

SAMPLE ART ACTIVITIES

PAINTING

Purpose	Motivation/Discussion	Materials/Resources/Process
1. Tools and Paint Mixtures		
<ul style="list-style-type: none">• To introduce children to the physical qualities of paint.• To give children opportunities to experiment with marks that various tools can make.• To help children learn that colours can be mixed together to create new colours.	<ul style="list-style-type: none">• Explain that paint is usually mixed with water, but it can also be combined with other materials to create different textural effects.• Explain that almost anything can be used as a painting tool. Marks can be thick or thin, textured or smooth, straight or crooked.	<p>Materials: Tempera mixed with a little water, a lot of water, liquid detergent, wallpaper paste, sand, etc.</p> <p>Tools: Fingers, feathers, sponges, Q-tips, large and small painting rollers, toothbrushes.</p> <p>Process: Have the children mix paints with water and other materials. Use various tools to make different marks and textures. (At times, provide a wide range of colours, at other times, limit the range to two or three hues.)</p>
2. Surfaces, Sizes, and Shapes		
<ul style="list-style-type: none">• To encourage children to consider the shape and size of a paper while painting on it.• To encourage children to explore painting on different textured surfaces.• To provide a 3-D experience: children paint inside, outside, and all around their work.	<ul style="list-style-type: none">• Have children discuss large and small paper shapes.• Have children feel and describe paper textures.• Explain that when a room, furniture, or a house is painted, it must be covered on all sides, because we see all sides.	<p>Materials: Large and small pieces of paper cut into geometric and organic shapes. A variety of textures: corrugated cardboard, manila cream paper, tissue paper, newspaper, wallpaper, egg cartons. Paint and painting tools (see above). Large boxes from appliance stores.</p> <p>Process: Have children cut holes in boxes for windows and doors. Use large brushes and rollers with premixed tempera paints.</p>

DRAWING

Purpose	Motivation/Discussion	Materials/Resources/Process
1. Drawing Materials		
<ul style="list-style-type: none">• To help children observe and describe the different characteristics of lines and marks that can be made with drawing materials.• To give children varied opportunities for drawing.	<ul style="list-style-type: none">• Have children experiment with lines and marks that can be made with a crayon, pencil, pastel, and marker.• Have them use their fingers to "draw" lines in the air.• Have children look at and discuss reproductions of line drawings by artists.	<p>Materials: Crayons, pencils, nontoxic felt markers, oil pastels. (Have crayons and pencils available at all times.) Papers, newsprint, coloured paper, bond paper, craft paper. A variety of sizes should be available at all times. Newsprint is fine for general use.</p> <p>Process: Have children make many different marks and textures using various materials.</p>
2. Idea Starters		
<ul style="list-style-type: none">• To offer children ideas that can be developed through drawing.	<ul style="list-style-type: none">• Help children make idea-starter pages. Glue something, or make a line or a mark on a page: a small piece of a magazine picture, a glued-down piece of yarn, some seeds, a piece of fabric.	<p>Materials: Magazines, found objects, glue, art paper, pencils, felt pens, crayons.</p> <p>Process: Have children cut out and glue one item to a piece of paper. Use this object as a visual cue for making a drawing. Have them make up a story about it.</p>

CLAY

Purpose	Motivation/Discussion	Materials/Resources/Process
1. Introduction, Clay for Play	<ul style="list-style-type: none">• Explain that clay comes from the ground. When it is moist, it can be shaped. When it dries, it hardens and can be fired to be made even harder. Many things are made from fired clay.• Explain that clay can be used to make many things, and that it can be reused.	<p>Materials: Moist clay. Canvas or newspapers to cover tables. Assortment of clay tools, found and bought.</p> <p>Process: Have the children play with clay to become familiar with its qualities. They can use fingers and tools to pound, roll, squeeze, cut, and texture the clay.</p>
2. Model, Shape, Construct	<ul style="list-style-type: none">• When children are ready, show them various clay techniques: pinch methods, coil-building, modelling, slab-building.• Show and discuss pictures of things made with clay: local pottery, South American figurines and animals, Navajo pottery.	<p>Materials: Same as Clay 1.</p> <p>Process: Have the children make a pinch pot by rolling clay into a little ball, pressing thumbs into centre, and pinching around. They can do coil-building by rolling out "snakes", and coiling and piling them on top of each other. Or, they can flatten clay into slabs, cut pieces out, and assemble them.</p>

COLLAGE

Purpose	Motivation/Discussion	Materials/Resources/Process
1. Colours and Papers	<ul style="list-style-type: none">• Have children view, handle, and discuss the thickness and texture of paper and cellophane. Have them try to look through them.• Discuss colour changes as different colours of tissue and cellophane are glued over each other and other paper.	<p>Materials: Scraps of coloured cellophane, tissue paper, bond paper, and construction paper. (Restrict the colour range to red, yellow, and blue [primary colours] to encourage mixing.) Cream manila or white cartridge paper. Thin glue, paste or liquid laundry starch. Glue brushes.</p>
2. Texture, Nature, Classification	<ul style="list-style-type: none">• Have children collect many collage materials from the natural environment and the home.• Discuss their qualities. Sort into various categories; e.g., round things, rough things, natural things.• Have children select the topic.	<p>Materials: Fabric scraps, buttons, ribbons, string and yarn, wood scraps, sawdust, sandpaper, leaves, rocks, grasses, feathers, pictures, paper, wrappings, packages, etc. PVA or white glue, paste or flour and water. For lightweight collages, use pieces of old boxes.</p> <p>Process: Have the children glue collage materials on background paper.</p>

