epicarts

Aide et Action
Changing the world through Education

ccosc The Cambodian Consortium for out of School Children

EDUCATE A CHILD
A programme of education above all

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These manuals, although published primarily for the CCOSC partners, will benefit all students of teachers trained in Learning through Creative Arts in Cambodia and internationally.

Epic Arts is an international inclusive arts organisation and registered NGO in Cambodia. Epic Art's inclusive education department specialises in creative learning and in delivering the content of the Learning through Creative Arts manual. Epic Arts hopes to facilitate and support the development of the curriculum in Cambodia through inclusive teacher training and with support from partner organisations and government.

Author: Sarah Coxall, Inclusive Education Programme Coordinator - Epic Arts

Advisor: Laura Evans, Senior Manager and Arts Advisor - Epic Arts

Editor: Sarym Heang, Programme Coordinator for Education – Aide et Action Cambodia

Graphic Designer: Hayley Holden, Communications & Design - Epic Arts

Translators: Sokny Onn, Co-Director - Epic Arts
Buntheng Ou, Operations Manager - Epic Arts

Introduction

Epic Arts (EA) has been given a fantastic opportunity by the Cambodian Consortium for Out of School Children (CCOSC), to develop this "Learning through Creative Arts' manual. Aide et Action (AeA), who lead the Disability component of the CCOSC, has supported Epic Arts to develop this "Learning through Creative Arts' manual with the intention that this manual will be used to train teachers in early development centers and primary schools.

Epic Arts hopes to see education become accessible for all children – regardless of their background or level of ability. By training teachers in 'Learning through Creative Arts', we believe that we can provide the next crucial step to arts integration in primary schools. Through arts integration and more stimulating learning, enriched by the creative arts, our aim is to ensure all communities offer inclusive learning to the children who live in them.

"What great teachers also do is mentor, stimulate, provoke, engage"
- Sir Ken Robinson

"Learning through Creative Arts" is about reaching as many students as we can. Giving children tactile experience – such as throwing balloons full of paint to understand how force works or pouring paint to demonstrate how gravity works – students can connect what they learn through the creative arts to their everyday experiences, instead of one classroom experience.

We appreciate that many schools have little budget for visual art supplies – this is why we have included drama, role-play, music and dance activities in the manual. Cambodian people are renowned for their creative use of the materials available to them and inventive ways of using limited resources. We encourage school directors and teaching staff to be just as creative when thinking sourcing their art materials!

Creativity is centered on expression, exploration and experimentation. Therefore, the arts promote critical thinking, the evolution of original ideas and the confidence to try a range of techniques and use a variety of materials. Through engagement with the creative arts, children develop their brains in a multitude of areas, including cognitively, creativity, memory, physical, socially, emotional skills, as well as promoting good mental health and wellbeing. The arts ultimately help to develop great academics through the practice risk taking, problem solving and communication skills.

The 'Learning through Creative Arts' manual provides teachers with a range of creative art activities which have been divided into two sections – both the 'Art' and 'Movement' sections provide a range of art or movement based activities which give examples of how creative activities can be used to teach core curriculum subjects and be adapted to suit the abilities of all primary school children.

Each activity illustrates the skills that are developed when a child takes part in that activity, these include:

> *Cognitive skills, Physical skills, Social skills, Communication skills, Gross motor skills, Fine motor skills, Sensory skills*

We kindly welcome feedback regarding the Learning through Creative Arts manual or relating to the training programme.

Thank you,

Sokny Onn
Co-Director
Epic Arts

Vorn Samphors
Country Programme Director
Aide et Action Cambodia

Inclusive Arts

Inclusive Arts means valuing every person's creativity, regardless of ability, and accepting everyone's right to express themselves in a unique way. Approach inclusion with an attitude of openness and enthusiasm, because 'Every Person Counts.'

The Three 'Rules' for Inclusive Education at Epic Arts

All elements within the Epic Arts manifesto can be achieved if people try to follow these three simple 'rules':
Be imaginative and see creativity
Be human and see uniqueness
Be adaptable and see possibility

Remember..
Value creativity
Allow students to create art on their own, assist as little as possible!
Make sure everyone is included

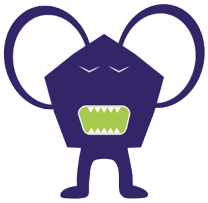
Meet the Artists

These Epic Artists represent different kinds of abilities and disabilities. Throughout the manual, they will introduce adaptations for all participants. Each artist appears at the bottom of every page because all activities are inclusive.

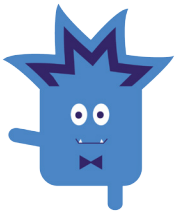
We also encourage you to come up with your own adaptations that work for you. In the next few pages, there are some tips and techniques to make any activity inclusive.

I'm **Chakatak,** and I have **special education needs.**

I'm **Sok-a-Lok,** and I'm **hearing impaired.**



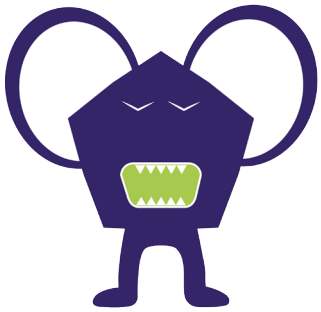
I'm **Kuri,** and I'm **visually impaired.**



I'm **NeeNee**, and I'm **physically disabled.**

I'm **Boo**, and I appear on each page because **I include everyone**!

Means that no additional adaption is needed.

