

LESSON PLAN

An artist sometimes sees with soul and heart

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MAKE U IN Lesson Plan

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Lesson Plan

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)
	Situational Discussion (guided reflection
	on sensory adaptation and disability)
	Knowledge Assimilation (group talk and
	hands-on sensory experience)
	Paired Collaboration (partnered creation
	using assistive strategies)
	• Design Thinking Cycle (Empathize \rightarrow
	Define \rightarrow Ideate \rightarrow Prototype \rightarrow Reflect)
Learning Outcomes	Understand how visual impairment
	enhances reliance on other senses in art.
	Appreciate how artists with disabilities
	express creativity using alternative tools
	and perspectives.
	Learn the basics of 3D modeling, tactile
	design, and assistive coding techniques.
	Apply design thinking to develop inclusive,
	multisensory art or art tools.
	Collaborate and communicate effectively
	while solving problems through making.
	Reflect on empathy, access, and innovation
	in artistic expression.
Steps to be Followed	1. Introduction (5 minutes)
	• Explain to the class the scope of the
	activity "How can we create and enjoy art
	using senses other than sight?".
	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. Ask students to think about these guiding questions: a. What senses can guide artistic creation if sight is unavailable? b. Can tools like 3D printers, laser cutters, or code-based art enhance accessibility?
everyone to "see" through
 Use coloured cards (green/yellow/red) to check for student understanding and encourage participation.
Adaptation for Inclusivity
 Various forms used in the introduction by the teacher (verbal, video, writing, audio clips). Encourage questions and feedback on understanding. Facilitate communication about understanding of the introduction using coloured cards (green, yellow, red).
2. Main Content (35 min)
 Step 1: Exploration & Empathy 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.
Hignlight that blind artists often develop stronger senses of touch, sound, and







spatial awareness, which allows them to
create meaningful artwork.
 Introduce the Design Thinking process:
a. Empathize \rightarrow Understanding the
user's needs
b. Define \rightarrow Identifying the problem
c. Ideate → Brainstorming solutions
d. Prototype \rightarrow Building a model
e. Reflect \rightarrow Analyzing and refining
the idea
Step 2: Sensory Art Creation
• Spilt students in pairs and ask them to
choose one of the following three maker
challenges:
a. Option 1: Tactile Art – Sculpting
with Clay or Playdough
Goal: Create a small sculpture that
can be explored by touch.
Process:
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).
At the end, remove the blindfold
and let the Artist feel the result.
Switch roles if time allows.
b. Option 2: Textured Layer Art –
Using Paper and Craft Materials
Goal: Make a layered picture that
can be felt with your hands.
Process:
Students use paper, felt, fabric,
cardboard, and glue to create a
raised, touchable picture (e.g., a







forest, a sunny day, or a favorite story scene). Encourage them to use different textures for different parts (e.g., cotton for clouds, sandpaper for paths, string for outlines). Once finished, students can close their eyes and explore each other's artwork by touch. c. Option 3: Sound & Light Art – Using Scratch Jr or Basic Electronics Goal: Make a simple artwork that includes sound or light to help people experience it in a new way. Process: If computers/tablets are available, students can use Scratch Jr to make a character or image that plays a sound when clicked. Alternatively, use simple materials like buzzers or LEDs (if available) to create an art project that lights up or makes noise. The artwork could play a sound when touched or light up certain colours to represent feelings or parts of a story.
Stop 2: Mini College and Deer Mating
 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). 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,







light). This can be done by raising hands or using simple stickers to mark their favourites.

Adaptation for Inclusivity

- Flexible time for individual teams to complete tasks.
- Direct assistance for sensitive or shy students.
- Simplified tasks for students with difficulties.
- Peer assistance in completing tasks.
- Allow students to choose how they engage with each part of the task.
- Provide larger paper for students with disabilities to paint on, if needed.

3. Wrap-Up/Review (5 minutes)

- Allow students time to present the results of their artistic work.
- Ask them to reflect on the following questions (for example):
 - ✓ How did it feel to create art without using sight?
 - ✓ What did they learn about the process of supporting someone with a visual impairment?
 - ✓ How did it feel to rely on senses like touch, sound, and verbal communication to create art?

Adaptation for Inclusivity

- Accept all outcomes, highlight creative efforts
- Allow students to applaud the beauty of their work for positive emotions.
- Peer assistance in solving tasks.

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Required material and resources	 Drawing Tools: technical pads, crayons, paints, pencils Blindfolds Modelling Clay or Playdough (for tactile art projects) Paper and Craft Materials: paper, felt, fabric, cardboard, glue Scratch Jr or Tablets/Computers (for coding projects) Basic Electronics (e.g., buzzers, LEDs, for sound and light art) 3D Printer (for post-class printing, if applicable) Tactile Art Examples: printed or physical objects (e.g., 3D printed sculptures, laser-cut artwork) Green/Yellow/Red Cards (for understanding check during discussions) 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. Creative Process: Evaluate students' ability to collaborate, ideate, and adapt their design ideas. Final Product: Assess how accessible and creative the final tactile artwork is. 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. Ensure all students feel safe and valued, regardless of their skill level or outcomes.







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

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