

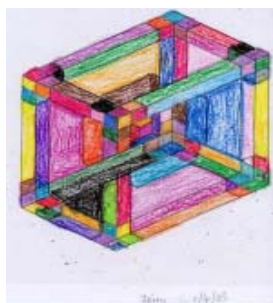


This artist had problems understanding the difference between foreground and background views.

background views.

Although he was already an accomplished artist, his visual

perception was limited to a flat screen image.



Operating a computer had only opened up his creative abilities.



Working just once a week with other mediums on geometric and 3D shapes enabled

this

artist to extend his ideas and improved his overall confidence in his abilities.



My Special Art Development Program was originally developed as a tool for me to help an autistic person's visual and perceptual understanding in a range of activities.

Using ideas drawn from special education experts from around the world, I have molded their skills around my own skills as a visual artist and my own background as an educator.

The mind is a pattern. Like a puzzle, sometimes there are pieces of the pattern missing. Besides using the fine motor skills of various methods of application in painting and drawing, I teach the participants to focus on pattern separation, color usage to highlight recognised patterns and to build new patterns on top of original ideas.

The creative skill within any individual, once tapped, spills out into their own social environment as they learn to recognise that patterns can be used in dealing with everyday issues.

Course lengths:

One session = one and half hours.

4 Sessions. 8 Sessions. 12 Sessions.

Cost: \$20 per person per session.

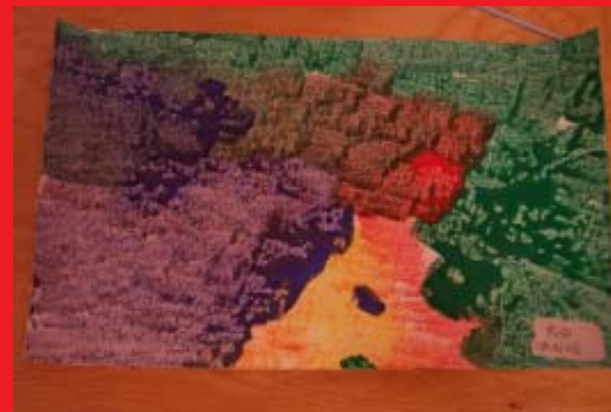
Special Group rates available.

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Special Art Development Program

by

Carolina Shrewsbury





The artist here was very unsure of her abilities at her first session. Her applications were hesitant as her focus was more on her verbal skills. She would wonder off her own application to concentrate on

what the other participants of the class were doing.

During the third session she became aware of another dimension within the pattern she was coloring in. She became quiet and spent a long time picking out squares to see if she could make them into cubes.



A later session in coloring random shapes

shows her new understanding of developing something else within a shape using her own ideas.



During each session, after following a pattern, artists are encouraged to try a multi-media of materials to build their own pattern. This artist's favorite shape was hearts. By the end of the three month course, she was able to pre-draw and cut out her shapes, arrange and layer them using a perspective she had not previously used.



Unable to hold a pencil, this artist's first attempt shows more interest in a marking than the subject.

To accommodate the interest in marking as well as

encourage a focus on shapes, I first offered him different colored crayons one at a time, then I gave him cut out shapes with pictures in them with a brush and glue.



After a few sessions, this artist learned to hold a pencil correctly, chose his own colors and carefully colored in shapes within shapes.

This artist was non-verbal but very observant. He was also not responsive to invasive instruction but he enjoyed watching me work. Eventually, using skills developed from pattern making he drew his first recognizable objects.



On this artist's first attempt, he picked only dark colors and layered one over another on top of his pre-drawn shapes. He forgot anything was there once the first layer of color was applied. I worked with him cutting up shapes and separating them, coloring each one in separately then piecing them together.

In later sessions, we worked in large format with big drawn out four-sided shapes



Gradually, over time, he was able to work with smaller formats and eventually grew away from the compulsion for covering everything over. He still prefers darker colors but he will have a brighter color somewhere as a focus point in his work and surround it with his dark colors, varying them like shadows, he is also now making his own borders by finishing shapes.