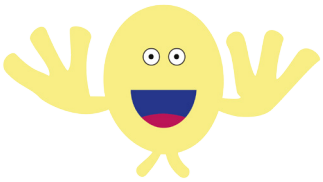


Creativity I Feel

For the visually impaired

- Add tactile and auditory references
- Use touch to clarify instructions
- Use assisted guidance when required

- Hand over hand/elbow/shoulder



Creativity I See

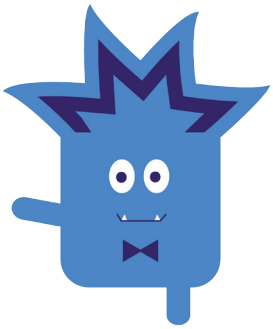
For the hearing impaired

- Use sign language
- Clear and open facial expressions
- Play loud music to feel the vibrations
- Use visual instructions to make the activity clear.

Creativity I Can

For those with special educational needs

- Make instructions clear
- Allow time for students to express and explore at their own pace
- Give opportunities to push themselves



Creativity I Reach

For the physically disabled

- Use appropriate space for all to move safely
- Use inclusive language
- Encourage movement even if it is limited
- Use supportive partners

Art
Beautiful Butterflies
Balloon Printing
Half and Half
Animal Art
Happy Hands
Sidewalk Chalk
Splat!
Touch-Tastic
Paint it Up
Water Balloon Splash

Tips

Easy adaptions for every activity

Box it

Using a box or a tray to contain an activity allows children with limited control the chance to create independent artwork. Allow them to choose colours and objects that will move easily within the space.

Outlines

Outline a creative space or shape with raised lines to give visually or physically impaired students a tactile frame to make artwork independently.

These supportive guidelines can be made with masking tape, rope or string, wax strips or any flexible material

Senses

Make activities sensory by adding:

Texture – mix sand, flour or rice into paints and more

Smell – Add scented oils to points or art materials

Sight – offer a variety of colour and use imagination

Sound – Add audible elements like shakers or bells

Feely Bags

Create a bag or tray full of different texture that children can explore and select for activities.

Beautiful Butterflies

Subject areas: Science - The Natural World, Mathematics – Symmetry

Learning Objective: To produce a 'beautiful butterfly' based on observational study of a butterfly.

Learners will also be able to develop:

Cognitive Skills: Hand-eye coordination, Observation

Physical Skills: Fine motor

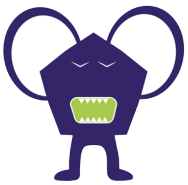
Materials:

Photographs of butterflies, Paper for butterfly wings, Cardboard tubes Paintbrushes, Glue, Safe paint

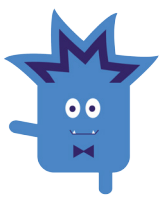
Activity

1	Teacher prepares a selection of butterfly photos – Include a range of simple and complex butterfly patterns so the activity can cater to a range of abilities
2	Butterfly images are presented to class and students are asked to describe what they observe
3	Students are divided into groups of mixed abilities and choose the butterfly to study based on their skill level
4	Students begin by observing the butterfly wings and painting them
5	Whilst paint is drying, students decorate cardboard tube that is to form the butterfly body
6	Once assembled, the beautiful butterflies can be displayed and can be used to demonstrate the natural world or symmetry

Provide more support with prepared materials and examples to make the activity **independent** and easy to follow.



Let students explore by making materials **tactile**. Decorate butterflies with fabric or other textured material.



Butterflies can be made on a **larger** scale, making the materials easier to handle.

Balloon Printing

Subject areas:

Various! You can guide students to turn their prints to suit the topic in your chosen subject area, e.g. animals, flowers, modes of transport – anything!

Learning Objective: Use balloons to create a variety of prints – then use a pen to turn your print into (relevant theme).

Learners will also be able to develop:

Cognitive Skills: Creative thinking, Hand-eye coordination

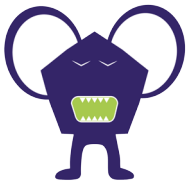
Physical Skills: Fine motor

Materials:

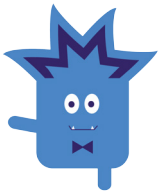
Balloons (can be filled with water and other materials such as flour)

Paper, Pens, Safe paints

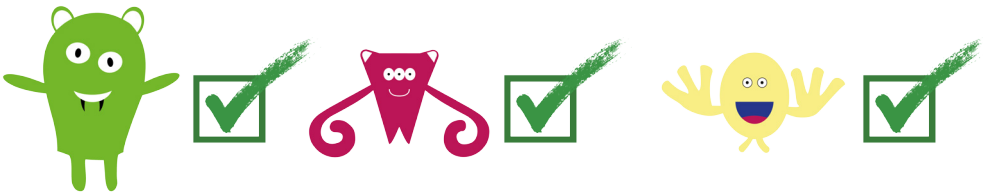
Activity	
1	Teacher prepares balloons filled with a range of materials that suit student abilities – provides example and demonstration
2	Students can choose which balloons they use and experiment with different fillings and colours of paint
3	Once the prints have dried, children are guided as to what to create out of their prints using the pens provided
4	Class are given time to reflect on each other's achievements and praise creativity



Fill balloons with rice or sand so students can **hear** the balloons. Add texture to the paint (sand, flour, sugar, etc.)



For students that find dexterity difficult, **box it.** Larger objects can be used to print (ex. footballs, beach balls, etc.)



Half and Half

Subject areas:

Mathematics – Symmetry

Various subjects - You can change the subject of the drawing to suit your subject area

Learning Objective: Use observation skills to investigate shapes, details and symmetry. Use your skills to complete the missing half of the image.

