OUTCOMES:
• Will learn the disciplines of art media through the use of paste, clay, glue, manipulative objects, paints, crayons, pastels, variety of paper, cardboard and gadgets,
• Will take home examples of art activities using a variety of media and techniques.
• Will receive a hand out connecting the California Standards to the art activities experienced.

LEARNING GOALS:
• To actively involve themselves in a variety of art media
• To learn that art activities extend and enrich the core curriculum
• To experience the joy of creative expression that is unique to each participant

LEARNING CENTERS

• MURAL
STANDARDS: Physical Science 1 (properties of materials); Life Science 2 (different types of plants and animals inhabit the earth); Earth Science 3a (characteristics of oceans) Visual Arts 2.1 (create three dimensional arrangements)
PROCESS: After listening to nonfiction books about life under water and/or a trip to an aquarium, the children use a variety of materials to create underwater plants and animals.

• FEET MULTI STEP ACTIVITY BASED ON “A SNOWY DAY”
STANDARDS: Mathematical Reasoning 8.1 (decide the approach, materials & strategies to use); Reading 3.0 (respond to stories based on well known characters, themes, plots & settings); Visual Arts 4.3 (discuss what they like about their own works of art)
PROCESS: Dip a shoe in white paint. Imprint the sole onto dark construction paper as the basis of a snowman. When dry add various bits of paper or other materials to decorate your snowman. Extension: Use this activity as a two-day project. On the first day compare and contrast the many designs of the soles. Follow this up by using collage materials to create unique snowmen.
• CARDS
STANDARDS: SOCIAL SCIENCE 6 (events honored in commemorative holidays); Visual Arts 2.2 (demonstrate beginning skill in use of materials)
PROCESS: Create a greeting card by printing a design on the outside cover using sponges. Extension: Insert a piece of art or photo into the interior frame.

• LINES
STANDARDS: Writing 1.3 (moving left to right, top to bottom); Math 6.2 (describe features of common plane objects); Visual Arts 2.2 (beginning skill in use of materials)
PROCESS: The student makes a variety of lines using crayons or oil pastels to create rows of lines and geometric shapes. Use watercolor paints to make a “wash” to brush over each line.

• COLOR MIXING
STANDARDS: Reading: Vocabulary and Concept Development 1.18 (describe common objects in general & specific language); Visual Arts 2.3 (experiment with colors)
PROCESS: Introduce specific terms “tints” “shades”. Put a small amount of chosen tempera paint in a small container or plate (“palette”). Paint a stripe of that color on white paper. Add small amount of white paint to the original color. Swipe another stroke of the new color onto the paper. Continue to add white paint and swipe the paper until the paper is covered with a variety of stripes. Voila! The student creates gradations of color called tints. Using another piece of paper begin the process again by adding black paint to the original color creating gradations called “shades”. Best done as a two-day activity.

• CO–OPERATIVE ART ACTIVITY BASED ON “CAPS FOR SALE”
STANDARDS: Reading 3.0 (literary response and analysis); Social Studies K.3 (match simple descriptions of work that people do & names of related jobs in the local community); Visual Arts 1.1 (discuss visual perceptions)
PROCESS: Mount a vertical piece of paper on the wall. Using black markers draw a face to resemble the peddler in the story. Individual students continue to add caps of various designs. Extension: Can be used in early grades as a counting lesson or an addition exercise of “one more”.

• MODEL MAGIC
STANDARDS: Reading: Listening and Speaking 1.2 (share information and ideas, speaking audibly in complete, coherent sentences) 2.1 (describe things e.g. size, shape); Visual Arts 2.7 (create a three-dimensional object); 4.4 (select works of art by others and tell what they like about them); Physical Science 1.b (properties of materials can change)
PROCESS: Using air-dry clay, provide a lump for each student. Encourage the students to explore the material making “balls” and “snakes”. Then allow time for the students to create original objects.
• ROLL UP NEWSPAPERS
STANDARDS: Math 5.1 (compare length and weight); Math 6.2 (compare familiar plane and solid objects by common attributes); Visual Arts 1.3 (describe objects by relative size); Visual Arts 2.7 (create a three-dimensional form)
PROCESS: This works well as a small group activity. Provide a cardboard base for the ever-growing construction activity. Roll newspaper sheets into cylinders. Glue or staple the tightly wrapped sheets. Attach the elongated newspapers by cutting about one inch into the end of one cylinder and overlapping the other cylinder. Join cylinders together with masking tape. When completed, the construction may be spray-painted. Variation: Use straws instead of newspaper.

• PATTERNS IN ART
STANDARDS: Math Data Analysis 1.2 (extend simple patterns); Math Reasoning 1.2 (use manipulatives to model problems); Visual Arts 2.1 (create three-dimensional arrangements)
PROCESS: Use real Pattern Blocks to design patterns around a selected picture. Replace the blocks with precut papers in pattern block shapes. Extension: For larger pieces of art i.e. a mural, handprints make an interesting frame. For smaller pieces of art, alternating corks and forks can be used to print a frame.

An Effective Classroom Art Program
Adapted from “Art Really Teaches” 2nd Edition

An effective art program validates children as artists and creators as it relates to and reflects their interests, choices and judgment. It helps children become independent and develop a sense of responsibility for the materials used and for maintenance of their workspace. They are encouraged to appreciate the color, form and balance in the art of master artists who represent the multicultural diversity of the world. Children then develop their own art concepts that reflect their thoughts and feelings, the joy of learning and a sense of wonder in the beauty of the world.

In an effective art program the artwork shows a balance between child-initiated and teacher-initiated activities. The process of learning with art is valued over the product. Art activities contribute to cognitive competencies including spatial relations, number classification and abstract symbolism. Children develop self-esteem as their creative expressions are encouraged and valued.

An effective art program allows for free experimentation and exploration that leads to the discovery of the possibilities and limitations of each material. Though the teacher may introduce materials and techniques, the child is encouraged to use them creatively. The inclusive art program encompasses planned activities, repeated exploration and chance learning.

Art opens the door to other learning and can provide a unique relationship with music, science, social studies, language arts, math, geometry, and physical education. The children are involved in every part of the art process including the preparation, exploration of the materials and cleanup.