

Modifications For Participation In Art

- Use a mix master and switch to mix cookie dough, paper maché or play dough for art projects. Peers can mold play dough and cookie dough into thematic objects (dinosaurs, letters, spacecraft).
- Spin art/twirl-o-paint can be switch operated to make abstract designs for classmates. Choose the colors. These designs are nice on their own or can be used as backgrounds for other projects. AbleNet makes twirl-o-paint.
- Play background music with a switch operated tape recorder for classmates to do impressionistic painting. Divide a piece of paper into six compartments. The student can play a short music segment while classmates paint what they visualize or how it makes them feel. Repeat with six different types of music. Use the Timed function on the Powerlink.
- Use a hair dryer with the Powerlink to dry brushes, paintings, etc.
- Use a popcorn popper and the Powerlink to make popcorn art projects.
- Stories could be written about classmates' artwork. The student could ask how the picture makes them feel. Where did they get the idea? What inspired them?



- Try painting with hands using rubber gloves and an easel



- Try painting using a ball as is shown in this photo.

- Use electric stapler and Powerlink and switch to make art booklets.
- Make gifts using spin art or twirl-o-paint. For example, place mats, writing paper, background designs for gifts or special occasion cards, book covers, or

cardboard designs to cut out and shellac for brooches, earrings and refrigerator magnets.

- Illuminate a mirror for a face painting session.
- Provide instructions on the Step-by-Step Communicator for an art project.
- Make a mobile and use any pictures or objects, which relate to a concept that is being studied in art. (e.g., abstract, use of bright colours, three-dimensional artwork, etc.)
- Provide answers to a skill-testing question about some artistic concepts being explored by classmates.
- Provide questions regarding an artist or style being studied in art class. (e.g., bonus points)



• Making choices between colours using real objects involved in the project.



• Making choices between colours using representational pieces of coloured construction paper.

- Make a collage. The student could rip out pictures from magazines and paste with a glue stick with hand over hand assistance. A switch can also be used with electric scissors operated by a peer.
- Deliver messages for the art teacher e.g.,
 - Mr. Jay needs some more paint and brushes. Do you have any that he can borrow?
- Gather materials for up-coming art activity for the teacher.