

Fine Motor: Drawing Simple Pictures

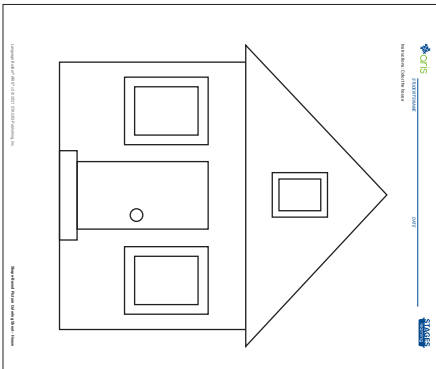
Student will learn to draw simple pictures without the assistance of tracing lines.

Suggested Materials

- ★ Pencils or crayons
- ★ Paper
- ★ Sample images

Simple pictures that can be drawn by using shapes:

- ★ Cat face with triangle ears and nose, circle eyes, and line whiskers
- ★ Flower with circle center and oval petals
- ★ Face with shapes for features
- ★ Square house with triangle roof, rectangle door, and rectangle windows
- ★ Tree with a rectangle trunk/branches and oval leaves
- ★ Stick figure person with rectangle body and circle head
- ★ Cars or trucks with rectangles and circles
- ★ Train with rectangles and triangles
- ★ Plane with ovals



Student:

Projected activities for: ___/___/___ to ___/___/___

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | | | |

IEP Goals

1. Given an example to copy, [Student] will draw simple pictures comprised of known shapes, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
2. [Student] will draw 5 different simple freehand pictures comprised of known shapes, given verbal direction by an instructor for which shapes to draw to make the picture, in 4 out of 5 trials, with [no more than ## or zero] physical prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
3. [Student] will independently draw 5 different simple freehand pictures comprised of known shapes, given verbal direction by an instructor, in 4 out of 5 trials, with [no more than ## or zero] physical prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
4. Given an example to copy, [Student] will draw simple freehand pictures, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
5. [Student] will independently draw simple freehand pictures, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

Notes

Fine Motor: Drawing Simple Pictures

116 of 202

Lesson Focus

Student will learn to draw simple pictures without the assistance of tracing lines.

Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist and will gradually transfer to more natural settings, such as play or art time.

Location

This lesson is intended as an indoor, classroom setup activity in which the teacher and student are across from one another at a table and can transition to more natural settings, such as art class, when appropriate.

Preparation

Bring to the table a few sheets of plain paper and jumbo, triangular-shaped or traditional crayons, markers, pens or colored pencils. If you are using simple images as an example for students to follow, you can make copies of the activity sheets in the copies of the activity sheets in the Reproducible Activities Book.

Procedures

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Place the writing implement and a blank paper on the table in front of the student.
4. Give the instruction: "Draw a house," or "Draw a flower."
5. Prompt if necessary.
6. Wait for the student to pick up the writing instrument and draw the picture indicated.
7. Reinforce the student.



Prerequisites

The prerequisites for **Lesson 116: Drawing Simple Pictures** include:

- ★ **Lesson 50:** *Drawing Lines & Shapes*
- ★ **Lesson 52:** *Tracing Simple Pictures & Dot-to-Dot*

Standards

Head Start

- ★ P-PMP 3
- ★ P-MATH 9

Common Core

- ★ CCSS.Math.Content.K.G.B.5

ABLIS-R

- ★ Z20

VB MAPP

- ★ W 12-f

Record Keeping

Data Sheet

- ★ *Skills-Based Lessons*

Home Communication Sheet

- ★ *Emerging & Maintaining Skills*



Teacher Tip

Are you "art challenged?" There are a few great resources designed to teach children to draw. Bonus: You may learn a thing or two, as well! Check out:

- ★ *Drawing with Children* by Mona Brookes
 - www.monart.com
- ★ *The Young Rembrandts* series on YouTube
- ★ www.thegluckmethod.com/art-of-drawing-kids
- ★ www.theartofeducation.edu

For more suggestions, visit www.stageslearning.com/teaching-art-autism.

Lesson Progression

Copy Simple Shape-based Pictures

- The student has already learned to draw shapes, so it may be easier for some students to begin drawing pictures that build on these shapes.
 - » Examples:
 - › A house can be a square and a triangle.
 - › A sun can be a circle with triangles.
 - › A flower can be a circle and ovals, a line for a stem, and triangle leaves.
 - › A cat's face can be with a circle head, small triangles ears, an upside-down triangle nose, circle eyes, and lines for a mouth and whiskers.
 - » Use the activity sheets in the Reproducible Activities Book as examples, or draw your own simple, shape-based picture examples.
 - » Have the student copy the simple pictures on a separate sheet of paper.
 - » As the student successfully progresses with pictures using simple shapes, introduce drawings that require more shapes.

