

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

DSPS 653D

**COURSE TITLE**

ADAPTIVE ARTS AND CRAFTS

**TYPE COURSE**

NON-FEE

DSPS

**CATALOG COURSE DESCRIPTION**

An adaptive arts and crafts course, to introduce students with a wide range of disabilities, to various art media with primary focus on appreciation, materials, tools, and techniques. Projects selected and completed are based on individual assessment. Critical thinking, problem solving, and communication skills will be planned into the daily lessons. Special emphasis will be placed on the art experience as it relates to students with different functional limitations and disabilities. (FT)

**LECTURE/LABORATORY HOURS**

54

**ADVISORY**

NONE

**RECOMMENDED SKILL LEVEL**

NONE

**INSTITUTIONAL STUDENT LEARNING OUTCOMES**

1. Social Responsibility  
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. To develop personal growth and creative expression gained through the art making process.
2. To become aware of the use of art media to increase sensory stimulation and awareness.
3. To increase expressive capability, by providing positive and creative art experiences.
4. To increase the student's self-esteem through achievement and pride in art activities.
5. To encourage students to find creative solutions to art problems, to practice critical thinking skills as a habit, and then apply creative problem solving skills in other daily life situations.
6. To develop community interest through exhibits of student artwork, visits to and from community art resource people, and an awareness of local community art resources.

COURSE OBJECTIVES

1. Verbalize and correctly use new art vocabulary in class.
2. Demonstrate improvement in manual dexterity.
3. Show completed projects which reflect the cultural roles of art and the artist.
4. Identify different types of art media, and adaptive means to use them.
5. Organize his or her work area to increase sensory stimulation (color awareness).
6. Organize the work area to promote recycling, to decrease waste of art materials.
7. Organize the work area to consider the needs of a neighboring artist's needs.
8. Organize a safe work area, and recognize potential safety hazards.
9. Demonstrate artistic expression as a tool for relaxation.
10. Participate in artistic activities that stimulate and sustain visual sensory perception, and discrimination.
11. If applicable, to keep a notebook of the stages and progress, or location of artwork in progress.
12. Demonstrate proper use of tools, supplies, safety, and clean up of work area.
13. Identify the ways that artistic experiences add pleasure to our daily lives, after a class session or after a project is completed by expressing verbally, in written text or images; or, by non-verbal means, the positive effects of the art making process.
14. Identify what has been accomplished.
15. Identify why he or she feels pride, after finishing an art project.
16. Identify what ways he or she feels increased self-esteem.
17. Exhibit the ability to minimize and adapt constructively to the effects of one's disability.
18. Identify any new coping skills that were learned during the class.
19. Recognize the value of non-verbal expression in coping with the loss due to disability.

20. Demonstrate the use of artistic expression as a method of interpreting one's moods and feelings, by verbally or non-verbally summarizing in group discussions or in a notebook what the artwork is about.
21. Communicate respectfully with other students and other artists about one's own and another's artwork when exhibiting one's own work, or when visiting a community art resource, or when a guest artist visits the classroom.
22. Show an increase in one's critical thinking skills, through speaking, writing, or by showing ways to organize the work area, or by solving art problems.

## **SECTION II**

### **COURSE CONTENT AND SCOPE**

1. Personal Growth and Creative Expression
  - 1.1. Personal growth
    - 1.1.1. Art appreciation: Lectures and class discussion on artists and their work with particular emphasis on artists who had to overcome disabilities.(Lectures, films, slide presentations, visits to museums, guest speakers).
    - 1.1.2. Class critique: Students will learn to participate in class discussions and review their artwork and the artwork of other students. Special emphasis will be placed on discussing the way students learn to cope with their disabilities while participating in the art making process, at the conclusion of each art project.
    - 1.1.3. Socialization skills: positive interaction with other students and other artists.
    - 1.1.4. Explain why he or she made a particular choice to solve an art problem.
    - 1.1.5. Identify the obstacles overcome, or a problem to be worked on next time.
    - 1.1.6. If appropriate, use new art vocabulary in class.
    - 1.1.7. Identify how the artwork can be used to interpret a student's mood(s).
  - 1.2. Creative expression
    - 1.2.1. Drawing, painting, or glaze color study: Students will complete a color wheel or be able to use an existing color sample display in class, demonstrating knowledge of the blending of colors. Students will learn to choose colors and use color vocabulary.
    - 1.2.2. Yarn, macramé, weaving, stitchery, pillows, rugs: Students will learn to manipulate tools and select fabrics and colors for application in different rooms in their home.
    - 1.2.3. Ceramics, leather, mosaic tiles and other experimental crafts: Students will learn to manipulate tools and materials that could be useful in their home environment.
2. Sensory Stimulation and Awareness
  - 2.1. Sensory stimulation
    - 2.1.1. Identify different types of media, what tools and techniques to apply each medium.
    - 2.1.2. The care and storage of art materials: location in classroom, how to arrange them and care for them, how to increase recycling, and how to decrease waste.
    - 2.1.3. Safety orientation in the classroom, traffic flow patterns, project storage sites, safe tool use, clean up of tools and tabletops and floors.

