



MARQUIS STUDIOS

THE ARTS FOR KIDS

SPECIAL NEEDS PROGRAMS

VISUAL ARTS

***a note about art projects adapted to special ed populations:** Enabling the students to independently explore art materials through sensory-motor investigation takes precedence over expecting the students to create a cognitive product. Some of the courses allow for more pure material exploration (painting, paper sculpture, collage, sculpture), others are more likely to result in a cognitive product (bookmaking, personal power banner), while others naturally combine both (printmaking, drawing).*

Introduction of concepts and vocabulary is calibrated to the language skills and developmental levels of the students in each individual school and classroom. It should be noted that artistic concepts (figure/ground, absorbency, transparency, opacity, viscosity, etc.), though not explicitly discussed in a lesson, can be experienced by the students as they explore the art materials introduced by the Teaching Artist.

BOOK MAKING

This residency introduces students to a multi-week art process that involves creating sequences, both in the art-making process and in the narrative process that helps define an object as a book. These sequences can be solely visual/pictorial, or can include words. Students can choose their own subject matter. They will develop a record of their exploration of the subject, and create a structure that allows them to put the record in a sequence – scroll,

pages, cards, folded accordion, etc. Students will interact with the sequence they have created by unrolling, turning pages, arranging cards or unfolding, depending on the structure they chose. Students will share their books with other students.

This course can be adapted to all special ed populations, though the conceptual complexity of the sequence and structure will be adapted to developmental levels.

This course promotes decision making, fine motor skills, patience and social skills.

COLLAGE

This residency encourages students to make aesthetic decisions through the endless possibilities in the combination of art materials. Students will choose not only from a variety of media, but also from a variety of shapes, colors and sizes of materials. Students will practice tearing and cutting. They will choose sizes and shapes of mounts to which they will adhere their choices, and they will make decisions about position, overlap and combination of materials. Various methods of adhering the chosen collage materials will be explored as the students create 2-D designs.

This course is appropriate for all special ed populations, and is especially beneficial to low-functioning classrooms who can learn art concepts while building muscle tone and improving motor skills.

It promotes eye-hand coordination, fine motor skills and independent decision-making.

DRAWING with pen, pencil, marker, and oil pastel

This course will introduce students to a variety of mark-making materials and tools. Students will explore a range of surfaces with different textures and absorbencies, and of different sizes and shapes – for example paper and canvass, charcoal and crayons or markers. Large group projects and smaller, individual projects will be presented. Both open-ended free form drawing as well as directed, structured drawing activities will be explored. The teaching artist will employ various kinds of stimuli as the impetus for drawing, such as pictures, shapes and objects. Projects that involve mirrors and observing other students will be provided in classrooms tackling the concept of self-hood, others, and interactions between people.

This residency is appropriate for all special ed populations, allowing for varying degrees of intentionality in the mark-making, and recognizing that the scribble is a recognized stage in human artistic development.

It promotes eye-hand coordination, independence, decision making and social skills.

PAINTING with tempera, acrylic, pastel or watercolor

This course offers students an opportunity to explore a variety of kinds of paint on a variety of surfaces; for example, water colors, and acrylic paints, and colored soap on surfaces as diverse as canvass, drawing paper, and skin. The residency introduces different sizes and kinds of brushes, as well as other tools with which paint can be manipulated (such as sponges, hands, and scrapers). Students mix colors and learn developmentally appropriate concepts and vocabulary. Exploring different sizes and shapes of mounts, and creating frames for finished art is an important part of the artistic process. Students will be invited to show their finished art to their classmates, teachers and parents.

This course is appropriate for all ages and all developmental levels.

It promotes eye-hand coordination, independence and focus, as students learn to negotiate different tactile experience and make aesthetic choices about their artwork.

PERSONAL POWER BANNERS

This course is designed to take advantage of students' natural enthusiasm for drawing connections between the animal and human worlds. Students will choose an animal they like or identify with. Using various media and art forms, both 2-D and 3-D, they will explore aspects of their animals.

Depending on the cognitive and developmental level of students, writing can be included in the residency as part of this exploration as well as photographs. Each student will create a unique "personal power symbol" related to his or her animal. These will be mounted on a large class banner. Students will talk to the class about their animals and their symbols, building important communication skills and learning to express difficult concepts of self-hood.

This course is appropriate for students who can understand symbolization, and can conceptualize that they are creating something related to themselves and their identity.

It promotes sensory exploration, decision making, self-awareness and social skills, and of course the pride and self-confidence associated with all art-making, the act of creation and expression.

