



CASTA

Communication and Socialization through the Arts: A Multidisciplinary Approach for Students with Autism

Workshop 3 April 3 and 7, 2009

COMPOSING WITH DIFFERENT PITCHES

These activities use “pitched” instruments: resonator bells and Boomwhackers.

• COMPOSING WITH PITCH “MUSICAL CHAIRS”

Please refer to the handout for **CASTA Workshop 2** for “Composing with ‘Musical Chairs’” instructions.

Example – could be either resonator bells or Boomwhackers (bird’s-eye view of chairs):



• COMPOSING WITH CARDS

In this exercise, you can use either a blank card or a “STOP” card to indicate silence. Cards can be laminated and Velcroed for ease of use.

1. **Cards:** Make photo cards of the Boomwhackers or the resonator bells, or else use cards with corresponding colors.
2. **Compose and play:** Put cards in a sequence. Each player has a different instrument (pitch) to play, and must wait their turn to play at the appropriate time.
3. **Variations:**
 - Add in silence cards (blank, or “STOP”). Students can compose by selecting the sequence of “sound” and “silence” cards.
 - Very advanced students may be able to play two or more different instruments (pitches) in the sequence.
 - To create a lasting composition, you can mark down the appropriate color sequence with markers on a paper, rather than using photo or color cards.

MASKING TAPE MURALS

These activities can be done in groups ranging from partners to whole-class.

• COLORED TAPE MURAL ON POSTERBOARD

MATERIALS NEEDED:

Colored masking tape in a few different colors, posterboard (dark colors work well, but anything will do).

1. Get a piece of tape:

- Offer Student A a choice of colored tape rolls (limit number of choices as necessary).
- While Student A holds the end of the tape, the teacher holds roll.
- Student A pulls tape from roll, while the teacher holds it. The teacher can say “go” and “Stop” if desired. The teacher tears the tape off.

2. Placing tape (in partners):

- While Student A continues to hold their end, the teacher gives the other end of the tape to Student B.
- Students A and B work together to press the tape onto the poster board.
- Repeat the process, adding to the poster board to create an abstract mural.

SHAPE VARIATIONS:

1. **Cardboard Guide:** The teacher makes a cardboard shape (triangle, square etc.) and students trace around it . Then, they can try to put the tape on the triangle line.
2. **Shapes with No Guide:** Students can be instructed to make a triangle, square etc .without any cardboard guide, using only the masking tape.

• TAPE MURAL ON CANVAS

MATERIALS NEEDED:

Heavy-duty masking tape, canvas large enough for several students to work on at once, tempera paint or liquid watercolors, paintbrushes

1. **Place your tape:** Students create a tape mural on the canvas as described in the above activity, “Colored Tape Mural on Posterboard.”
2. **Painting:** Students paint the canvas, painting over the tape
 - Tempera paint becomes opaque when it dries.
 - Liquid watercolors are transparent when they dry.
3. **Take up tape:** After the paint is dry, students pull the tape from the canvas. This step can be skipped if you like the look of the piece with the tape still on it!

FLOOR MAPS

All of the following activities can be done while music is playing on the CD player.

1. Tightrope:

- Students put a long piece of masking tape on the floor – one holds the tape, and the other smooths it down on the floor.
- Students take turns “walking the tightrope.” If necessary, someone can walk beside them, offering an arm for support. DO NOT hold the student; let the student hold on to you.
- TIP: Look at the end of the tape while walking (rather than looking straight down or around the room).
- VARIATIONS: Walk backwards, crawl, hop, walk sideways, wiggle, skip, go fast, go slow, dance, jump

2. Parallel Lines:

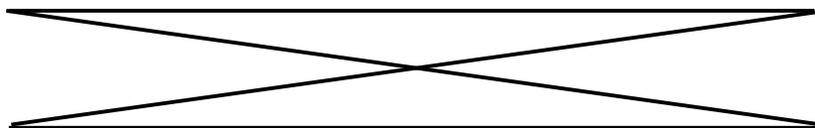
- Students put down another long piece of masking tape, parallel to the first piece, and about 2 feet apart .



- Students may walk with one foot on each line, or walk along one line and then cross over and walk back on the other line.
- WITH A PARTNER: With one person on each line, hold hands and walk down the lines.
- WITH A PARTNER: With one person on each line, face each other and make eye contact while side-stepping down the line.
- Half the students on one line, half on the other, facing each other, then – SWITCH lines!

3. Diagonal Lines

- Add lines from corner to corner of the parallel lines, making an “X” inside:



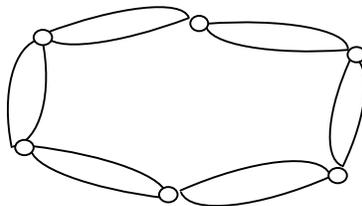
- Two students go on the lines at a time – students can walk on any line, but cannot go around one another (i.e., if they meet, they have to turn around and go in another direction)

FUN WITH FABRIC

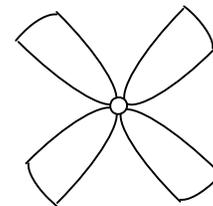
For these activities, use large, colorful chiffon scarves. Any of these activities work well when done to music.

1. **Toss the fabric:** The teacher or paraprofessional tosses the fabric to students. This strongly encourages engagement, as the student may choose to catch and interact with the fabric and/or the person throwing it.
2. **Exploring the fabric:**
 - Cloth can be put on the table or floor; it's very satisfying to feel and swish around.
 - Students may blow on the cloth, or look through it
 - Students or teachers may shine a flashlight through the cloth.
3. **Under the fabric:**
 - The teacher and student can both be under the cloth together.
 - Students also really enjoy being under the fabric while others move it up and down over their heads.
 - "Dragon Dance:" All go under the cloth while adults hold it. They are quiet when the cloth is down, and when it goes up, they all roar
4. **Working together with fabric:**
 - Two or more students can each hold an end of the cloth, and can move it up and down together.
 - Put a balloon (or a favorite object) in the middle of the scarf, and make it go up and down.
 - Tie scarves together in a circle; everyone holds on and lifts them up and down (Example A)
 - Tie scarves together in the middle, making a pinwheel; everyone holds on and lifts them up and down (Example B).

Example A



Example B



5. Fabric and Tubes:

- Stuff the cloth into Boomwhackers. Students then shake the Boomwhacker in the air and the cloth comes out.
- "Beading" with T.P. rolls – students can pass the scarves through toilet paper or paper towel rolls.

RIBBON WANDS

These activities work best while playing music on the CD.

1. **Choosing ribbon wands:** Students choose a wand, one at a time.
 2. **Arrows:** (Note: Arrows are included at the end of this handout)
 - Straight Arrow: Turn this arrow card different ways – UP, DOWN, LEFT and RIGHT to tell the students to move their wands in these directions
 - Circular Arrow: Students move their wands around and around.
 - Eventually, a student may be able to lead this part.
 3. **Switch Hands:** Students repeat this activity, holding wands in the opposite hand.
- **PERFORMING WITH AN “ORCHESTRA”**
1. **Choosing an instrument:** Lay out six or more different kinds of instruments. Students each get to choose the instrument they would like to play. One student will have a turn to be the ribbon wand performer; this student does not choose an instrument.
 2. **Play music on the CD:** Students with instruments play along to recorded music on the CD. They are the “orchestra.”
 3. **Ribbon Wand performer:** The student with the ribbon wand gets to perform to the music. They may use one wand, or two (one in each hand).
 4. **Take turns:** The student with the ribbon wand switches places with one of the other students, taking over their instrument in the “orchestra.” Play continues with the new ribbon wand performer.