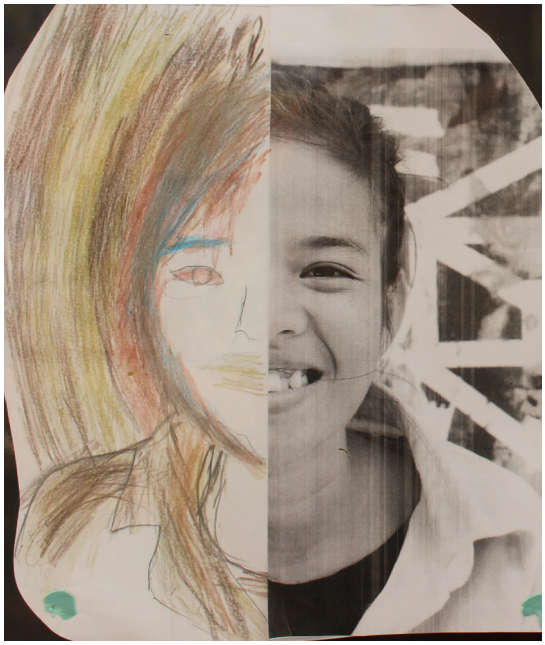
Learners will also be able to develop:

Cognitive Skills: Hand-eye coordination, Logical reasoning, Observation

Physical Skills: Fine motor

Materials:

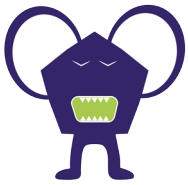
A picture of half a face, animal, car, etc., Paper, Small rulers, Drawing pencils, Coloured pencils



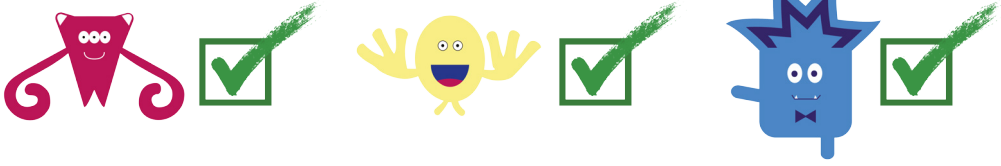
Activity

1	Prepare a selection of pictures which are cut in half (middle) – Then the pictures are glued to blank paper which is double width
2	Examples are shown of 'half and half' and teacher demonstrates techniques to class. Rulers can be used to measure dependent on ability level or subject area (e.g. mathematics exercise).
3	Students start by studying larger shapes before smaller ones
4	After larger shapes are drawn students study details
5	Shading, highlights and/or colour can now be added to complete

Let students draw whatever they see. They may be abstract, but it **encourages individuality.**



Use a **tactile** method to raise the original picture, and let them complete it however they want - as a sculpture, using clay, wax sticks, etc.



Animal Art

Subject areas:

Science – The Natural World

Learning Objective: After drawing or tracing a body part – choose an animal to inspire your decorating - observe the patterns, colours and textures to do this

Learners will also be able to develop:

Cognitive Skills: Creative thinking, Hand-eye coordination, Observation

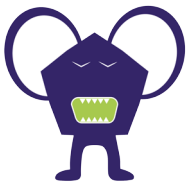
Physical Skills: Fine motor

Materials:

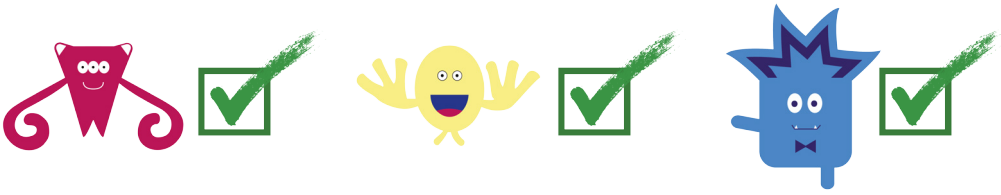
Card, Pencils, Scissors, Glue, Cut shapes of colourful paper

Activity	
1	Prepare a selection of pictures which are cut in half (middle) – Then the pictures are glued to blank paper which is double width
2	Examples are shown of 'half and half' and teacher demonstrates techniques to class. Rulers can be used to measure dependent on ability level or subject area (e.g. mathematics exercise).
3	Students start by studying larger shapes before smaller ones
4	After larger shapes are drawn students study details
5	Shading, highlights and/or colour can now be added to complete

Cut coloured card or paper **before**, and **support** tracing body part if required.



Use **tactile** shapes to glue on and textured paper and **guide** while tracing.



Happy Hands

Subject areas:

Social Studies

Literacy

Learning Objective:

Use the colours to help you describe your own personality/ your classmate's personality/ the mood of the poem

Learners will also be able to develop:

Cognitive Skills: Hand-eye coordination, Observation

Physical Skills: Fine motor

Social Skills: Communication

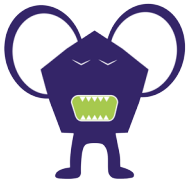
Materials:

Safe paint, Paintbrushes, A blank wall or board

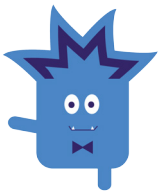
Activity	
1	Teacher begins by talking about how colours can be used to represent mood and personality traits
2	Students are asked to choose a subject (themselves, a classmate or a piece of literature) and select colours that they feel represents that subject – they can also paint each other's hands
3	The colours are then painted onto hands and printed on wall or board – teachers can help
4	Faces can be added to the hands for extra personality
5	After activity, class is asked to reflect on how they used colour to represent subject matter and to appreciate collaborative outcome

Sign language **signs** can also be printed, whether it's to practice spelling or to spread a message.

This is a very sensory activity. Encourage students to explore colours and **work together** to paint hands.



A wonderful sensory activity that allows children to explore paint with their hands. Add **texture**!



Happy Hands can also be "Funny Feet," depending on preference. Allow this option to **encourage participation.**

Sidewalk Chalk

Subject areas:

Science - The Natural World

History – How They Lived

Learning Objective:

Work together in groups - fill the space with animals/landscapes before you role-play - inspired by the topic and your colourful drawings.