PRINTMAKING

This course explores a two-step process that is used to create an artistic product called a print – first the production of the original, followed by the reproduction through printmaking. Students will observe and explore the cause-effect methodology of this process. They will explore sensory aspects of art materials used to create the originals and prints, and make decisions

about shape, line, color as they transfer their designs to the print surface. They will be introduced to a number of printmaker's tools and related vocabulary. Students will use a repeated process, and observe the differences in results, based on different choices they make in materials and their own process. They will mount finished prints, and show their artwork to their classmates.

This course can be adapted to all special ed populations, based on the many sensory aspects of the process of printmaking.

This course promotes sensory-motor exploration, decision making and fine motor skills.

SCULPTURE

In this course, students are introduced to the concept of building as artwork and creative expression. Using art materials such as wood, cardboard, foamcore, clay, tubes, corks, fabric, paper, styrofoam, tape and glue, students will explore what happens when they attach things to one another using various adhesives, in various configurations. They will problem solve as they deal with height, balance, and utilization of space in the structures they make. Students will work in both large and small scale, and they will work on individual as well as group projects. They will explore ways to add or include color in their sculptures.

This course is appropriate to all special ed populations.

It promotes social skills, frustration tolerance, problem solving and fine motor skills.

SCULPTURE WITH PAPER

This residency introduces students to new things they can do with paper, a ubiquitous and readily available material in their world. Different kinds, sizes and textures of paper will be explored for their sculptural possibilities.

Students will explore characteristics of paper that make it distinct from other materials, such as wood, fabric, cardboard and plastic. Students will experiment with manipulating large and small pieces of paper to create 3-D shapes and objects. Students will explore how paper changes when mixed with other substances, such as water, glue or paint. They will observe the effect of time as paper goes from wet to dry, soft to hard, smooth to rough.

This course is suitable for all special ed populations.

It promotes sensory-motor exploration, problem-solving and fine motor skills.

PERFORMING ARTS

CREATIVE DRAMATICS FOR DISTRICT 75

This residency introduces all levels of District 75 students to fun, theatrical tools of self-expression, group cooperation and dramatic play. Experienced Teaching Artists (TAs) adapt creative material according to the physical and cognitive functioning levels of each class. Teachers and para-professionals work together in partnership with TAs, assisting and guiding students when necessary.

Classes learn appropriate methods of self-expression and cooperative skills through dramatic play and shared-learning, group experiences. Gross and fine motor skills, range-of-motion, response to speech and auditory cues, and other skills drawn from student IEPs are all built as kinesthetic awareness is enhanced through the residency. Students explore healthy boundaries, sensory recognition and acting out of basic emotions as they interact in structured games and exercises. Favorite characters and situations from books or audio/visual material come to life while learning different uses of basic props and costume pieces. Eye-hand coordination is enhanced through games and activities.

This program fosters the student's self-esteem and builds the skills of vocal projection, speech articulation, and physical expression. Individual students gain greater self-confidence by "performing" for each other; they experience viscerally how dramatic expression can be an effective means of communication to others. Students also learn to respond appropriately to other classmates' work, according to individual functioning abilities- whether it be a thumbs up, a picture symbol, an impression of what they've seen or giving a helpful suggestion – all vital developmental skills.

If administrators, TAs and teachers feel that students would benefit from a presentational experience, some residencies (with higher functioning students) may culminate with an informal, shared performance, or a participatory parent/child workshop. Lower functioning students experience theater arts through a variety of multi-sensory activities solely within the smaller, more familiar classroom setting.

Students of all levels of physical, emotional, and developmental ability explore healthy boundaries, sensory recognition, response to speech and auditory cues, and acting out of basic emotions as they interact in structured, theatrical games and exercises.

CREATIVE MOVEMENT FOR DISTRICT 75

This residency introduces all District 75 students to an exploration of kinesthetic and spatial awareness, creative expression and connection to self and others through movement and music.

Experienced Teaching Artists (TAs) adapt creative material according to the physical and cognitive functioning levels of each class. Teachers and para-professionals work together in partnership with TAs, assisting and guiding students when necessary.

In this course, students of all functioning levels develop a variety of basic locomotor (traveling through space) and non-locomotor (moving in place) movements. Gross and fine motor skills are increased as the student creatively explores movement as it pertains to his or her own body, those of others, and their surroundings. Through partnering and group/peer interactions, the class develops coordination, body awareness, and new ways to be in positive, appropriate contact with others.