Drawing Independent Shape-based Pictures

- Once the student becomes successful in drawing simple shape-based pictures when looking at a sample, have the student attempt to draw simple pictures without a picture example.
- You can prompt them: "Draw a circle for the head. Draw two triangles for the ears." ...etc.

Copying Freehand Pictures

- Introduce pictures for the student to copy that are less shape-based and more natural.
- Use the activity sheets in the Reproducible Activities Book as examples, or draw your own simple picture examples.
- Have the student copy the simple pictures on their own sheet of paper.

Drawing Independent Freehand Pictures

- Work toward the student drawing more independently and creatively.
- You can always bring back a sample picture if the student needs inspiration.

Generalization

Once the student can successfully draw some simple pictures in a formal lesson setting:

- Have the student practice drawing with another staff member.
- Have the student practice drawing more complex pictures.
- Have the student practice drawing pictures using different writing instruments and on different mediums (crayons, markers, chalk, paper, whiteboard, chalkboard).
- As with previous fine motor art-related lessons, incorporate the student's newfound skills into free time, art lessons, and other appropriate classroom activities. Remember, it's okay if the rest of the class is doing a more elaborate art project. If the student is experiencing success drawing simple pictures, this is a good activity for them to do during art time.
- If the student seems to enjoy or excel at drawing, deepen the lessons, referring to Mona Brooke's Monart Method or other resources listed in the Teacher Tip section and referenced web resource.
- Communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Skills Home Communication Sheet*, so parents can encourage drawing at home or in other environments outside of school.

Whole-Child Lesson Ideas

Complete the Doodle

Try this activity for a more open-ended drawing challenge. Gather a few sheets of paper. On each blank piece of paper, draw one shape or squiggly line. Let the student complete the doodle, adding features to make an animal or whatever they would like to draw. You can also reverse roles, letting the student create the opening shape/line with you completing the doodle. If this is challenging, you can support the student by providing a picture of what the final doodle could look like.

Prompting

Suggested prompt ideas, in general from least to most invasive:

1. Place only the plain paper, sample image, and writing instrument on the table.
2. Glance toward the writing tool and repeat the instruction.
3. Model drawing the picture by drawing 1 shape at a time.
4. Point to the first shape the student should draw and the start of the paper where the student should begin.
5. Hand the writing tool to the student and repeat the instruction, breaking it down shape by shape.
6. Place the student's hand with the writing tool at the start of the paper. Guide the student to draw the first shape.
7. Hand over hand draw 1 shape at a time until the simple picture is completed.

Next Steps

Once the student can draw simple pictures, you can work their drawing skills into:

- ★ **Lesson 120: Art Projects**





Skills-Based Lessons DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

| Prompt Codes | | | | Notes |
|--------------|----------------|----|------------------|-------|
| V | Verbal | FP | Full Physical | |
| PV | Partial Verbal | PP | Partial Physical | |
| M | Model | G | Gesture | |
| PM | Partial Model | L | Location | |

Command: _____

Desired Response: _____

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

| Date: _____ | Staff Initials: _____ | Notes: _____ | | | | | | | | |
|----------------------|-----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Time Started: _____ | | | | | | | | | | |
| Time Finished: _____ | % Correct: _____ | | | | | | | | | |
| Trial | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Response | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P |
| Prompt Code | | | | | | | | | | |

| Date: _____ | Staff Initials: _____ | Notes: _____ | | | | | | | | |
|----------------------|-----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Time Started: _____ | | | | | | | | | | |
| Time Finished: _____ | % Correct: _____ | | | | | | | | | |
| Trial | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Response | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P |
| Prompt Code | | | | | | | | | | |

| Date: _____ | Staff Initials: _____ | Notes: _____ | | | | | | | | |
|----------------------|-----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Time Started: _____ | | | | | | | | | | |
| Time Finished: _____ | % Correct: _____ | | | | | | | | | |
| Trial | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Response | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P |
| Prompt Code | | | | | | | | | | |

| Date: _____ | Staff Initials: _____ | Notes: _____ | | | | | | | | |
|----------------------|-----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Time Started: _____ | | | | | | | | | | |
| Time Finished: _____ | % Correct: _____ | | | | | | | | | |
| Trial | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Response | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P | + - NR P |
| Prompt Code | | | | | | | | | | |