



Art with
CLOUDS
Carmona St John of Gods,
Glenageary



5 Students; 4-10 yrs
Physical and mental disabilities
2x visual impairment - all in wheelchairs

Repetition, simplicity and inclusivity



Our favourite Songs for making art with "clouds"!



What is the weather like today?

"Cloud"
+
AEDP: Shape



Learning intentions, choice, sensory activities, wheelchair painting, light and shadows, music, laimh, mess it okay!



Monday Lesson 1



Tuesday Lesson 2

CLOUD FINDERS



Henry Matisse



SUPPORT STUDY

ARTIST



The Sheaf 1954



Positive & Negative

Shape



Wednesday Lesson 3

Positive & Negative Shape

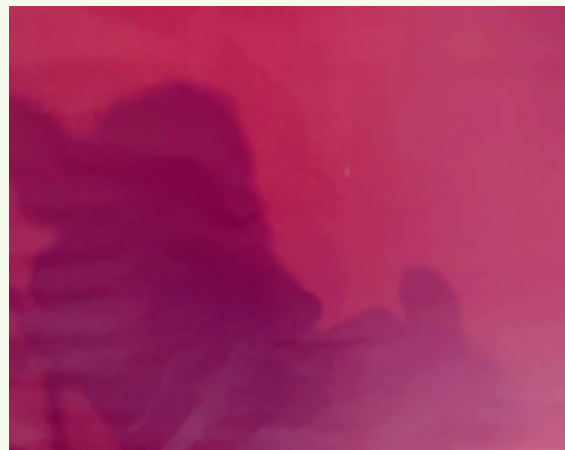
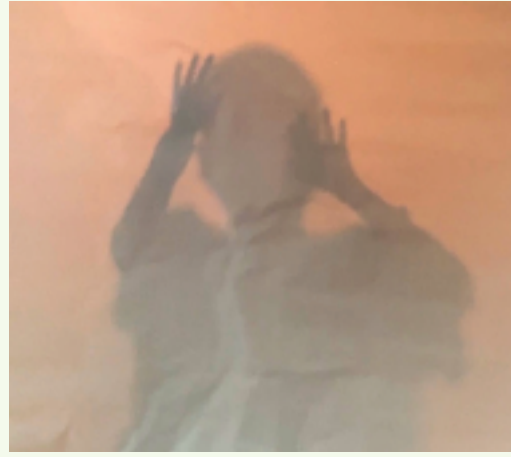


Substitution



Thursday Lesson 4

Shadows



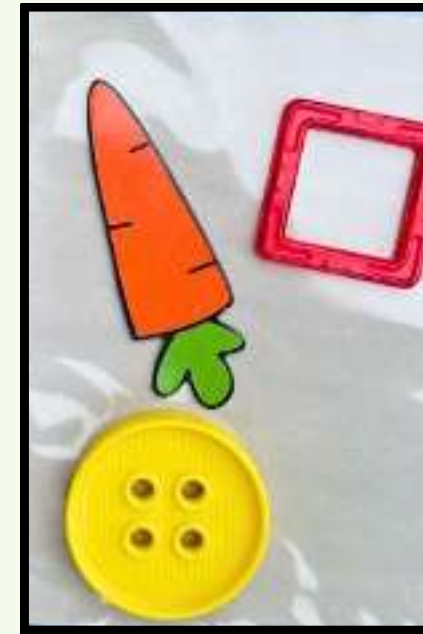
Shape

Positive & Negative



Tim Noble and Sue Webster - shadows

R & M



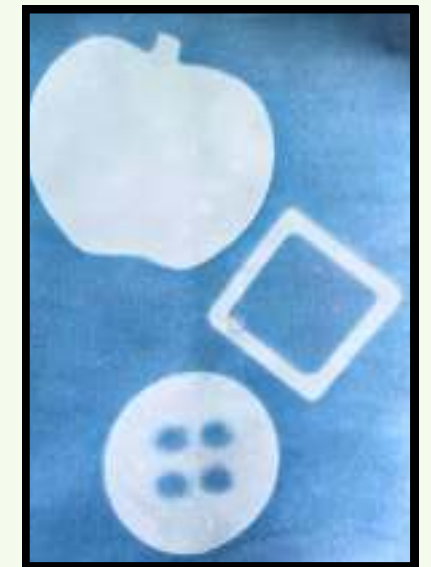
We made art with Cyanotype
(Sun Printing)



