



Winter Bonus Unit

Group Activity: Art – Melted Shape Snowman

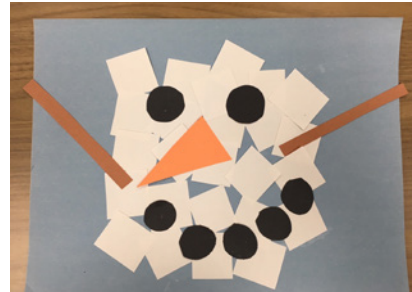
Objective:

This activity pairs gross motor skills with shape and pattern recognition to practice independence and fine motor skills as students follow a sequence of tasks to create a piece of art.

Materials:

- Visual sequence strip (provided)
- Shape templates (provided)
- Construction paper (1 sheet of blue, white, brown, black, and orange per student)
- Glue
- Scissors
- Paper plates (1 per student)

Example:



Duration: 15 minutes

Preparation:

1. Print, laminate, and cut out:
 - a. Visual sequence strip
 - b. Shape templates
2. Using the shape templates, trace onto construction paper, and cut out:
 - a. 1" white squares (30 per student)
 - b. 1.5" black circles (2 per student)
 - c. Smaller black circles (5 per student)
 - d. Brown rectangles (2 per student)
 - e. Orange triangles (1 per student)
3. Place the above cut-outs on a paper plate (1 set per student).
4. Set aside an extra set of materials for you to use as you demonstrate the activity.
5. Create a melted snowman art piece for reference; place the model in a location visible to all students (see activity script).
6. Provide each student with a sheet of blue construction paper, a paper plate with shape cut-outs, scissors, and glue.

TEACH INDEPENDENCE

- Students should complete the art project as independently as possible. Provide physical assistance when needed, but encourage the student to work independently.
- Place art materials in separate containers. Encourage students to gather their materials prior to the art activity.

IDEAS TO ENCOURAGE SOCIAL/COMMUNICATION SKILLS

- Place students in groups of two to create a shared art project.
- Throughout the activity, encourage descriptive conversation about each melted snowman (the colors, shapes, and patterns).
- Encourage students to notice their peers' artwork and show others their completed project.



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Activity Script:

We recommend using the following verbal cues as you model each step.

- 1. “Today we are going to make an art piece that looks like a melted snowman. Who has built a snowman? How long did your snowman last? Did it eventually melt?”**
[Indicate your finished model and then lead a discussion about snowmen. As you walk students through each step of the activity, point to its corresponding step on the visual sequence strip.]
- 2. “Our first step is to write our name on one side of our blue paper and then turn it over. This will be the back of the art piece. Watch me and then you try.”**
[Model writing your name on a sheet of blue construction paper and then flipping the page over. Assist students as needed.]
- 3. “Now is the fun part. Can you find the small white squares on your paper plate? Glue the white squares all over the front of the blue paper. This is the melted snow of your snowman, so we need a lot of squares.”**
[Discuss the color and shape of the squares and then demonstrate gluing them all over the blue sheet of paper.]
- 4. “Next, let’s add our snowman’s eyes. Find the two big black circles on your paper plate. There are two sizes of black circles on your plate, so make sure you’re finding the bigger black circles. When you find them, glue them on top of the white squares on your paper to make eyes.”**
[Discuss the color, size, and shape of the eyes and what the shape represents on the snowman. Model gluing the circles on the page as the snowman’s eyes.]
- 5. “Now we’ll make our snowman’s mouth. Find the five small black circles on your paper plate. When you find them, glue them on top of the white squares on your paper, below the eyes, to make your snowman’s smile.”**
[Discuss the color, size, and shape of the pieces that make up the mouth and what the shapes represent on the snowman. Demonstrate gluing the circles on the page as the snowman’s mouth.]
- 6. “Next, let’s add our snowman’s nose. What do people sometimes make snowmen’s noses out of? Carrots! Find the orange triangle on your paper plate. When you find it, glue it on top of the white squares on your paper below the eyes and above the mouth to make a nose.”**
[Discuss the color, size, and shape of the triangle and what the shape represents on the snowman. Model gluing the triangle on the page as the snowman’s nose.]
- 7. “What else does a snowman sometimes have? Arms! Find the two brown rectangles on your paper plate. When you find them, glue them on top of the white squares on your paper on either side of the snowman’s face to make arms.”**
[Discuss the color, size, and shape of the brown pieces and what the shapes represent on the snowman. Model gluing the rectangles on the page as the snowman’s arms.]
- 8. “Now let’s look at each other’s melted snowmen.”**
[Allow students to get a closer look at your model and prompt them to walk around to look at others.]