Learners will also be able to develop:

Cognitive Skills: Hand-eye coordination, Observation skills

Physical Skills: Fine motor

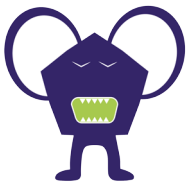
Materials:

Photographs of subject, e.g. animals,

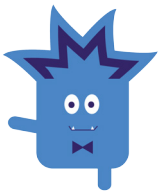
Flat ground, Chalk, Masking tape

Activity	
1	Teacher prepares ground by outlining a selection templates using masking tape
2	Students discuss subject topic and the colours they might choose
3	Students are invited to colour in the masking tape templates using chalk
4	Once all coloured-in, students begin to role-play dependent on topic relating to subject matter
5	Teachers can help to lead role-play activity but should encourage child-initiated creative role-play

Images can be made easier to follow by using **masking tape** to mark shapes, or simply allow students **freedom** to create their own scene.



Use raised tape, rope, string, etc. to **outline** the shape. This makes it easier to track.



Draw scenes on a wall or paper to make it more **accessible**. Large chalk sticks are easier to grip. Have fun drawing in your wheelchair by **crunching** over chalk.

Splat!

Subject areas:

Science - Force

Learning Objective:

Students use 'force' to blow through a straw and create 'Splat!' monsters

Learners will also be able to develop:

Cognitive Skills: Critical thinking, Hand-eye coordination, Observation

Physical Skills: Fine motor

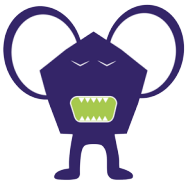
Materials:

Paper, Watered down safe paint, Straws, Pencils or markers

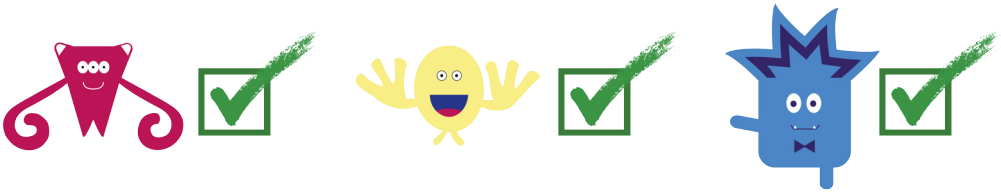
Activity

1	Teacher starts the class by introducing the topic of Force and explains how the pressure created when we blow through a straw is an example of force
2	Teacher prepares example of 'Splat!' monsters and demonstrates how they are made
3	Students blow through straws to spread paint into a 'blob' on the paper and this becomes the body of their monster
4	Once dried, students use pencil or marker to add facial features and other body parts

Water down the paint to make blowing easier. Use fans to blow the paint too. Keep in a tray or **box it** to aid control.



Verbal support and direction are needed to position the paint. Add texture. Once finished **outline** splat with tape or string.



Touch-tastic

Subject areas:

Science – The Natural World

Learning Objective:

Make pictures of animals using colourful textures that reflect the qualities of that animal.

Learners will also be able to develop:

Cognitive Skills: Hand-eye coordination, Observation, Sensory perception

Physical Skills: Fine motor

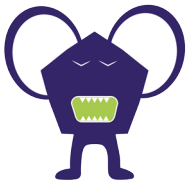
Materials:

Paper with pencil outline, Glue, Textured materials: Coloured rice, beans, sand, etc.

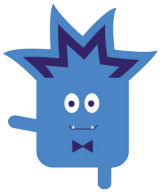
Activity

1	Begin by introducing images of animals and talking about the shape and textures of animals skin, scales, hair, etc.
2	Students are invited to touch the materials they can use to explore the different feelings and textures
3	Using the outline for guidance, glue is added into the shape and then students choose the mixture of materials they want to use and use their hands to arrange the textures

You can make tactile objects **larger** or easier to handle. Create **feely bags** for students to explore textures.



Put tactile materials in a container so they are easier to locate. Give **directional instruction** to support creating artwork.



Sort a selection of tactile materials in a tray that can be **explored** with either **hands or feet** to create a picture.

Paint It Up

Subject areas:

Literacy – Writing

Mathematics – Shapes and geometry

Learning Objective:

Using the masking-tape to guide you, colour in the letters/shapes you have been learning about it lesson

Learners will also be able to develop:

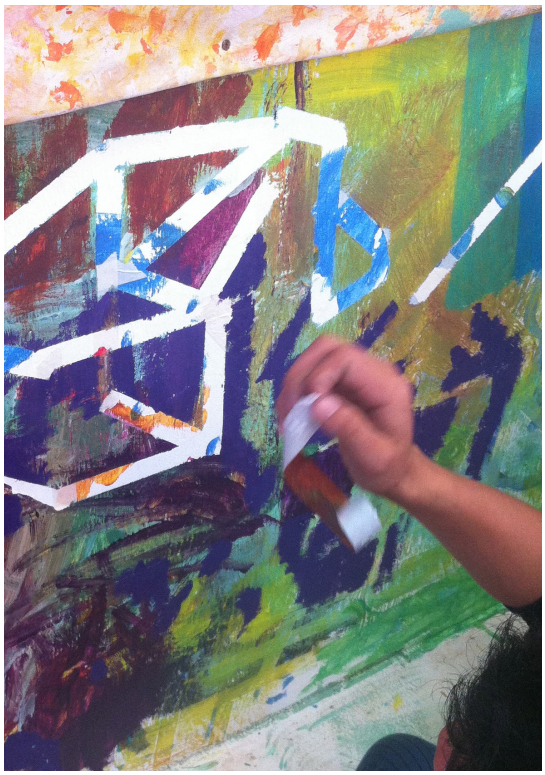
Cognitive Skills: Hand-eye coordination, Observation

Physical Skills: Fine motor

Social Skills: Collaboration, Communication

Materials:

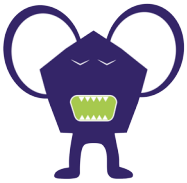
Large wall or board, Paintbrushes, Masking tape, Safe paint



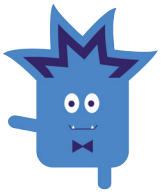
Activity

1	Invite students to watch as you copy the outlines of the shapes or letters onto the wall or board
2	Students are designated template to paint
3	Once paint has dried students are asked to peel off masking tape and see the shapes or letters they have painted become clear

Using a large space allows students to be freely expressive. Use different tools - large brushes, sponges, hands, etc. If you have a theme, **tape** it on the wall first.