## ADAPTIVE ARTS AND CRAFTS

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- 2.1.4. Organize work area to consider neighboring artist's needs.
- 2.1.5. Vocalize or alert danger to other students (hot glue guns, water on floor, etc.).
- 2.2. Awareness
  - 2.2.1. Monitor level of visual stimulation
  - 2.2.2. Monitor level of tactile stimulation
  - 2.2.3. Right/Left Hemisphere drawing exercises
  - 2.2.4. Draw with eyes closed while feeling object

### COURSE CONTENT AND SCOPE (CONTINUED)

- 2.2.5. Spatial awareness
- 2.2.6. Fine and Gross Motor Coordination
- 2.2.7. Awareness of sensory overload, (student will monitor his/her need to take a break).
- 3. Increase Expressive Capability
  - 3.1. Physical fitness: Students will experience disciplines such as:
    - 3.1.1. Ceramics, mosaics, and sculpture
    - 3.1.2. Weaving, leather work, and other manual art and craft disciplines,
    - 3.1.3. Learn that these all have the potential to increase muscle strength, muscle endurance, and flexibility.
    - 3.1.4. Learn that these all have the potential for visual acuity improvement
  - 3.2. Motor ability
    - 3.2.1. Experience with right/left hemisphere drawing exercises
    - 3.2.2. Drawing with the eyes closed while feeling the object
    - 3.2.3. Contour drawing
    - 3.2.4. Gesture drawing
    - 3.2.5. Sketching from nature
    - 3.2.6. Learn that these all have the potential to increase balance, coordination, agility and speed
    - 3.2.7. Improvement in hand-eye coordination and possibly develop right/left hemisphere transference to help cope with the disability
  - 3.3. Perceptual motor
    - 3.3.1. Experience collage, flower arranging, yarn, weaving
    - 3.3.2. Experience painting, color choices, form planning and design
    - 3.3.3. Ceramics, mosaics, sculpture, leather working, and other manual art and craft disciplines
    - 3.3.4. Learn that all of these have the potential to increase the sense of balance, sense of the tactile and reflective, laterality and directionality, spatial awareness, form perception, fine motor coordination and gross motor coordination
    - 3.3.5. Learn that all of these have the potential of helping the student to cope efficiently with his or her disability
  - 3.4. Subjective
    - 3.4.1. Learn that an art work can be used to interpret one's mood(s)
    - 3.4.2. Contour line drawing
    - 3.4.3. Gesture line drawing
    - 3.4.4. Pen and ink drawing

3.4.5. Sketching from nature

3.4.6. Through the art experience of these processes, students will learn creative new ways to cope with physical problems

COURSE CONTENT AND SCOPE (CONTINUED)

4. Increase Student's Self-Esteem
  - 4.1. Display of finished art works
    - 4.1.1. Framing of art works: Students will learn how to suitably prepare works of art and craft projects for public display through lectures, speakers, and visits to frame shops and other sources
    - 4.1.2. Display of finished art works, at the class site, as well as visiting exhibition venues, and local competitions, (such as the County Fair)
    - 4.1.3. Merchandising finished art works, (possibly as a fund-raiser to benefit the class)
  - 4.2. Improvement
    - 4.2.1. At the end of the semester, compare the student's first project to the student's last completed project, and celebrate the improvements, (can be done as a group, where others point out improvements)
    - 4.2.2. Communication skills improvement, done as a class discussion.
    - 4.2.3. Hand-eye coordination improvement, possibly seen in handwriting samples in notebook from the beginning of the class to the end of the semester.
    - 4.2.4. Physical fitness improvement, as observed by the student or group. Name something the student can do now that they couldn't do before.
    - 4.2.5. Motor and balance improvement, increased agility, ease in sitting down or in standing up
    - 4.2.6. Perceptual motor improvement, and in personal grooming skills, or in ambulatory ability
5. Critical Thinking Skills
  - 5.1. Creative problem solving
    - 5.1.1. Given art problems, find solutions, based on the student's functional
      - 5.1.1.1. Limitations
    - 5.1.2. Practice critical thinking skills, to develop a habit of using them
    - 5.1.3. Apply creative problem solving skills in other daily life situations
  - 5.2. Application to art projects
    - 5.2.1. Orientation of support material: (vertical, horizontal, upside down,
      - 5.2.1.1. Backwards, hanging in space, inside out, freestanding, floating, etc.)
    - 5.2.2. Select coloring media: (paint, markers, yarn, threads, pipe cleaners, colored wax pencils, crayons, pastels, dyes, glazes, colored clay slips, or underglaze pencils)
    - 5.2.3. Choice of coloration methods appropriate to choice of medium: spray, brush, draw, sew colored yarn, pipe cleaners; apply markers, crayons, or pastels; dip in glazes or colored clay slips
    - 5.2.4. Be able to write or tell class why or how choices were made, to show best solution
6. Develop Community Interest
  - 6.1. Art and the community
    - 6.1.1. Find out what art resources are available and how to access them through lectures, visits to community art centers and speakers from local art groups
    - 6.1.2. Career skills: Potential income source. Lectures, discussions, speakers from the community on possible methods for merchandising art works