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Visual sequence strip:



Glue on white squares to make snowman's head



Glue on big black circles to make snowman's eyes



Glue on small black circles to make snowman's mouth



Glue on orange triangle to make snowman's nose

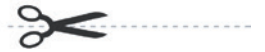


Glue on brown rectangles to make snowman's arms

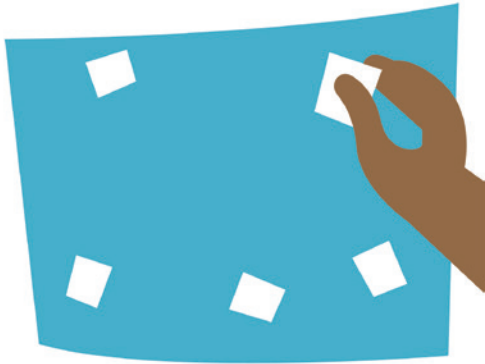


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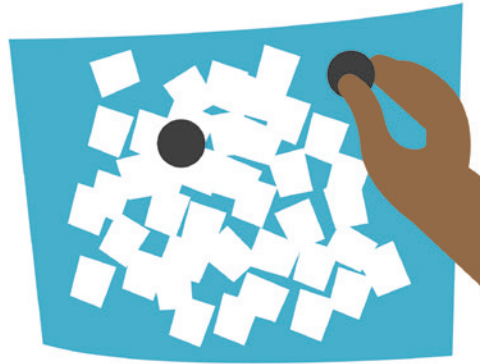
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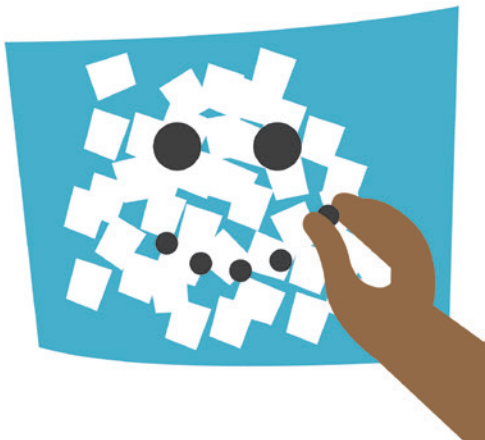
Glue on white squares to make snowman's head



Glue on big black circles to make snowman's eyes



Glue on small black circles to make snowman's mouth



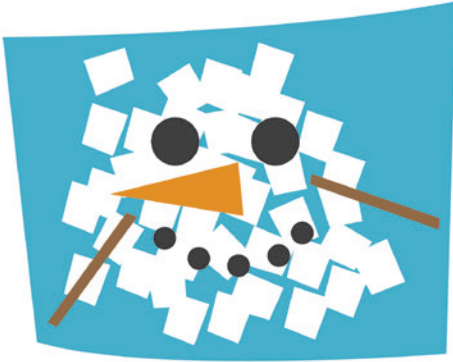
Glue on orange triangle to make snowman's nose



Visual sequence strip (large version):



Glue on brown rectangles
to make snowman's arms



Shape Templates



1" square -
snow: trace
on white
paper (x30)

Rectangle - arm: trace on brown paper (x2)

