# Lesson Plan

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| **Title of the Lesson** | An artist sometimes sees with soul and heart |
| **Duration** | 45 minutes |
| **Teaching methods and strategies** | • **Direct Instruction** (sharing key concepts about sensory art and accessibility)<br>• **Situational Discussion** (guided reflection on sensory adaptation and disability)<br>• **Knowledge Assimilation** (group talk and hands-on sensory experience)<br>• **Paired Collaboration** (partnered creation using assistive strategies)<br>• **Design Thinking Cycle** (Empathize → Define → Ideate → Prototype → Reflect) |
| **Learning Outcomes** | • Understand how visual impairment enhances reliance on other senses in art.<br>• Appreciate how artists with disabilities express creativity using alternative tools and perspectives.<br>• Learn the basics of 3D modeling, tactile design, and assistive coding techniques.<br>• Apply design thinking to develop inclusive, multisensory art or art tools.<br>• Collaborate and communicate effectively while solving problems through making.<br>• Reflect on empathy, access, and innovation in artistic expression. |
| **Steps to be Followed** | **1. Introduction (5 minutes)**<br>• Explain to the class the scope of the activity “How can we create and enjoy art using senses other than sight?”.<br>• Present a short video or audio clip about blind artists (e.g., sculptors or musicians) who use alternative senses. You can also |

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| | show examples of 3D printed or laser-cut tactile art.<br>• Ask students to think about these guiding questions:<br>a. What senses can guide artistic creation if sight is unavailable?<br>b. Can tools like 3D printers, laser cutters, or code-based art enhance accessibility?<br>c. How might technology allow everyone to "see" through different senses?<br>• Use coloured cards (green/yellow/red) to check for student understanding and encourage participation.<br><br>**Adaptation for Inclusivity**<br><br>• Various forms used in the introduction by the teacher (verbal, video, writing, audio clips).<br>• Encourage questions and feedback on understanding.<br>• Facilitate communication about understanding of the introduction using coloured cards (green, yellow, red).<br><br>**2. Main Content (35 min)**<br>**Step 1: Exploration & Empathy**<br>• Show students examples of how technology can make art more accessible — such as 3D printed sculptures, laser-cut layered artwork, or sound-based code art. These can be digital visuals or tactile samples. Explain how these tools allow people, especially those who are blind or visually impaired, to experience and create art in new ways.<br>• Highlight that blind artists often develop stronger senses of touch, sound, and |

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| | spatial awareness, which allows them to create meaningful artwork.<br>• Introduce the Design Thinking process:<br>a. Empathize → Understanding the user's needs<br>b. Define → Identifying the problem<br>c. Ideate → Brainstorming solutions<br>d. Prototype → Building a model<br>e. Reflect → Analyzing and refining the idea<br><br>**Step 2: Sensory Art Creation**<br><br>• Spilt students in pairs and ask them to choose one of the following three maker challenges:<br>**a. Option 1: Tactile Art – Sculpting with Clay or Playdough**<br>Goal: Create a small sculpture that can be explored by touch.<br>Process:<br>One student wears a blindfold and becomes the Artist, giving instructions using only their voice. The other student is the Builder, shaping the clay or playdough based on the Artist's instructions. They create a simple object together (like a flower, an animal, or a symbol).<br>At the end, remove the blindfold and let the Artist feel the result. Switch roles if time allows.<br>**b. Option 2: Textured Layer Art – Using Paper and Craft Materials**<br>Goal: Make a layered picture that can be felt with your hands.<br>Process:<br>Students use paper, felt, fabric, cardboard, and glue to create a raised, touchable picture (e.g., a |

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| | forest, a sunny day, or a favorite story scene).<br>Encourage them to use different textures for different parts (e.g., cotton for clouds, sandpaper for paths, string for outlines).<br>Once finished, students can close their eyes and explore each other's artwork by touch.<br>**c. Option 3: Sound & Light Art – Using Scratch Jr or Basic Electronics**<br>Goal: Make a simple artwork that includes sound or light to help people experience it in a new way.<br>Process:<br>If computers/tablets are available, students can use **Scratch Jr** to make a character or image that plays a sound when clicked.<br>Alternatively, use simple materials like buzzers or LEDs (if available) to create an art project that lights up or makes noise.<br>The artwork could play a sound when touched or light up certain colours to represent feelings or parts of a story.<br><br>**Step 3: Mini-Gallery and Peer Voting**<br>• Once the students have completed their creative projects, set up a Mini-Gallery in the classroom to display the tactile artwork (e.g., textured paper designs or clay sculptures) or digital prototypes (if applicable).<br>• Encourage students to walk around, explore each other's work, and vote for their favourite piece based on creativity and how well it incorporates different sensory elements (e.g., touch, sound, |

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| | light). This can be done by raising hands or using simple stickers to mark their favourites.<br><br>**Adaptation for Inclusivity**<br>• Flexible time for individual teams to complete tasks.<br>• Direct assistance for sensitive or shy students.<br>• Simplified tasks for students with difficulties.<br>• Peer assistance in completing tasks.<br><br>• Allow students to choose how they engage with each part of the task.<br>• Provide larger paper for students with disabilities to paint on, if needed.<br><br>**3. Wrap-Up/Review (5 minutes)**<br><br>• Allow students time to present the results of their artistic work.<br>• Ask them to reflect on the following questions (for example):<br>✓ How did it feel to create art without using sight?<br>✓ What did they learn about the process of supporting someone with a visual impairment?<br>✓ How did it feel to rely on senses like touch, sound, and verbal communication to create art?<br><br>**Adaptation for Inclusivity**<br>• Accept all outcomes, highlight creative efforts<br>• Allow students to applaud the beauty of their work for positive emotions.<br>• Peer assistance in solving tasks. |

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| **Required material and resources** | • **Drawing Tools**: technical pads, crayons, paints, pencils<br>• **Blindfolds**<br>• **Modelling Clay or Playdough** (for tactile art projects)<br>• **Paper and Craft Materials**: paper, felt, fabric, cardboard, glue<br>• **Scratch Jr or Tablets/Computers** (for coding projects)<br>• **Basic Electronics** (e.g., buzzers, LEDs, for sound and light art)<br>• **3D Printer** (for post-class printing, if applicable)<br>• **Tactile Art Examples**: printed or physical objects (e.g., 3D printed sculptures, laser-cut artwork)<br>• **Green/Yellow/Red Cards** (for understanding check during discussions)<br>• **Stickers or Simple Voting Materials** (for peer voting during the Mini-Gallery session) |
| **Assessment or evaluation techniques** | • **Participation & Engagement**: Observe students' active involvement in both the discussion and the hands-on tasks.<br>• **Creative Process**: Evaluate students' ability to collaborate, ideate, and adapt their design ideas.<br>• **Final Product**: Assess how accessible and creative the final tactile artwork is.<br>• **Reflection**: Listen to students' reflections during the wrap-up to gauge understanding of empathy and access in art. |
| **Ethical Considerations** | • Foster respect, inclusion, and empathy throughout the lesson.<br>• Ensure all students feel safe and valued, regardless of their skill level or outcomes. |

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| | • Supervise students closely while using tools and technology, especially the laser cutter and 3D printer.<br>• Encourage collaboration and mutual support during the maker activities, especially for students with disabilities. |

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