

OODLES OF ART!

Creative, Imaginative, Fun



Playing is Learning!

Explore and learn about lots of “really cool” new art materials, unique paints, and collage stuff that will develop children’s sensory awareness and expand their imaginations. Whether you’re “artistic” or “artistically challenged,” learn how you can provide a stimulating art environment that will spark children’s creative energy and joy for art.

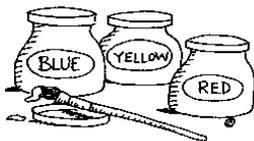
ART EXPERIENCES

Child-Centered

- Are creative, unique, original
- Are diverse and individual like the children who create them
- Are open-ended and unstructured
- Are child-centered and child-directed
- Come from within the child
- Involve much child input
- Empower children who say, “Look what I made by myself.”
- Involve self-expression
- Foster autonomy
- Are process-oriented
- May not be recognizable
- May not appeal to adults because the finished product may not be recognizable
- May not be useful or practical
- Are success-oriented, no fear of failure
- Empower children to decide on content
- Please the child
- Need open blocks of time
- Involve legitimate artistic media

Teacher-Directed

- Are uncreative and resemble each other, appear mass-produced and very similar if not identical to each other
- Are uniform and resemble each other or the teacher standard or model
- Are closed-ended and structured
- Are teacher-centered and teacher-directed
- Involve much teacher input
- Empower teachers who think, “Look what I got all the children to do. Won’t the parents be pleased?”
- Involve copying and imitating
- Foster compliance and following directions
- Are product-oriented
- Are recognizable
- Usually appeal to adults because the finished product is recognizable
- May be useful and practical
- May be unsuccessful if the child is unable to approximate the teacher’s model or standard
- Are decided by the teacher and related to holiday, season, theme, unit of study
- Please adults
- May involve time constraints in giving everyone a chance to make one; the child may be rushed to complete
- May involve consumable and expensive supplies like glitter, feathers, wiggly eyes and fur



Sharron Krull

Teacher • Trainer • Author •
Play Guru • Consultant

2831 Lakeview Drive
Santa Cruz, CA 95062

Office: (831) 713-5323
Mobile: (925) 980-8353
Fax: (831) 713-5324

Sharron@SharronKrull.com

www.SharronKrull.com





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ART MATERIALS

Open-Ended

- Are conducive to creativity
- Have multiple outcomes
- Have many uses
- Are multipurpose
- Are used in many "right" ways
- Are flexible: have a use and purpose determined by THE CHILD!
- Reflect unlimited range of possibilities or options

Close-Ended

- Are conducive to conformity
- Have single outcomes
- Have singular uses
- Have only one purpose
- Are used in only one "right" way
- Are inflexible: have a use and purpose predetermined by adult
- Reflect very limited range, only one possible way

Four Main Areas of Focus for a Good Art Center

1. Easel

- Paint and Paintbrushes...or...sponges, feathers, leaves, tree branches
- Paper—different shapes and sizes—cut space into the paper
- Put chalk or markers in easel cups instead of brushes

2. Free Art Table

- Items for cutting, fastening and attaching—scissors, glue sticks, paste, tape, hole punches, staplers, brads, paper clips
- Mark making tools—crayons, pencils, markers, chalk, do-a-dot markers
- Paper in a variety of shapes, sizes and textures—cardboard, greeting cards, envelopes, graph paper, newsprint, paper bags, manila paper, construction paper, white sulfite paper, tissue paper, crepe paper, cellophane, foil, gift wrap
- Stampers, stamp pads, stencils, rubbing plates
- Collage items—yarn, fabric, ribbon, pom-poms, cotton balls, feathers, foam shapes
- No coloring books or dittos to color in. Children at this age should never be asked to color in or to color in a certain way!

3. Sensory/Tactile Area

- Modeling and Molding Materials—Clay, Playdough, Clean Mud, Flubber, Foam Dough
- Fill a water table or container with items that have tactile and visual appeal—sand, dirt, Flubber, Oobleck, Insta Snow, cornmeal, coffee grounds, water, bubble solution, ice, rice, birdseed, ecofoam, pumpkin insides, shredded paper
- Depending on the contents of the sensory table add—scoops, basters, small shovels, watering cans, buckets, funnels, sifters, squeeze bottles, plastic animals, boats

4. Art Activity Table

This is the area which offers an actual art experience—using different art materials and methods to create—painting, print making, drawing, tearing, cutting, folding, pasting, assembling, constructing

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Guidelines for Successful Art Experiences

Focus on the art process rather than the finished products. Children need and want to create and not be told how to do a project.

Each child who makes a truly creative project will do it differently and there should never be a model to copy. If you must have a model, make at least 2 or 3 so that the children can see that they are all different.

An adult should always be present and sitting with the children at the art activity table—not to do it for them—but to be available to the children—to keep it inviting and tidy. Do not hover over or direct their work.

Keep the experiences simple. These activities should require very little preparation.

Be sure to test the experience to make sure you are using the right kind of paper or the paint is the right consistency.

Respect the work of each child by asking where his/her name should be, or by hanging it freely so that it won't stick to others. Children are very proud of their creative work.

Spills will occur. It's okay! Have the child help you wipe up. This is a natural occurrence during creative expression.

Children will get dirty! Parents should know this from the very start. Suggest old clothes because many children do not like wearing a smock. It interferes with their freedom.

Remember— The more creative the child is, the messier he will be!



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