



Texas School for the Blind and Visually Impaired
Outreach Programs

www.tsbvi.edu | 512-454-8631 | 1100 W. 45th St. | Austin, Texas 78756

Visual Arts and the Expanded Core Curriculum

October 19, 2015

3:00-4:00 PM

Presented by

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Developed for

Texas School for the Blind & Visually Impaired

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- Download handouts and sign-in roster from Files pod if you do not have them.
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- For tips about screen navigation go to http://www.connectusers.com/tutorials/2008/11/meeting_accessibility/
- Location of pods
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Audio Conference Details:

Participant Code: 368396

Conference Number(s): US (Toll Free): 1-888-450-5996

To join the meeting: <http://tsbvi.adobeconnect.com/visualarts/>

Visual Arts and the Expanded Core Curriculum: Integrating creative techniques in the classroom

Introduction

Why are a bunch of teachers of students with visual impairment sitting around talking about visual arts?

Shouldn't we be spending our time addressing a more critical issue... like math... or technology?

Agenda

- Does arts instruction matter? Rationale for incorporating art instruction for BVI students
- Topics and issues – General areas for discussion
- Determine level of interest in this topic and possible directions for further exploration. Questions, comments, ideas.

Why “Visual Art”?

- Performing arts - Drama, dance and (especially) music are seen as accessible or even a strength.
- Two-dimensional art - Painting, drawing, sculpture, print-making, photography are often seen as inaccessible or inappropriate.



Figure 1 Photograph of Jose Feliciano [https://commons.wikimedia.org/wiki/File:Jos%C3%A9_Feliciano_6_\(Repetities_1970-02-26_Grand_Gala_du_Disque_Populaire\).jpg](https://commons.wikimedia.org/wiki/File:Jos%C3%A9_Feliciano_6_(Repetities_1970-02-26_Grand_Gala_du_Disque_Populaire).jpg) .



Figure 2 Photograph of Henri Matisse cutout, *La Gerbe (The Sheaf)*, <https://www.flickr.com/photos/tomspix/6059309027> .



Figure 3 Photograph of Ray Charles sitting at a piano, singing into a microphone.
[https://commons.wikimedia.org/wiki/File:Ray_Charles_\(1967\).png](https://commons.wikimedia.org/wiki/File:Ray_Charles_(1967).png) .



Figure 4 Painting (Weeping Willow) by Claude Monet.
https://en.wikipedia.org/wiki/Claude_Monet#/media/File:Claude_Monet_Weeping_Willow.jpg



Figure 5 Photograph of Stevie Wonder singing into a microphone.
https://commons.wikimedia.org/wiki/File:Stevie_Wonder_1973.JPG



Figure 6 Painting by Vincent van Gogh, Wheatfield with Crows, oil on canvas 101x50, cm Auvers June 1890.
https://commons.wikimedia.org/wiki/File:A_Vincent_Van_Gogh.jpg

Is art appropriate... or does it even matter?



Figure 7 Cartoon image of "McGruff the Crime Dog"; McGruff ROI Dog to the Rescue.
<https://www.flickr.com/photos/cambodia4kidsorg/2203319975>

Teaching to the Tests

- Marginalization of arts programs in general education in favor of “academics”.
- Is marginalization reflected in BVI education as well?

Benefits of Arts Instruction

Students in general...

- Links between learning in the arts and student achievement
- Links between social and emotional development and arts learning
- Transfer: Learning in one area has positive outcomes in another area. Circular development, not linear.

Arts Education Makes a Difference in Missouri Schools (2010) Missouri Arts Council.

Reinvesting in Arts Education (2011) Presidents Committee on the Arts and Humanities.

Benefits of Arts Instruction

BVI students in particular...

- Support and reinforcement of academic skills
- Full access to the general education curriculum (TEKS)
- Better incorporation into the culture of the classroom
- Potential for lifelong leisure or professional activity
- Fully rounded person

Expanded Curriculum

- compensatory or functional academic skills, including communication modes
- orientation and mobility
- social interaction skills
- independent living skills
- recreation and leisure skills
- career education

- use of assistive technology
- sensory efficiency skills
- self-determination

Visual Arts in the Classroom

“art” vs. “ART!!!”

My Family and Me!

My name is _____ I am _____ years old.
 My birthday is _____ I have _____ eyes
 and _____ hair. I'm special because _____
 In my family there are _____ people. Their names are _____
 My family is special because _____

THIS IS A PICTURE OF MY FAMILY

Figure 8 A copy of an elementary level worksheet. The sheet is titled "My Family and Me". It has a number of sentences with blanks where students can fill in information about their family. At the bottom of the sheet is a large, framed square where students titles, "This is a Picture of My Family".



Figure 9 Student art: A large board with dozens of multi-colored and textured ceramic tiles attached to the surface.



Figure 10 Student art: Self-portrait of a young man with black hair, wearing a red shirt. Only his upper body is visible.



Figure 11 Student Art: Brightly, colored drawing showing four figures standing on a horizontal line. The figures are composed of geometric shapes and appear to represent people and buildings.

