

Preschool Art Activities Using the Sequence

Grade Level: Preschool Art

Presented by: Marcia Greenwood, Cleveland Elementary, Oklahoma City, Oklahoma
Shannon Winn, Cleveland Elementary, Oklahoma City, Oklahoma

Length of Unit: 6 lessons

I. ABSTRACT

The lessons presented are from the sub-areas: *Examine a work or piece of art by a known artist and create a work "in the style of..." the work examined* and *Look at and talk about works of art, describing the details and story*. Student samples and video complete the unit.

II. OVERVIEW

- A. Identify concept objectives.
 - Art Production
 - Examining and appreciating examples of various art forms
- B. List specific content from the Core Knowledge Sequence to be covered.
 - Examine a work or piece of art by a known artist and create a work "in the style of..." the work examined.
 - Look at and talk about works of art, describing the details and "story" depicted
- C. List skills to be taught.
 - Sensory exploration and manipulation
 - Development of fine motor skills
 - Focusing attention on visual detail
 - Appreciating basic elements of art

III. BACKGROUND KNOWLEDGE

- A. For teachers:
 - Visual Arts Section of the Preschool Sequence and other sections, and *Language Development* and *Knowledge Acquisition and Cognitive Development*
- B. For students:
 - The previous parts of the Preschool Visual Arts Sequence help students discuss art and create art "in the style of."

IV. RESOURCES

Art prints for the Preschool Sequence.

V. LESSONS

Lesson One: Paul Klee

- A. Daily Objectives
 - 1. Lesson Content: Examine a work of art by a known artist and create a work "in the style of" the work examined.
 - 2. Concept Objective: Explore and Create, Using Various Art Forms, Media, and Techniques
 - 3. Skill Objective:

- a. Create nonrepresentational and representational works.
 - b. Look at and talk about works of art.
 - c. Work with other children to create a collective work of art.
- B. Materials:
- Print of *Senecio* by Paul Klee.
- Pencils, one per child.
- Crayons of hot colors (orange, yellow, red) (pink, purplish brown, brown, black and white as well) and cool colors (blue, green, and purple) (brown, black and white as well) in two separate trays, set together for every 4-5 children.
- Two sheets of white drawing paper, one 8 1/2" x 11" and one 9" x 12", for each child
- Glue set up, one for each child
- Scissors, one for each child
- Paint shirts or aprons
- C. List background notes.
- D. Key Vocabulary: art, cut, circle, rectangle, triangle, red, yellow, orange, blue, green, purple, brown, black, white, color, glue.
- E. Procedures/Activities: Create "in the style of" *Senecio* by Paul Klee.
1. Look carefully at the print *Senecio* by Paul Klee.
 2. Review instructions for cutting a circle, the difference between hot and cold colors, and facial structure.
 3. Demonstrate for children by cutting a circle by folding the 8 1/2 x 11 sheet of paper in half-hamburger. Cut again in half--hot dog. Keep the paper folded Then cut a curve from one end point, past the second point, ending at the third point. Be sure to cut the open edges, not the folded edges. Open the folded paper and let the children see the open circle. Have children draw faces with crayons.
 4. To create "in the style of" *Senecio* (making the face look less real) with paint, let children try painting the face only on one side and folding the circle in half lengthwise. This transfers what is on one side to the other. They can then finish out the painting in much the same manner as they did the drawing.
 5. To create a print, use a large plastic lid, like a coffee can lid. Let the children dip the lid into the paint to create the circle for the face. Cut another lid in half and let them dip that lid into a second color of paint. This second lid will be used to print the lower half of the face. This second color of paint will go over the first color. Cut a third lid in fourths. Use the bottom fourth to print a third color on the face. Have a collection of objects and additional colors for children to use to print eyes, nose, mouth, ears, hair, a neck, shoulders.
 6. To create a collage "in the style of" *Senecio*, use the same process of halves and fourths that was used in printing. This time use different colors and textures of papers for the different divisions. It would be interesting to use tissue paper, because of the ways colors would mix when the papers overlapped. The teacher would need to cut the tissue paper, however. Children could cut the circle, half circle, and quarter circle from stiffer paper. To create the features of the face, have a variety of types and textures of paper to choose from. Help children think about how to cut eyes, how to cut noses, how to cut mouths, etc
 6. To create a sculpture "in the style of *Senecio*," help children roll a ball of clay that will fit comfortably in their hands. Let them use their hands together to flatten the ball into a

circle. The teacher talks to them about the 3-D shape (ball) and the 2-D shape (circle). Children notice the differences. The simplest way to make a face in clay is to use two fingers. With the fingers far apart, push in two eyes about a third or half way down the circle. Then use a finger to push in the bottom of the nose. Push the clay up at the same time to make the nose. Then under the nose, push in a hole with one finger. This will be like a mouth singing.

