# Lesson 2: PIAF Tactile Embosser as Art Tool (Middle School)

## Objectives:

This lesson introduces the use of the PIAF tactile embosser [Pictures in a Flash tactile graphic maker] for creative and artistic purposes. Students who are blind/visually impaired can discuss qualities of and develop criteria for tactile art and how these aesthetic criteria might differ for sighted audiences. Students will begin to understand how to manipulate textures and how to coordinate/contrast/use these with other art elements (such as color, size, and shape).

## National Arts Standards:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

* VA:Cr1.1.5a: Combine ideas to generate an innovative idea for art-making.
* VA:Cr1.1.6a: Combine concepts collaboratively to generate innovative ideas for creating art.

Anchor Standard 2: Organize and develop artistic ideas and work.

* VA:Cr2.1.5a: Experiment and develop skills in multiple art-making techniques and approaches through practice.
* VA:Cr2.1.6a: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design

## Enduring Understanding:

* Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
* Creativity and innovative thinking are essential life skills that can be developed.

## Essential Questions:

* What conditions, attitudes, and behaviors support creativity and innovative thinking?
* What factors prevent or encourage people to take creative risks?
* How does collaboration expand the creative process?
* How do artists work?
* How do artists and designers determine whether a particular direction in their work is effective?
* How do artists and designers learn from trial and error?

## Materials:

* PIAF printer
* PIAF printer paper
* Black markers of varying widths (not fine-tip or black pens)
* PIAF-printed examples with lines of varying thickness
* Crayons, markers, paints

## Directions:

Introduce and describe the PIAF printer. <https://store.humanware.com/hus/piaf-picture-in-a-flash-tactile-graphic-maker.html>

1. Circulate and describe example pages.
2. Provide students with individual sheets of paper and assorted markers.
3. Encourage students to experiment with different kinds of lines, varying the length, thickness, shape, size.
4. Process drawings through the PIAF printer.
5. Share and discuss.
6. Discuss the role of color versus texture in arts for people who are and are not blind or visually impaired.

## Extension Ideas:

* Provide students with PIAF-printed images to use with paints, markers, or crayons.
* Have students create their own PIAF-printed art pages.
* Have students focus on using texture as a significant feature of the tactile drawings.
* Develop and apply aesthetic criteria for PIAF art.
* Create a PIAF coloring book template for use with younger children.
* Create a gallery show and create audio guidebook materials.

## Additional Questions:

1. How can you use texture to signify differences in tactile images?
2. What happens when students use tactile textured images for making art?