

**Lesson Plan: Senses It Is!!**  
**Suggested Grades: Primary & Special Education**  
**Heather Lynn Shanks**

**Discipline: NYS Learning Standards**

**English Language Arts (ELA)**

*Standard 1:* Language for Information and Understanding

*Standard 3:* Language for Critical Analysis and Evaluation

*Standard 4:* Language for Social Interaction

**The Arts – Visual**

*Standard 1:* Creating, Performing, and Participating in the Arts

*Standard 2:* Knowing and Using Art Materials and Resources

*Standard 3:* Responding To and Analyzing Works of Art

**Mathematics, Science, and Technology**

*Standard 1:* Analysis, Inquiry, and Design

*Standard 2:* Informed Systems

*Standard 4:* Science

*Standard 6:* Interconnectedness: Common Themes

*Standard 7:* Interdisciplinary Problem Solving

**COMMON CORE LEARNING STANDARDS**

*Speaking and Listening*

**Comprehension and Collaboration**

**Presentation of Knowledge and Ideas**

*Language Standards*

**Conventions of Standard English**

**Knowledge of Language**

**Vocabulary Acquisition and Use**

**GENERAL OBJECTIVES**

- The student will learn about the five senses.
- The student will explore various works of art and identify components of the art pieces using the five senses.
- The student will create an individual art piece using various materials of his/her choice.

**PREPARATION**

**1. Resources/Materials**

- a. Access to the Castellani Art Museum
- b. Children's Story Book, *Brave Little Monster* by Ken Baker
- c. Visual Thinking Strategies (handout); optional

## 2. Art Materials

- a. Materials for the collage/art piece
  - i. Sand
  - ii. Buttons
  - iii. Cotton Balls
  - iv. Nuts & Bolts
  - v. Beans
  - vi. Feathers
  - vii. Sandpaper
  - viii. Any other materials of various textures
- b. Tempura Paint of various colors
- c. Materials to add to paint
  - i. Coffee grounds
  - ii. Salt
  - iii. Corn Starch (liquid starch)
  - iv. Baking Soda
  - v. Various Spices
  - vi. Corn meal
  - vii. Vinegar
  - viii. Vanilla Extract
- d. Paint brushes

## TOUR LAYOUT

### 1. Beginning Activity

- a. Introduce and read *Brave Little Monster* by Ken Baker
- b. After the story, discuss the various senses (smell, taste, touch, sight, sound) and how these senses are used every day (especially with art)

### 2. Tour

- a. Examine various works of art discussing the 5 senses within each art work
  - i. Example
    1. "Looking at this art piece, what would you smell?"
    2. "Looking at this art piece, what would you taste?"
    3. "Looking at this art piece, what would you touch/feel?"
    4. "Looking at this art piece, what would you see around you?"
    5. "Looking at this art piece, what would you hear?"
- b. After a tour of the museum exhibitions, disseminate art materials
- c. Students will create their own art piece.
  - i. Possible Options
    1. Creating a collage with various textured items
    2. Painting with fingers with various textured paints
    3. Painting the collage after with textured paints
    4. Painting with a paint brush

### 3. Accommodations

- a. Individual accommodations can be made.

- b. Provide visual prompts (pointing, pointing to various parts of the body that use specific senses) & verbal prompts during the viewing of the art exhibitions.

## **EXTRA RESOURCES/ EXTENSIONS**

- 1) Touch
  - a) Create miniature boxes/bags with various tactile items in them. Have the students simply touch each item without look and try to describe what it is based on touch characteristics not what it actually is. Can get even more creative and use food (watch for allergies)
- 2) Extended Painting
  - a) Touch - Students can participate in foot painting, painting with their feet. Or the option of bringing in an old pair of shoes to paint with by putting the shoes on and using your feet as the brushes; for children with physical disabilities involving their feet, they may put the shoes on their hands and paint as well.
  - b) Smell – Students can use various pieces of food to stamp into paint and use as a brush, remember to place the emphasis on the smells of the various foods used as stamps
- 3) Glue
  - a) Smell - Different spices can be added to glues to use for assembling art pieces together and various smells can be activated and explored
  - b) Sight - Food coloring can be added to glue to add a color effect to aspect of gluing.
  - c) Touch – Similar to the painting done in this lesson, different materials and substances can be added to glue to create different textures. Also, if there is access to sodium borate mixture, children can create silly putty with 1 part of each equally.
- 4) Books

### Teacher Resources

- a) Creative Therapy for Children with Autism, ADD, and Asperger's: Using artistic creativity to reach, teach and touch our children by Janet Tubbs

### Elementary Aged Books

- b) The Magic School Bus Explores the Senses by Joanna Cole and Bruce Degen
- c) The Listening Walk by Paul Showers and Alike
- d) My Five Senses by Alike
- e) The Eye Book by Dr. Seuss
- f) Look, Listen, Taste, Touch, and Smell by Hill Nettleton, Pamela Shipe and Becky
- g) The Five Senses by IKids
- h) The 5 Senses by Nuria Roca and Rosa M. Curto
- i) Toes, Ears, & Nose!
- j) Yummy Yucky

### Middle School and Adult Books

- a) Five Senses: A Philosophy of Mingled Bodies by Michel Serres
- b) Living in the Five-Sense World by Kevin McPeck
- c) See What I'm Saying by Lawrence D. Rosenblum
- d) A Tour of the Senses: How Your Brain Interprets the World by John M. Henshaw