Use tape to **outline** the working space. Add **texture** to the paint so students can explore the finished artwork.



Find a wall space that is **accessible** to all. Use **extensions** on brushes to give extra reach.

Water Balloon Splash

Subject areas:

Science – Force and Gravity

Learning Objective:

Using the power of force and gravity, create some great art!

Learners will also be able to develop:

Cognitive Skills: Critical thinking, Hand-eye coordination, Observation

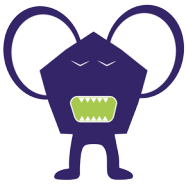
Physical Skills: Gross motor

Materials:

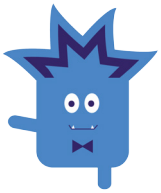
Large space, Balloons, Safe Paint, Water, Boards

Activity

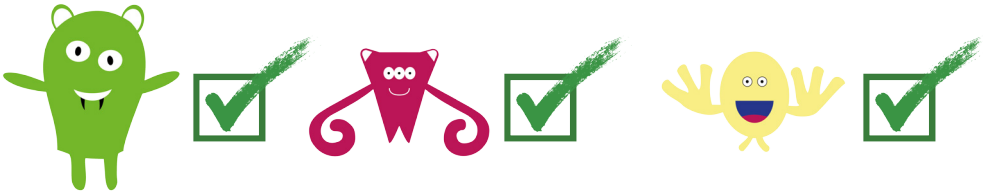
1	Teacher prepares balloons filled with paint and water
2	Class discuss the topics of force and gravity
3	Teacher explains how both force and gravity are needed to make this creative art
4	Students are asked to demonstrate the forces by throwing and bursting the balloons onto the boards



These make a wonderful sound when they **pop**. Give finished splats texture with an **outline** or sand/rice inside.



Make the activity accessible by using ramps/tubes for the balloons. Or, roll wheelchairs over balloons to **burst** them. The more you fill, the easier they are to pop.



Movement

Warm Up

How Do You Do?

Building Bridges

Role Play

Stay Connected

Follow the Leader

Animal Antics

Hold on Tight

E-motion

Performance

Tips

Warm Up!

Always start with a warm up to get students physically and mentally engaged. Feel free to come up with a routine that worked best for your group or use ours as a starting point. Repeating the same warm up every time helps provide consistency for students. Encourage everyone to be involved in any way they can!

Assisted Guidance

Using assisted guides gives visually impaired students access to all movement activities. Gently assist with movements as required.

Loud Music

Play music as loud as your space allows so students with hearing impairments can feel the beat of the music. Choose songs with a strong bass to increase vibration.

Inclusive Space and Language

Sind a suitable space for movement activities. It is important to allow safe movement of wheelchairs and mobility aids. Everyone moves differently. Remember to incorporate this into the activity and use inclusive language for example use the word “move” instead of “run” to include everyone

On My Own!

Value everyone's creatively even if a student requires support, allow them to move independently at their own pace. This independence is how students learn and build confidence.

Warm up

Bodies, Music, Space

The Routine

Forma circle and repeat the routine twice for a full wam-up.

Jump and shake arems to the –

Left x 8

Right x 8

Up in the air x 8

Down to the ground x 8

(repeat three times)

Stretch Body

Up! Down! Up! Down!

Move all together

To the centre of the circle

Back out again

(repeat this two times)

Turn around

To the left x 2

To the right x 2

Shake out your whole body

Turn up the music! Use **visual cues** to communicate changes in activities

Encourage students to be engaged in whatever way they feel comfortable

Use **verbal or tactile** clues to help students understand the movement, and use **assisted guidance** as needed

Remember to use **inclusive language** like “move” instead of “walk” students can participate in or out of wheelchairs, however they prefer.

How Do You Do?

Subject areas:

Literacy - Speaking

Social Education – Communication skills

Learning Objective:

Everyone greets one-another in this greeting game!

Learners will also be able to develop:

Cognitive Skills:	Hand-eye coordination, Observation
Physical Skills:	Gross motor
Social Skills:	Collaboration, Communication

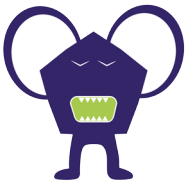
Materials: Large space

Activity

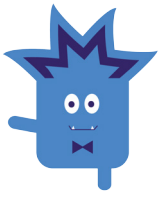
1	Everyone forms a circle with 2-4 people in the middle, individually or in pairs.
2	Those in the middle approach one person on the edge of the circle and say 'how do you do?'
3	Then those in the middle switch places so everyone gets a chance in the middle
4	Use music to make this activity even more fun!

Use sign for greeting. Emphasize **facial expressions** and good eye contact.

Use **supportive partners** if needed.



Use **supportive partners** and give good, clear **spoken instructions.**



Make the circle wide enough for wheelchairs to move safely inside the circle.

Building Bridges

Subject areas:

Social Education

Learning Objective:

The class will work together to build bridges using their skills of communication and negotiation.

