

Tactile art

General information			
Respective blueprint	Tactile art		
Description	<p>In this lesson, using simple techniques and simple materials, we learn how it is possible to experience a painting in colours even though we do not have to use them. By creating this type of art, we engage students in activities that require precise hand-eye coordination, helping them refine their fine motor skills. It is essential to encourage students to express their imagination and ideas by creating unique patterns and designs. With this kind of work, we promote perseverance as students work on patterns and designs, emphasising the importance of patience in the creative process.</p> <p>Students can also learn how to recognise the names of some colours in Braille and understand how blind and partially sighted people read and perceive the world around them.</p>		
Learning objectives	<ul style="list-style-type: none"> • promotion of creative thinking and understanding of visual representation (patterns convey the idea of colours) • fostering a collaborative and supportive artistic environment through sharing ideas and techniques, • developing communication skills • recognition of the importance of inclusion by understanding the difficulties the blind and partially sighted people encounter in their daily lives 		
Related curricular subjects	art, language		
Duration	60 min		
Level of difficulty	Basic	Medium	Advanced
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusivity guidelines			
How to integrate students with SLD	<ul style="list-style-type: none"> • This lesson is inclusive; each student can make pictures according to their affinities. • Use clear visual elements without overloading them to illustrate concepts and support the text. • Avoid distractions and unnecessary information 		

How to integrate
students who work
faster

Since all students can work according to their needs
and abilities, faster students can create more
complicated pictures with more demanding patterns.

Step-by-step description of the lesson

Step 1: Introduction to work	Estimated time: 10
<ul style="list-style-type: none"> • talk with students about tactile art and what this activity is about • a presentation in the attachment can be used to explain the task • put students in groups or pairs or work individually 	
Step 2: Making pictures	Estimated time: 45
<ul style="list-style-type: none"> • take a piece of soft clay • make the clay thinner with the rolling pin (or a bottle/a jar) and make your legend with wooden sticks. You can put lines in different directions or dots or any other shapes; each shape represents one colour • cut pieces for your picture out of the clay • for each colour, use a different pattern for each part of your picture • when students are finished, they can put a cloth over their eyes and try to discover the colors of other student's pictures 	
Step 3: Evaluation of the lesson	Estimated time: 5 min
<ul style="list-style-type: none"> • after finishing this activity, each student uses one self-evaluation template of the lesson • . each student takes a worksheet with questions and answers them. 	

Assessment activities

Activity 1: Self-evaluation – satisfaction with the lesson

Each student gets a self-evaluation template (in the attachments) to express satisfaction with the lesson.

Activity 2: Questions

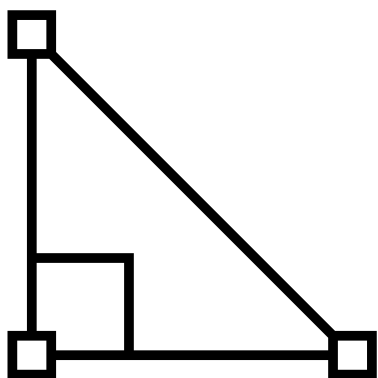
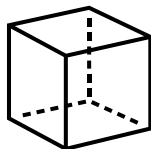
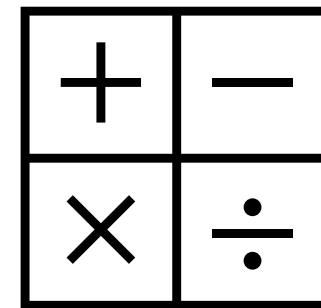
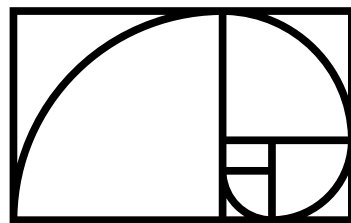
Each student gets a worksheet (Questions template) and answers questions.

Attachments

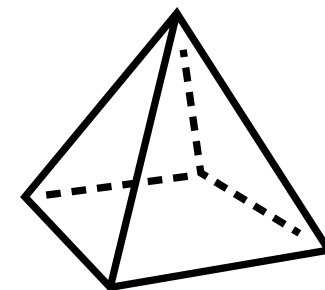
- [Presentation Tactile art](#)
- [self-evaluation template](#)
- [Questions Tactile art](#)

References:

- <https://www.ecokidsart.com/sensory-tactile-art-for-kids/#:~:text=Visual%20art%20learning%20can%20happen,fine%20motor%20function%20and%20control.>



Tactile art



WHAT IS TACTILE ART?

- Tactile art is art that can be perceived through touch.
- Example: sculptures, relief artwork, textured paintings.
- The focus of this session: creating tactile pictures using clay and patterns.

MATERIALS NEEDED



- A piece of clay
- Bottle (roller)
- Crayons
- Wooden thin sticks
- Knife for cutting clay



LESSON OBJECTIVES:

- Explore the tactile nature of clay.
- Learn how patterns can represent colors.
- Develop fine motor skills and hand-eye coordination.
- Foster creativity and artistic expression.

WHY TACTILE PICTURES?

- Everybody can do pictures like this
- Do it together
- Discover colors of the pictures only by touching
- Find out how blind and partially sighted people can experience a painting

BRAILLE LETTERS



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EXAMPLE OF
COLOR NAMES IN
BRAILLE:

HJ

CRVENA

PLAVA

ZELENA

SMEDA

ŽUTA

ROZA

EJ

RED

BLUE

GREEN

BROWN

YELLOW

PINK

Answer the questions: Tactile art

Choose the correct answer:

1. What is tactile art?

- A. It is art that can be perceived through touch.
- B. It is art that can be perceived by watching the picture.
- C. It is art that can be perceived by drawing picture using different patterns.

2. How can colors be recognized by touch?

- A. Each colour is determined by size.
- B. Each colour is determined by number.
- C. Each colour is determined by pattern.

Fill in the blanks with the following words:

inclusion, touch, patterns, Braille, colors, read

Blind or partially sighted use _____ letters so they can _____.

The sense of _____ is very important for them. We can make color pictures without using _____. Instead, we can use different _____ in clay which will represent colours. This enables blind and partially sighted people to recognize the colors in the picture. Such an approach in which it is possible for everyone, regardless of the difficulties they have, to meet their needs is called _____.

Self-evaluation – Tactile art

Evaluate by ticking (✓) one of the responses.	yes	not totally	no
I enjoyed this activity.			
I am satisfied with the tactile picture I/we made.			
I am not satisfied with the tactile picture I/we made.			
I can explain how tactile pictures can be used.			
I want to learn more about tactile pictures.			

Self-evaluation – Tactile art

Evaluate by ticking one of the responses.	
I enjoyed this activity.	
I am satisfied with the tactile picture I/we made.	
I am not satisfied with the tactile picture I/we made.	
I can explain how tactile pictures can be used.	
I want to learn more about tactile pictures.	

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