Through this residency, each class engages in interactive situations which demonstrate cause and effect, directionality, and the basic concept of moving through space, while simultaneously encouraging increased balance and agility. Students gain self-confidence and experience the power of movement as an effective communication tool. Objects such as scarves, ribbon wands, and percussion instruments are often incorporated as multi-sensory, movement-stimulation props, to the delight of children of all ages. Students learn that creative movement can be a joyful, expressive experience, where physical education and therapy often leave students feeling unhappy with their bodies and the ways they are able to maneuver through space.

The Teaching Artist begins the residency with exercises that build spatial awareness, physical boundaries, safety and group cooperation. Some of the exercises reinforce color and shape concepts, and teach how to initiate and imitate a variety of simple movements. Other movement-based games teach students to distinguish various auditory cues. Students are challenged to work on mastery of body control, spatial and motor concepts (over, under, around, through, etc.), and movement as a means of self expression. Music from around the world and a wide range of genres are incorporated into the residency to reinforce concepts of multi-culturalism and the emotional components of music, as appropriate to the ability of students and the curricula with which the residency aims to integrate.

If administrators, TAs and teachers feel that students would benefit from a presentational experience, some residencies (with higher functioning students) may culminate with an informal, shared performance, or a participatory parent/child workshop. Lower functioning students experience

movement solely in the safe, familiar space of the classroom, through a variety of multi-sensory activities.

Students of all levels of physical, emotional, and developmental ability explore the kinesthetic and spatial concepts of movement, increasing range-of motion, gross and fine motor skills, locomotor and non-locomotor movements.

MIME FOR DISTRICT 75 EMOTIONALLY CHALLENGED (E.D.) STUDENTS

In this residency, higher functioning, E.D. students learn how to communicate thoughts, feelings and actions through the universal language of the body and the art of stillness. The curriculum includes learning skills that increase self-control and cooperation, such as body movement, juggling, balancing and equilibrium techniques. Emphasis is also placed on the historic and cultural significance of Mime. The Teaching Artist encourages the class to slow down and observe simple movements and human interactions through the lens of a physically controlled, emotionally-attentive theatrical discipline. Students learn that Mime is more than “acting without talking” and there are difference between miming the handling of objects (opening a door) and miming emotions (sad/happy/angry). Combining these two concepts, the class learns to tell a story that clearly communicates the character’s feelings and actions. Students act out “who” they are, “where” they are and “what” they are doing and feeling. Using a variety of source materials, the student may examine Mime in different cultural contexts (from Balinese dance to Marcel Marceau), comparing and contrasting comedic theater to tragic theater. If administrators, TAs and teachers feel that students would benefit from a presentational experience, some residencies (with higher functioning students) may culminate with an informal, shared performance, or a participatory parent/child workshop.

In this residency, higher functioning, E.D. students learn cooperation and self-control while acting out “who” they are, “where” they are and “what” they are doing and feeling through Mime, the theatrically and historically-rich language of the body.

MUSIC AND RHYTHM

In this residency, the students will learn to play percussion instruments. The teaching artist chooses from a variety of percussion instruments to find a

good match for each child despite his or her physical limitations. These instruments include drumsticks played on buckets, disc shaped hand drums, egg shakers, and wrist or ankle rattles, among many others. When needed the para-professional, teaching artist, or classroom teacher will guide the use of the instrument using a hand-over-hand technique.

The class is dynamic, and we make lots intriguing noises. The goal, however, is to make music in an inclusive way. For non-verbal students playing drums, or any musical instrument, is very liberating because the instrument becomes a vehicle for communication, expression of emotion, and creating something valuable: music. For any and all students, singing or playing drums to folk songs creates a sense of community in the classroom, and teaches important concepts of unity and team work.

If appropriate, students will also write their own lyrics to popular songs, and use movement as a way to comprehend lyrics and song forms. The repertoire can vary from the songs of Ella Jenkins and Pete Seegar to traditional Latin or African music. Classes can also be tailored to suit a teacher's curriculum or project. In some cases, classes can decide to have a final performance, but the *process* of creating music is emphasized over product.

Concepts and skills learned include:

- Using recycled, found, and traditional percussive instruments to explore the variety of sounds possibilities innate in each.
- Learning the concept of “call and response,” as played in Brazilian or African music.
- Gaining strength in the hands, wrists, and arms, and enhancing fine motor skills while controlling drum sticks. This helps improve handwriting and drawing skills as well.
- Following directions. gaining self-control, and listening.
- Each student will have an opportunity to lead activities, allowing them to experience the role of conductor or leader.
- Song forms are taught through repetition of songs that include drumming, so that classrooms serving students with a range of abilities and interests will find an engaging element for each.
- Musical styles like samba, fife and drum, and afoxé are danced to, to gain an understanding of the connection between music and movement, while learning the names and feeling of a variety of musical styles.
- Exploring the relationship between vibration and sound – a visceral, pleasurable experience for students.