Learners will also be able to develop:

Cognitive Skills: Problem-solving

Physical Skills: Gross motor skills

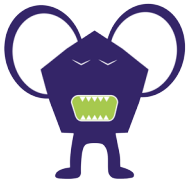
Social Skills: Collaboration, Communication

Materials: Large space

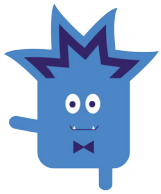
Activity

1	Teacher asks for a volunteer to demonstrate how to build a bridge
2	Working in pairs, students have a go at building bridges
3	Encourage class to explore high, medium and low levels
4	After students have mastered building bridges in pairs, split class into groups of 4 and make bridges for each other to travel through

Give clear instructions and **demonstrate** the activity. Allow **time** for students to understand - repeat demonstrations with them if needed.



Guide students **verbally** or **physically** to make bridge shapes. Use **supportive partners.**



Be **flexible** with range of movement. **Encourage** students to create bridges using a range of their abilities.

Role Play

Subject areas:

Various! Role-play is a great way to engage students in any subject area, particularly: Literacy, Social Education, Drama, History

Learning Objective:

Explore topics or themes through role-play.

Learners will also be able to develop:

Cognitive Skills:	Creative thinking, Hand-eyecoordination, Language, Listenting, Observation
Physical Skills:	Gross motor
Social Skills:	Collaboration, Communication

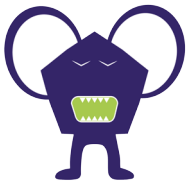
Materials: Large space

Activity

1	Teacher explains topic or theme of the role-play for this activity
2	Students use imagination to create actions, scenes, movements, facial expressions, sounds and more
3	Class use their creative role-play skills to tell stories or create pictures
4	Use 'freeze frame pictures' – to strike a pose and hold it!
5	Students can present their role-play to the rest of the class

Use **sign** or **gestures** to make the story clear.

Encourage involvement and explore emotions and **expressions.**



Use **sound effects** to prompt stories. Discuss and describe scenes to act out.

Stay Connected

Subject areas: Social Education

Learning Objective:

Explore all the ways that you can stay connected.

Learners will also be able to develop:

Cognitive Skills: Creative thinking, Observation, Problem-solving

Physical Skills: Gross motor

Social Skills: Communication, Collaboration

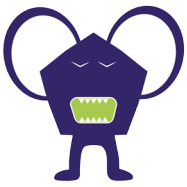
Materials: Large space

Activity

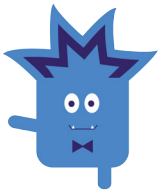
1	Teacher demonstrates examples of ways students can 'Stay Connected'
2	Ask students to work in pairs to find as many fun and creative ways as possible to stay connected
3	Students explore methods using different body parts or interactions to show support (sitting, leaning, lifting, pushing, etc.)

Give clear **sign** instructions and **demonstrate** the actions.

Demonstrate activities and encourage students to **explore**. Make sure they are **comfortable** with connections.



Give clear **verbal** instructions. Guide students using **hand over hand** to demonstrate movements.



Use **accessible** connections and make sure you use **language** that includes everyone. Use **supportive partners.**

Follow the Leader

Subject areas:

Math – Addition, subtraction, division and multiplication

Learning Objective:

Student take turns leading small groups that must copy the leader's movements. They then apply skills to solve math equations.

Learners will also be able to develop:

Cognitive Skills: Critical thinking, Observation

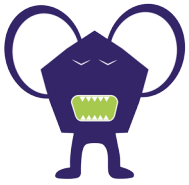
Physical Skills: Gross motor

Social Skills: Communication, Leadership

Materials: Large space

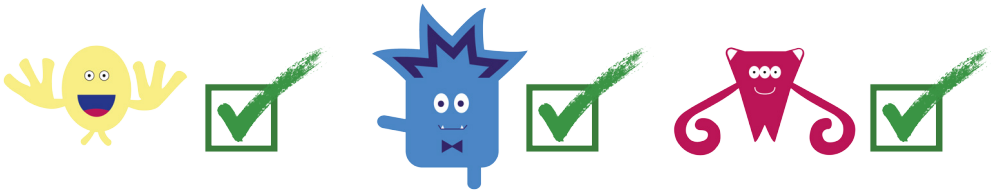
Activity

1	Teacher demonstrates by leading the first exercise – first students are divided into smaller groups - teacher prepares sums that have answers no higher than the total of students in each group: 'If I ask for the answer for 5 + 2, you must work together to calculate the answer' each of you are '1'. As the leader, I will count out 5 of you and put you into one new group, then again with 2 people and finally ask for you to stand together. Remaining students can help me to check that the sum and answer are correct.
2	Students begin by taking turns to lead small groups – the rest of the group follow the leader's instructions
3	Encourage class to explore a range of movement – high, low, turning, crawling, etc.
4	Ensure each student takes a turn at leading a group. Once the class understand the principle of addition, move on to other sums (- or ÷)



Encourage leadership and follow all actions.

Make sure student is **aware** of the space. Keep movements confined to a safe area. Let them know that you are following.



Animal Antics

Subject areas:

Science – The Natural World

Learning Objective:

Use role-play to act out animal movements and behavior.

Learners will also be able to develop:

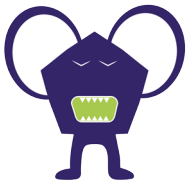
Cognitive Skills: Hand-eye coordination, Observation

Physical Skills: fine motor, Gross motor

Materials: Large space

Activity	
1	Teacher demonstrates how to use role-play to act out animal movements – ask the class to guess what animal you are copying
2	Students are given a choice of animals to inspire exploration of different movements and themes
3	Different animals inspire different movements, so ensure that you give the class a good range of inspiring animals to role-play
4	Ensure all students have a go at acting out all of the animals
5	Invite students to present their role-play outcomes at the end and you can even ask the rest of the class to guess which animal they are copying

Allow time for students to explore their own range of animal movements. **Give examples** and then encourage them to come up with their own ideas.



Include **texture** or **sound** to inspire animal movements.