Art Appreciation

- Art Literacy - Knowing the vocabulary and learning how to read a work
- Programs
 - Meadows Museum
 - San Antonio Museum of Art

Creating Art

- Curriculum: How to do it and when to do it
- Materials: What to use and where to get it

Commercially available (American Printing House for the Blind)

Make your own



Figure 12 Student Art: braille drawing on paper showing figures of a cat and a person. The Figures are formed of straight lines and rectangles. There are blue and yellow crayon marks on the surface of the paper.



Figure 13 Student Art: Painting. Background is red at the top and green at the bottom. Brightly colored dots, red and orange, cover the surface and there are several grey squiggly lines in a vertical configuration.



Figure 14 Student Art: A collage of numerous object glued to a piece of cardboard. There are shells, stars, pieces of papers, beads and straws. Everything is covered with purple paint and purple glitter.



Figure 15 Student Art: Colored pencil drawing showing the Hemisphere Tower in San Antonio surrounded by several other buildings. There is a dirigible and also a flying saucer in the sky around the tower.



Figure 16 Student Art: Ceramic wall hanging. A yellow colored board has numerous ceramic tiles of many colors attached to the surface. Other tiles hang from strings and beads at the bottom. The work is hanging by another string that is covered with beads.

Some Resources

- Art Beyond Sight (AFB)
- Art Listserve (NFB)
- Draftsman Tactile Drawing Board (APH)
- The Perkins Brailier! (Perkins)

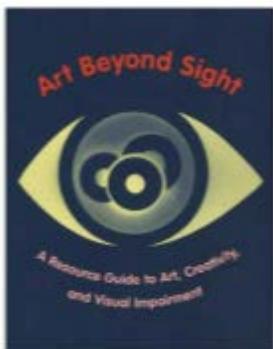


Figure 17 Photo of the front cover of a book titled "Art Beyond Sight". The book is dark blue and has a stylized picture of an eye featured prominently.



Figure 18 Photograph of the Draftsman Tactile Drawing Board. The board has a green frame surrounding a tan center. A piece of translucent paper is over the center and several raised line shapes have been marked into it.



Figure 19 Photo of a Perkins Braille taken from above.



Figure 20 Photograph of a book titled "Drawing with Your Perkins Braillewriter". Prominently features the image of a girl laying prone on her bed with a Perkins braillewriter in front of her. The fingers of her left hand are on the keys and her right hand is touching an image on a piece of paper that is in the machine. She is smiling.

Current Events

- Meadows Museum
- San Antonio Museum of Art
- Historic Brownsville Museum
- Unseen Art
- Comics Empower
- Student Art Exhibits (TSBVI and Texas Focus)



Figure 21 Student Art: A sculpture consisting of a number of plastic tags of different colors that have been arranged to form a spiraling shape. Beads are attached to the surfaces of the tags.

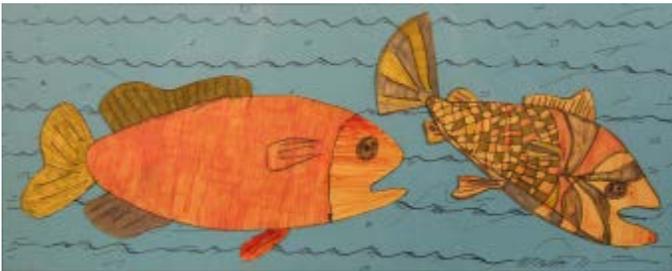


Figure 22 Student Art: Paper cut outs of fish that have been colored with markers. One fish is orange with green fins and the other is covered with multi-colored shapes. The background is blue and has wavy lines to resemble water.

Poll

- Was this webinar helpful for you?

Yes

No

- Would you be interested in exploring this topic further in future presentations?

Yes

No



Figure 23 Student Art: Self-portrait of a girl and a dog. Only the head of the dog is visible. The girl's head and one shoulder are visible. The girl has blond hair, is wearing a black shirt and also has on glasses. The dog's head is white with a black nose and black mouth. There is a yellow stripe on the dog's head.



Figure 24 Student Art: A short length of rope that has been wrapped in different colors of yarn. The rope is stiff and sands up in several loops and bends.



Figure 25 Student Art: An abstract painting with green and pink circular swirling shapes on a red background.

Poll

- What possible future subjects would be of interest to you?
- Methods and materials for integrating students into art lessons
- Resources: commercially available products, organizations, books
- Meaningful art activities for students with multiple impairments and visual impairments
- Accommodations in art for students with low vision
- Creating art with the Perkins Braille
- Theater/Dance
- Art Appreciation – Making art accessible (Meadows, SAMA)
- Blind artists



Figure 26 Student Art: Painting of a green dinosaur. There are a red and a pink stripe at the bottom of the painting. Only the upper part of the dinosaur is visible. The background is blue and covered with yellow stars.