- Using visual cues, students learn the concept of dynamics (louds and softs), and depending on ability, may also learn to start and stop playing music from visual cues.

PERCUSSION OF THE WORLD

This residency is a multi-cultural exploration of the use of drumming in many different parts of the world, and fosters a sense of community through hands-on instrument playing. With broad-based creativity as the focus, these programs also incorporate simple movement, literacy, global studies, and mathematics in the course curriculum, as a specific lesson plan is created in conversation with classroom teachers and school administrators. Students learn to play percussion in several cultural styles. By the end of the course, the class will be able to identify and play the different percussion styles of Sicily, Egypt and Turkey, and compare and contrast the works with the corresponding cultures.

As part of the curriculum, the class explores the relationship between vibration and sound. Concepts and skills learned include:

- * Using percussive instruments and student's bodies, hands, feet and breath to explore the question "What is music?"
- * Understanding the meaning of "orchestration."
- * Comparing and contrasting different styles of music-making through listening and performing.
- * Exploring the relationship between vibration and sound.
- * Arranging sounds into patterns and performing those patterns based on visual cues.
- * Creating a score for an existing narrative.
- * Establishing procedures for working with instruments, applying the concepts of following a conductor to instrumental performance.

Each student will have the opportunity to compose, conduct and perform an instrumental piece showcasing his or her understanding of dynamics, and another piece containing two instruments and different tempos to manipulate tone and message.

Younger students learn to read and compose their own music using symbolic notation; older students learn or expand their familiarity with solfege, depending on their previous musical training.

The program typically ends with a shared performance for peers, parents, and the school community.

PROJECT RESPECT [An Anti-Bullying Course for Grades K to 8]

Originally developed at the request of the DOE's Region 7 Office of Youth Development, this program heightens student awareness of bullying and aggressive behaviors; it also fosters self esteem in each student and encourages the classroom to be a unique, artistic community. Through creative movement and theater exercises, students become more aware of their own and one another's feelings and develop listening and communication skills. The teaching artist uses age-appropriate children's books that deal with the topics of bullying, friendship, and feelings and then, if appropriate, leads a discussion about the themes within the books, seeking to encourage empathy and alternatives to aggression. Movement and drama exercises emphasize spatial awareness (differentiating personal and shared space), deepen the strength and flexibility of the body's range of motion, encourage verbal expression of one's emotions, and introduce compositional tools for movement and drama projects. The principle that all students in the classroom community are unique individuals who are important to their community is reiterated constantly throughout the residency. Students learn to communicate with kindness and empathy, both physically and verbally, as well as learn what their movements (body language) and words may suggest emotionally to a listener or an audience. Students experience compositional skills in stories, scenes, and dances, and understand how varying a sequence changes the overall story conveyed. The class becomes versed in creating movement, discussing feelings, and participating actively in collaborative, artistic efforts.

YOGA FOR DISTRICT 75

Relaxation, stretching and strengthening techniques allow students, teachers and para-professionals to gently focus the mind while increasing multi-sensory awareness of self and others.

In this residency, students gain strength, flexibility, clarity of mind, and sensitivity to themselves and to their environment. Through practicing adapted physical postures, breathing and vocal techniques which stem from the yogic tradition, students learn to calm down and listen. Many postures are based on animal movements, and are easily integrated with science curricula, to the delight of students of all ages. Calm music and visual aids, along with lowered lighting and gentle, tactile prompting enhance the students' experiences and allow them to release unnecessary tension and anxiety. Some exercises are more vigorous, allowing students to access and express feelings in a safe and controlled setting, while increasing emotional awareness – a vital developmental skill for many District 75 students.

Students of all functioning levels develop a variety of basic locomotor (traveling through space) and non-locomotor (moving in place) movements. Gross and fine motor skills are increased as the student creatively explores movement as it pertains to his or her own body, those of others, and their surroundings. Through partnering in specific activities and creating a classroom environment that encourages positive group/peer interactions, the class develops coordination, body awareness, and new ways to be in contact with others.

Experienced Teaching Artists (TAs) adapt yoga and related material according to the physical and cognitive functioning levels of each class. Teachers and para-professionals work in close collaboration with TAs, assisting and guiding students through activities when necessary.

Students of all levels of physical, emotional, and developmental ability increase gross and fine motor skills while experiencing relaxation, stretching and strengthening techniques, which allow the mind to gently focus on multi-sensory awareness of the self and others.