Hold On Tight

Subject areas:

Science – Electrical Circuits

Learning Objective:

Use the scarf to stat connected to your partner – demonstrate what happens when an electrical current is broken.

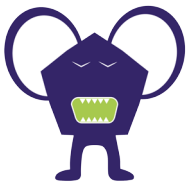
Learners will also be able to develop:

Cognitive Skills:	Creative thinking, Critical thinking, Hand-eye coordination, Observation, Problem-solving
Physical Skills:	Gross motor
Social Skills:	Communication, Collaboration

Materials: Large space
One scarf per student – you can also use long pieces of fabric or garments

Activity

1	Teacher talks about electric circuits and explains what happens when a circuit is broken
2	Scarves are introduced to students and teacher explains how students will use these to hold on to each other
3	Music is played and students dance whilst using scarves to stay connected to partner
4	Students should explore different ways to move and travel safely
5	When the circuit is broken, the music should stop and all the children stop dancing – 'freeze'



Pin **bells** on to the scarf so it makes a noise as it moves.

E-motion

Subject areas:

Literacy

Learning Objective:

Explore a range of emotions inspired by characters from the stories and themes in your Literacy class.

Learners will also be able to develop:

Cognitive Skills: Fine motor skills Gross motor skills

Social Skills: Communication

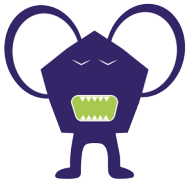
Materials: Large space

Activity

1	Teacher discusses characters and emotions from a story or time relating to subject class
2	Students are given characters and prompts to inspire emotions, movements and discussions about the relevant feelings and important issues the teacher wants them to explore
3	Encourage dance and acting to reinforce this activity
4	Students are asked to explore characters or themes and can be inspired by additional resources such as picture cards, events, times, textures, music, sounds, etc.
5	Teachers can also use this activity to help students to build understanding of important issues such as bullying, sharing or friendships, etc.

Use **clear** picture cards to explore emotions.

Give clear instructions and allow students **time** to express themselves.



Allow access to sounds, music, textures, and use **descriptions** of other performances.

Perform!

Subject areas:

All subjects!

Learning Objective:

Students perform their achievements from any subject to an audience.

Learners will also be able to develop:

Cognitive Skills: Hand-eye coordination, Critical thinking

Physical Skills: Fine motor, Gross motor

Social Skills: Communication, Collaboration

Materials: Large space e.g. stage, Audience

Activity

1	Teacher discusses characters and emotions from a story or time relating to subject class
2	Students are given characters and prompts to inspire emotions, movements and discussions about the relevant feelings and important issues the teacher wants them to explore
3	Encourage dance and acting to reinforce this activity
4	Students are asked to explore characters or themes and can be inspired by additional resources such as picture cards, events, times, textures, music, sounds, etc.
5	Teachers can also use this activity to help students to build understanding of important issues such as bullying, sharing or friendships, etc.

Sound
Musical Circle
Sound Stories
Listening Blues
Singalong
Musical Math

Tips

Warm Up!

It's a great idea to begin a sound based activity with a warm up. You can choose your own warm up or use our example on the next page – 'Musical Circle'. If you have musical instruments but not enough for one for each student, then encourage students with no hearing impairment to use their vocals or clapping to create sounds and follow rhythms.

Assisted Guidance

It is very important to ensure that hearing-impaired students are equally as included in the sound-based activity as all of the students. You can gently guide your hearing impaired students by encouraging them to maintain eye-contact with the rest of the group and to focus on the rhythms by watching their peers or staff when they are making sounds.

Loud music

If you are playing music through a sound system, play as loud as your space allows so students with hearing impairments can feel the beat of the music. Choose songs with strong bass to increase vibration.

Instruments

If you're working with musical instruments, percussion based instruments are ideal for hearing impaired students. Percussion instruments are those that are played by striking by hand or with a stick or beater. Percussion instruments include drums, cymbals, xylophones, gongs, bells and rattles.

Be Resourceful

If you want to use musical instruments in an activity, but do not have any available, you can make your own or even have the students use their imagination to design instruments. For example, you can fill plastic bottles with objects such as stones, beads, sand or a mixture of materials to create rattle instruments.

Musical Circle

Subject areas:

This is a great warm-up to get your class engaged and ready to learn in any subject, particularly for a class where students find it challenging to maintain focus.

Learning Objective:

Using the creative art of musical rhythm, students should learn to maintain focus for longer periods of time and strengthen their communication skills by working with their classmates.

Learners will also be able to develop:

Cognitive Skills:	Hand-eye coordination, Observation, Sensory perception
Physical Skills:	Gross motor, Fine motor
Social Skills:	Collaboration, Communication

Materials: Musical instruments , Anything that can be used to create a beat (an eight note)!

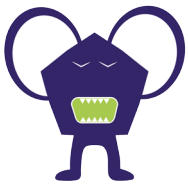
For example, students can use their hands to clap, a stick or beater to tap the floor or a suitable object or even make their own instruments

Activity

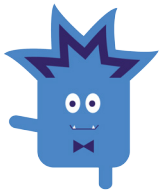
1	Form a circle with the class and begin by demonstrating the beat you would like each student to replicate – get the group to join in with you so that they understand the beat and rhythm
2	A 'eighth note' sounds the same as a heartbeat: 1 beat followed quickly by the same beat again, a brief pause and repeated. Students can make their beats by clapping or using musical instruments*
3	Students need to observe each another to maintain the rhythm - each student needs to follow the students before and after them to ensure their beats are in sync
4	Using a eight note, demonstrate the musical circle by asking the student next
5	The second part of your double beat should be played in sync by the next student in the circle – therefore doubling as the first part of their double beat
6	That student should then turn to the next student in the circle and complete the second part of their double beat at the same time as the next student makes the first part of their double beat
7	This repeats until the 'eighth note' rhythm returns to the teacher who began with that beat. We recommend you go around the circle 2-3 times until the class fully understand the activity
8	Once your class becomes confident in this activity, you can try using more complex rhythms and ask students to start the activity

Suggest clapping or percussion instruments so hearing impaired students can use force to control volume.

