

# 1. Visual supports are used to enhance instruction

## 1d. Class displays are child-created and/or related to instructional units.

Quality indicators:

- The classroom display changes throughout the year.
- The display is predominantly child created.
- There is variety in the display – some projects are academic such as writing or patterning, some projects are class projects, and some are purely for exploration and creative expression.
- **Adequate supports are provided for motor, organization, and communication related to projects.**
- **Children are encouraged to make choices, perform independently, and describe their projects.**



**Artistic Process Emphasized:**  
Children are permitted to explore and create.

Questions to ask:

- ✓ *When are children allowed to create their own artwork or explore with creative materials?*
- ✓ *Are children allowed to create class projects that differ from the teacher provided samples?*



**Product development is emphasized:**  
Adult directed activity with minimal creative expression

*Supports, Accommodations, Adaptations*

[Links for Additional Information](#)  
[Right click to open in new window](#)

### **Universal Supports**

- Discuss and display **expectations** for the art center and provide prompts and guided practice in selecting, using, and cleaning up materials.
- Encourage children to work in pairs or small groups and to **share ideas** for open-ended projects.
- Allow **extra time** or an additional time period for children to be able to complete their projects.

[Supporting Children's Projects](#)

[Universal Design for Learning in Early Childhood](#)

[How Process-focused Art Experiences Support Preschoolers - NAEYC](#)

### **Targeted/Specialized Supports**

- Provide a **model** and step-by-step directions on a **mini-schedule** for the activity. Model each step of a teacher-directed project.
- Accommodate for **sensory defensiveness** by allowing a child to choose an alternative method of using materials.
- Use various **placements of paper** (horizontal, vertical) and provide a way to show the border of the artwork (tape, cookie sheet).
- Provide **tools** with various sizes and styles of grips and handles

[Supporting Participation and Success](#)

[Fine Motor Activities for the Classroom](#)

[Supporting Art Development](#)

### **Intensive Interventions**

- Provide strategies for children with communication difficulties to participate in **labeling and describing** their projects.
- Provide **adapted materials** for children with physical difficulties or disabilities.
- **Consult and collaborate** with service providers (ex. Occupational/Physical/Vision)

[Accommodations and Adaptations for Classroom Tools](#)

[Fine Motor Development Checklist](#)

[Adapting Activities and Materials](#)