Figure 27 Student Art: Sheet of white paper covered with streaks and blotches of colored paint. Most prominent are purple, yellow, red and blue. Small dots of color are also visible all over the surface.

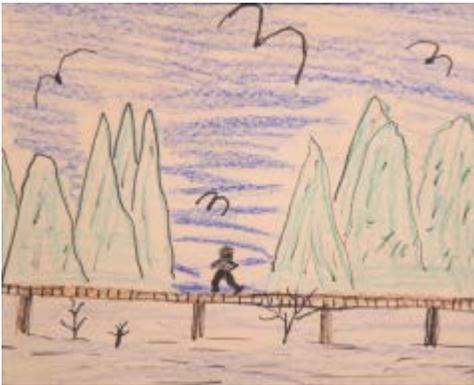


Figure 28 Student Art: Pen and crayon drawing showing a small back figure walking on a brown bridge. In the water under the bridge, branches of small trees are sticking out. There are green mountains in the background. Black birds are flying in the blue sky.

Contact Info

- If you would like to be included in group emails on the topic of arts instruction, send your information to:
- baltisbergers@tsbvi.edu
- Do you have information to share?
- Theory to Practice School Consultation?

Thanks for joining us!

Art and the ECC

October 19, 2015

TSBVI Outreach Programs



Figure 29 Student Art: Colored pencil drawing of the Texas Capitol building. The dome of the building is surrounded by a number of hot air balloons.

Resource List

Compiled By Scott Baltisberger, TSBVI Outreach VI Specialist

Books

- Axel, Elisabeth, Levent, Nina. Art Beyond Sight: A Resource Guide to Art, Creativity and Visual Impairment. New York: AFB Press, 2003.
- Kennedy, John. Drawing and the Blind. New Haven: Yale University Press, 1993.
- Showalter, Gail. Time for Art: Art Projects and Lessons for Students with Visual Impairment. Louisville: APH, 2002.
- Charlson, Kim. Drawing with Your Perkins Brailier. Watertown: Perkins School for the Blind, 2009.

Articles

- Kuell, Chris. "Tapping the Creativity of Blind and Visually Impaired Students". Reprinted from *Dialogue*, Vol. 45, No. 2, March-April 2009. <https://nfb.org/images/nfb/publications/fr/fr28/3/fr280307.htm> March 12, 2015.
- TSBVI. "Art Ideas". <http://www.tsbvi.edu/arts-education/47-fine-arts/56-art-ideas> March 12, 2015.
- Willings, Carmen. "Creative Arts Materials". <http://www.teachingvisuallyimpaired.com/art-materials.html> March 12, 2015

Organizations

- Art Beyond Sight. <http://www.artbeyondsight.org/>
 - Listserve sign up: http://nfbnet.org/mailman/listinfo/art_beyond_sight_educators_nfbnet.org
- Comics Empower. <http://comicsempower.com/>
- Meadows Museum. <http://www.meadowsmuseumdallas.org/>
- Very Special Arts, Texas Chapter. <http://vsatx.org/>
- Unseen Art. <http://unseenart.org>

Blind Artists Currently Working

- Armagan, Esref. <http://esrefarmagan.com/>
- Bramblitt, John. <http://bramblitt.net/>
- Dugdale, John. <http://www.holdenluntz.com/artists/john-dugdale>
- Jackson, Terry. <http://myweb.tiscali.co.uk/>
- Salmon, Keith. <http://www.keithsalmon.org/>
- Ustunel, Ahmet. <http://www.blindartgallery.com/>

Materials

- Draftsman Tactile Drawing Board. https://shop.aph.org/webapp/wcs/stores/servlet/Product_DRAFTSMAN%20Tactile%20Drawing%20Board_1-08857-00P_10001_11051
- inTact Sketchpad. <http://www.easytactilegraphics.com/intact-products/>
- Raised Line Drawing Board. http://shop.aph.org/webapp/wcs/stores/servlet/Product_Quick-Draw%20Paper_1-04960-00P_10001_11051
- Quick Draw Paper. http://shop.aph.org/webapp/wcs/stores/servlet/Product_Quick-Draw%20Paper_1-04960-00P_10001_11051
- Wheatly Tactile Diagramming Kit. <http://www.aph.org/files/presentations/pm/>
- Sensational Blackboard. <http://www.sensationalbooks.com/products.html#blackboard>
- Wikki Stix, 3D Paint. <http://www.independentliving.com/products.asp?dept=51&deptname=Crafts>
- Tactipad Drawing Tablet. <http://irie-at.com/content/tactile-graphics>

Research

- *Arts Education Makes a Difference in Missouri Schools* (2010). Missouri Arts Council. <https://www.missouriartscouncil.org/graphics/assets/documents/b657d9f1adfc.pdf>
- *Reinvesting in Arts Education* (2011). Presidents Committee on the Arts and Humanities. http://www.pcah.gov/sites/default/files/photos/PCAH_Reinvesting_4web.pdf

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Figure 30 TSBVI logo.



"This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education."

Figure 31 IDEAs that Work logo and OSEP disclaimer.