Start with simple beats and if you have a group of 3 or more staff you can demonstrate this activity to reinforce understanding.



This activity relies primarily on sound and sight. Visually impaired students will need to practice their listening skills and may need some gentle guidance or prompting from staff or peers.



Use methods and instruments that are suited to the student's abilities.

Sound Stories

Subject areas:

Literacy

Various Subjects! This can be used in any lesson where you are telling a story.

Learning Objective:

Use sound and experiment with volume levels to reflect what is being said in the story.

Learners will also be able to develop:

Cognitive Skills: Language

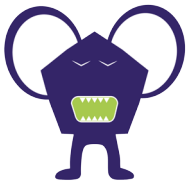
Materials: Large arrow

Activity

1	Teacher uses a large arrow and demonstrates how it works: the arrow begins pointing down – so there is no sound - slowly the teacher points the arrow upwards and at the same time slowly increases the volume of their voice
2	When the teacher then begins to turn the arrow down the volume decreases and fades away
3	It is good to do a practice run first, before the class start to read aloud
4	Remind the students to keep their eyes on the teacher and the arrow

For students who will be signing, they can use levels (such as sitting down when arrow points down and standing up or raising hands when the arrow points upwards).

Give clear instructions and ensure they understand how the arrow is to be used.



Ensure the arrow is large and use bright colours so that the arrow is easier to see.

Listening Blues

Subject areas:

Literacy

All subjects! This activity teaches students valuable listening skills.

Learning Objective:

Students will understand the importance of listening.

Learners will also be able to develop:

Cognitive Skills: Listening

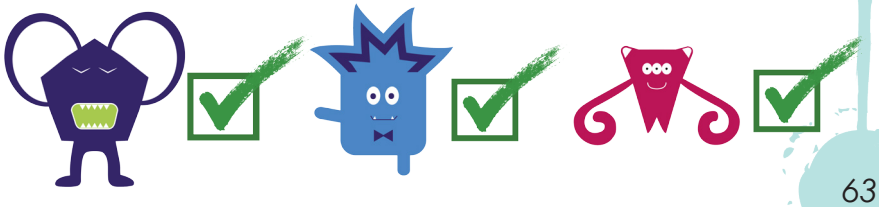
Social Skills: Communication

Activity

1	Teacher puts students into pairs
2	Ask the students to talk to each other; this can be anything they want to say or with the information you choose for subject area
3	Ask the students to talk to each other at the same time – so that both are speaking over one another
4	Decide when you would like the activity to stop and ask the students – 'What did your partner say?'
5	Ask the pairs to try again - this time to speak one at a time and listen to each carefully
6	Check again to see if they can repeat their partners story
7	End group discussion – you can ask the class questions such as: Did you listen and remember better the first of second time? How can you tell if someone is listening to you? How does it feel to be listened to and understood? Why and when is it important to listen and to be listened to?

This activity works well in **sign language** – pair with another student who can sign or a member of staff

Give clear instructions and allow more time is necessary



Singalong

Subject areas:

Various subjects!

Learning Objective:

Students will understand the importance of listening.

Learners will also be able to develop:

Cognitive Skills: Listening

Social Skills: Communication

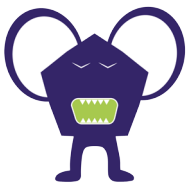
Activity

1	The class should know or be given the key facts from the subject topic you would like them to revise for their song (e.g. facts about a person, place or event) introduce information before activity
2	Divide class into small groups and then ask them to agree on a song that they know well – this can be a popular rhyme, a popular song or from any genre (it is always good to make small groups of mixed-abilities children)
3	This activity works well in small groups but can be a individual task – choose dependent on student ability – it is always good to make small groups of mixed-abilities children
4	Next, ask each group to use the facts from your subject area to create new lyrics for the song – a story is even better
5	Mentor each group to ensure they understand the task

6	Once the students agree on lyrics – you can ask them to each read a verse and to sing the chorus together
7	If you can, play the song quietly whilst the students sing – it is even better if you can find a 'karaoke' version of that song

Give more responsibility for deciding on the lyrics for the song

Give clear instructions and give examples of the task using familiar songs



Give the group large paper to write lyrics to ensure the words are large and clear

Musical Math

Subject areas:

Mathematics

Learning Objective:

Students answer equations by identifying which sounds represent each math symbol.

Learners will also be able to develop:

Cognitive Skills: Listening

Social Skills: Communication

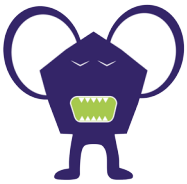
Materials: Any instruments you have available,
You can also make your own instruments - *Try using different materials to fill cups and cover – this can be shaken to make interesting sounds*

Activity

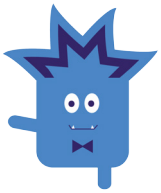
1	Teacher prepares large cards for each mathematical operation (+, -, X, ÷)
2	Teacher assigns a sound to each mathematical operation (for example: addition = clap, subtraction = tambourine, multiplication = glockenspiel, division = whistle)
3	Teacher demonstrates to ensure all students understand – for example, say 5, then clap your hands, then say 5 again. If clap = addition, then students should answer 10
4	You can increase student engagement by inviting students to make/play the sound

Make louder sounds and position students closer to instruments so that they can watch carefully

Give a demonstration to ensure understanding of which sound represents which symbol



Use large cards for the mathematical symbols



Use instruments/sounds that suit individual physical ability