FABRICS AND FIBRE

Purpose	Motivation/Discussion	Materials/Resources/Process
1. Collages and Sewing		
<ul style="list-style-type: none">• To help children develop visual and tactile awareness of fabrics.• To teach children that fabrics are used to make many things: clothing, curtains, rugs, upholstered chairs, soft toys, etc.	<ul style="list-style-type: none">• Have the children examine and discuss a variety of fabrics. Unravel fabrics to discover their structure.• Ask children to collect fabric scraps. Classify according to colours and textures.• Have children examine warm clothes and cool clothes.• As a class, examine warm clothes and cool clothes.	<p>Materials: All types of fabric scraps - loosely woven cottons, knitted and quilted fabrics, fake furs, polyester, etc. (Glue stiff cardboard for a collage base.)</p> <p>Process: Have the children practice sewing scraps together. Make texture collages. Make pictures, using a fabric scrap as an idea-starter (see DRAWING).</p>
2. Sewing and Weaving		
<ul style="list-style-type: none">• To help children develop visual and tactile awareness of fibres.• To teach children how fibres are used to make yarn and cloth, and how yarns are used for sewing things together.	<ul style="list-style-type: none">• Have children experiment, and discuss how individual fibres can be twisted and spun into yarn.• Discuss textures and colours of spun yarn.• As a class, examine loosely woven cloth and simply sewn clothing.	<p>Materials: Unspun wool or hemp, loosely spun wool and string; yarns of various textures, thicknesses, and colours; burlap or other loosely woven cloth; glue. Large blunt darning needles.</p> <p>Process: Have the children experiment with finger spinning. Glue yarn onto burlap for yarn pictures. Practice simple sewing and stitchery or simple cardboard loom weaving.</p>

CONSTRUCTION

Purpose	Motivation/Discussion	Materials/Resources/Process
1. Boxes and Other Cardboard Containers	<ul style="list-style-type: none">• Have the children collect cardboard boxes and containers of all shapes and sizes.• Discuss with the children things that can be made by assembling boxes; e.g., houses, monsters, vehicles, space ships.• Have the children experiment and invent various ways of attaching boxes to each other, using glue, tape, wire, etc.	<p>Materials: Cardboard boxes and containers, glue, scissors, craft tape, masking tape, stapler, soft wire and/or string, small keyhole saw, utility knife (for teacher's use only), paints, brushes.</p> <p>Process: Have the children play and experiment with materials and ways of attaching them. Encourage children to ask for help when they need it.</p>
2. Wood	<ul style="list-style-type: none">• Explain that wood comes from trees. It can be in many different states: larger boards, small boards, rough or smooth, hard or soft, sawdust, wood shavings.• Explain that wood can be glued and nailed, sanded and sawed into pieces.• Demonstrate how tools must be used safely and correctly.	<p>Materials: Large variety of wood scraps, white glue, nails, sandpaper, hammer, saw, vice, work bench or a sheet of plywood on the floor for working space.</p> <p>Process: Have children assemble and glue wood scrap sculptures. Nail pieces of wood together. Learn and practice how to handle the saw. Assemble, glue, and nail together own inventions.</p>

ART APPRECIATION

Purpose	Motivation/Discussion	Materials/Resources/Process
1. Art Appreciation <ul style="list-style-type: none">• To help children make body expressions of their impressions of painting and sculpture.• To encourage them to discuss the subjects and ideas seen in paintings and sculptures.• To develop children's awareness of ideas and feelings found in paintings and sculptures.	<ul style="list-style-type: none">• Explain that there are many ways of experiencing art works.• Show how to make body movements which imitate movements seen in a painting or sculpture.• Help the children make up a story about the person who created it.• Describe the shapes and colours in a piece.• Play appropriate music while viewing art works.	<p>Materials/Resources: Trips to museums and art galleries. Slides and poster-size reproductions. Works by other children and themselves.</p> <p>Process: Look at and discuss various examples with the children. Discuss how the art works make children feel, which ones they like and why.</p>
2. Art Appreciation <ul style="list-style-type: none">• To help children develop awareness of what other people create in art and craft.• To help them to understand that art is a part of culture.	<ul style="list-style-type: none">• Invite a visiting artist or craftsperson to talk and demonstrate for the children.• Bring one or two real pieces of art or craft work to the classroom. View, touch (if appropriate), and discuss. Tell the children about the piece.	<p>Materials/Resources: Visiting Artists Program (VAP). Local artists and craftspeople. Demonstrations at local fairs, festivals, and craft shows. Inuit, native, and other ethnic art and craft works. Works by local artists, friends, or relatives.</p> <p>Process: Describe, analyze, and evaluate examples with children.</p>