### COURSE CONTENT AND SCOPE (CONTINUED)

- 6.1.3. Visits to local art galleries, coffee houses, craft fairs, and other alternative venues
- 6.1.4. Framing and display of art works: suitable preparation for presentation for merchandising, through lectures, speakers, and visits to frame shops and other sources
- 6.2. Art materials and their sources
  - 6.2.1. Students will learn how to locate and receive art materials ( based on their functional limitations and/ or individual needs ) through lectures, speakers, and visits to art supply stores
  - 6.2.2. How to find resources for specific art material problems (i.e. stretching canvas, firing greenware, purchasing and delivery of art supplies)

### APPROPRIATE READINGS

May be selected from:

1. Instructor generated handouts.
2. Commercial materials designed for adult students.
3. Written materials found in the community or work environment of the students, i.e.: Publications by local organizations, which publish artwork by artists with disabilities, such as St. Madeleine Sophie's Center.
4. Local weekly and daily newspapers for art event and museum listings and art reception dates.

### WRITING ASSIGNMENTS

Students may use alternative modes of communication, if necessary. Typical writing assignments may include, but are not limited to:

1. Signing the artwork. Writing the title ON the artwork. Completing a separate card for display: Student's name, title of artwork, date, and media used.
2. Completing name cards to identify works in progress, placed on uncompleted works.
3. Journal writing or entries in a notebook to record impressions after viewing artwork.

### OUTSIDE ASSIGNMENTS

Outside assignments may include but are not limited to:

1. Reading or looking at books, magazines, the Internet, etc.
2. Visiting displays of art in person.
3. Gathering materials to be incorporated in projects.

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

1. May analyze and evaluate instruction from lecture, demonstrations, classroom materials, discussions, and when participating in artistic experiences.
2. May use problem solving skills to find solutions to art problems, either individually or in small groups.
3. May select and use appropriate methods and materials needed to complete art and craft assignments such as: choice of the best orientation in space, use of coloring media, application techniques, and the color plan.

### EVALUATION

A student's participation in the course may be evaluated based on an appropriate combination of the following:

1. Student Education Contract (SEC) is developed cooperatively by the student and the instructor. Student feedback to the completed SEC will be encouraged.
2. Attendance.
3. Participation in assigned classroom tasks and activities, including daily clean-up.
4. Instructor generated assessments, which could include written or oral testing.
5. Instructor observation of skills used in craft and art making processes: material preparation, selection and application of the art media, and final presentation.
6. Demonstration of improved social skills, as observed by instructor.
7. Completion of a culminating activity, which may include: a written report or notebook, classroom presentation and critique of finished first and last projects, or other activities.

### METHOD OF INSTRUCTION

Instruction should be directly related to the interests and projects of the student. The student should be actively involved in choosing goals and objectives.

The methods of instruction may include but are not limited to:

1. Group or individual instruction, teamwork, or an "open studio" approach.
2. Demonstration, laboratory or "hands on" instruction.
3. Guest speakers, stories, or lectures.
4. Audio-visual study units (slides, videos, CD ROMs, internet access at the library, etc.).
5. Field trips.
6. Co-operative learning sessions.
7. Question and answer sessions, oral reviews, and class discussions.

This course, or sections of this course, may be offered through distance education.



TEXTS AND SUPPLIES

Because of the diversity of the students enrolled in DSPS classes, standard texts are not generally required.

The District or Facility may provide art supplies and equipment, and written materials needed for participation in the class.

Adaptive materials may include:

- Specialized learning materials
- Adaptive equipment
- Augmentative communication devices

PREPARED BY: Judy Brae DATE: January 20, 1984  
REVISED BY: Pamela Kozminska DATE: August 14, 1997  
REVISED BY: Instructional Services/SLO' s Added DATE: April 11, 2016  
REVISED BY: Instructional Services/SLO' s Added DATE: April 11, 2016  
REVISED BY: Gina Grossini-Concha DATE: May 6, 2020

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

- San Diego Community College District Policy 3100
- California Community Colleges, Title 5, Section 55002
- Continuing Education Catalog