R



J



M

takahito kimur - Cyanotype

Friday Lesson 5

Substitution



Shape



Monday Lesson 6

Shape



R



N

Evie Hone



Rose Window for Ardara Catholic Church (1947-1948)



S



J

S



R

Abstract Marbling
Shaving foam (clouds) and poster
paint!



N

Tuesday Lesson 7

Printing Day

Shape



Line



Cloud sponges
rain intaglio
printing

-Shape-
stamps with
cotton wool
printing

Ball in a box
Printing

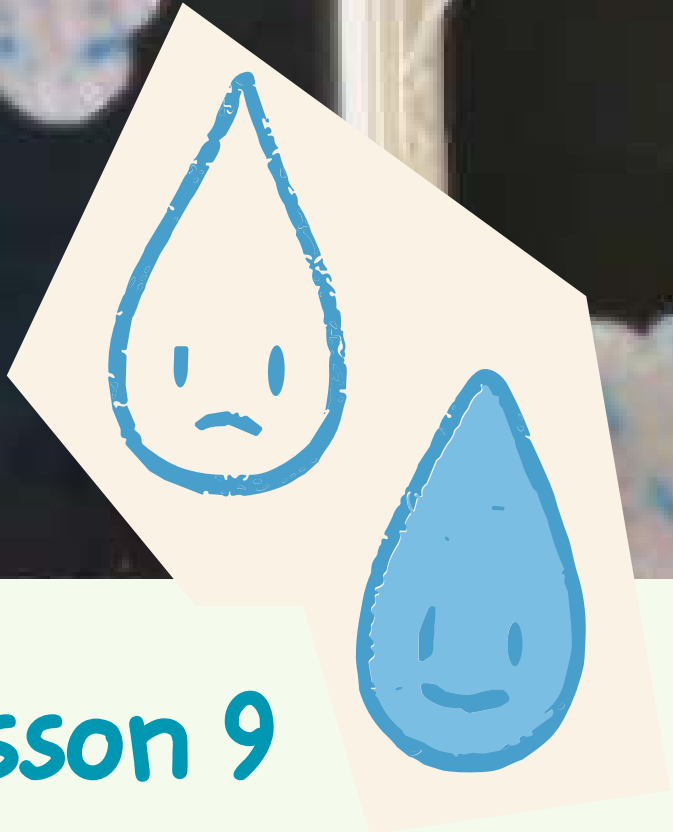
Cross Curricular with Geography

Wednesday

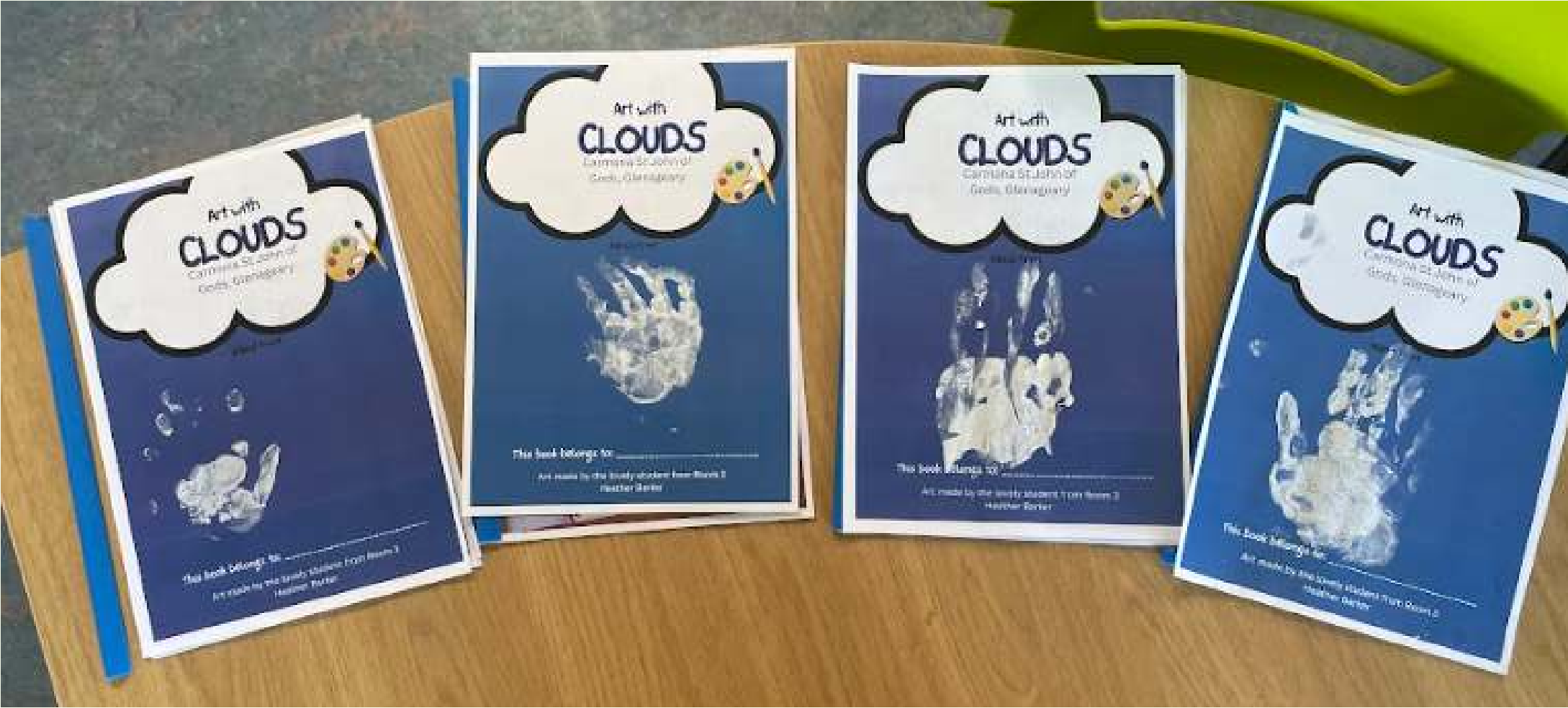
Lesson 8



HAOYUN ERIN ZHAO



Thursday Lesson 9



Shape



Evaluation and Reflection

What went well (www):

- Strong routines with songs, PowerPoint and repetition; students settled quickly
- Sensory-rich activities (sponges, stamps, shaving foam, light box, cyanotype), inclusive and engaging
- Choice offered throughout (colours, materials, objects) supported independence and ownership
- Collaboration with SNAs and teachers gave me confidence and useful advice
- Students created visible outcomes (prints, suncatchers, cyanotype fabrics), pride and joy

Even Better If (EBI):

- Slowed down activities instead of rushing to fit everything in!!!
- Prepared resources even more fully (pre-cutting papers, remembering laptop!)
- Allowed more time for students to explore at their own pace
- Managed energy levels when working with more mobile groups

Reflection:

- SNAs guided me with students' needs, I adapted in the moment, very collaborative
- What & how: Delivered 9 lessons with UDL, sensory methods, safe paints, no cutting tools, lots of scaffolding

Why: **To make learning joyful, inclusive and achievable** for non-verbal and mixed-ability students

How else: Could extend with more repetition and less variety in some lessons

Feelings: Rewarding but emotional (esp. during seizure), proud of students' progress, grateful for staff advice

Evidence: Student smiles, laughter, engagement, finished artworks, repeated participation

Next time: Plan timings better, trust slower pacing, continue refining sensory and visual supports

