participation and creation	• Posterboard or cardboard • Clear contact paper • Tissue paper or cellophane • Transparent tape and/or glue	Two-three 45 minute class periods

	develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.			• Scissors, cardboard cutting tool/saw (e.g., Canary cardboard cutter) • Optional: tempera paint, paintbrush, water cup	
Unit: Found Object Sculpture	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and	VA:Cr2.1.3a VA:Cr2.2.3a	Participation and creation	•Scrap paper (colored paper, magazines, junk mail, etc.) • Found objects	Three 45 minute class periods

	develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.				
Unit: Marble Painting	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and	VA:Cr2.1.3a VA:Cr2.2.3a	Participation and creation	- Marbles - Tempera Paint - Thick paper - Trays or box tops	One 45 minute class period

	complete artistic work.				

Unit:	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.	VA:Cr2.1.3a VA:Cr2.2.3a	Participation and creation		

Unit:	Anchor	VA:Cr2.1.3a	Participation		

	Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work. Anchor Standard 3: Refine and complete artistic work.	VA:Cr2.2.3a	and creation		