7. Have children follow the routine for cleaning up.

F. Evaluation/Assessment

Children can cut a circle and divide it by folding in half and in half again.

Children understand that Klee used this folded circle to represent a face.

Children choose either hot or cold colors to decorate their drawing of a face.

Lesson Two: Piet Mondrian

A. Objectives

1. Lesson Content: Examine a work of art by a known artist and create a work "in the style of" the work examined.
2. Concept Objective: Explore and Create, Using Various Art Forms, Media, and Techniques
3. Skill Objective: Create nonrepresentational and representational works. Look at and talk about works of art; create a collective work of art.

B. List materials:

Print of *Broadway Boogie-Woogie*.

For printing:

Different size toy cars, one for each child

Blocks of various sizes, at least enough for every child to have 3-4

Primary colors of paint, blue, red, yellow in flat pans

White paper 12" x 18" to print onto

Two buckets, one with clean, damp rags, the other used to clean paint

For Collage:

Different sizes of pre-cut squares and rectangles in red, blue, yellow, and white

Flat pans for holding pre-cut pieces, sorted by color, one of each color for every 4-5 children

Glue in small cups, with glue brush, one for each child (or glue bottles, one for each child)..

Two buckets, one with clean, damp rags, the other to put rags in used rags

White paper 12" x 18" to glue pieces onto, one for each child or--red, blue, yellow, white tape with large pieces of white paper, at least 18" x 24" for small group mural.)

For drawing:

Grid paper, one for each child, with their name on the back.

Pencils, one per child

Red, blue, yellow markers, one of each for each child

For painting:

Boxes of various sizes with tops and bottoms cut out of them

Red, blue, yellow, white tempera paint

Paint set up

Two buckets, one with clean, damp rags, one for used rags

Large sheet of paper, butcher paper 6' long, for large group mural

For sculpture:

Boxes of various sizes or square and rectangular wood scraps

Red, blue, yellow, white tempera paint

Paint tins

Rest of paint set up for cleaning brushes

Large paint brushes at least 1" width, one for each child

Two buckets, one for clean, damp rags, and one for used rags

C. Prepare background notes.

D. Key vocabulary: Art, paint, color, red, yellow, blue, white, rectangle, draw, tape, glue

E. Procedures/Activities

1. Share biographical information about Piet Mondrian.

2. For drawing: draw in the style of *Broadway Boogie-Woogie*. Demonstrate how to make grids. Show grid paper. Add the bright yellow, red, and blue of the painting.

3. For collage: make a collage as you look at *Broadway Boogie-Woogie*. Start by putting 10 different rectangles on paper. Use the tape to make paths between rectangles. Glue down the rectangles. Remember to hide glue.

4. For printing: make a print with ideas from Mondrian's *Broadway Boogie-Woogie*. Dip the wheels of a car in the red paint. Push the car to make paths on the paper. Do this with other colors. Use these blocks to print in the buildings.

5. For painting: work together on one sheet of paper. Pick up a box with the bottom cut out and set it in front of you. Paint inside the box. We fill the space with paint. When we take the box away we have a rectangle remove box to reveal a rectangle shape. Have long, thin boxes to paint paths. Children line up from one end of the long paper to the other to make a path that goes from end to end.

6. For sculpture: make a sculpture "in the style of" *Broadway Boogie-Woogie*. Have lots of newspapers set out to paint on. Paint boxes in red, blue, and yellow. Cover every side, except the bottom. When these are dry, make a city. (Do not use boxes that have a shiny finish. They will not take the paint.)

Follow clean up procedures after each activity.

F. Evaluation/Assessment

Children were able to think of real life objects or events that reminded them of the lines and shapes found in the painting. Children created art work "in the style of" Mondrian's painting and were able to talk about choices they made. Children were able to work together to create the group projects.

Lesson Three: Sonia Delaunay

A. Objectives

1. Lesson Content: Examine a work or piece of art by a known artist and create a work "in the style of" the work examined

2. Concept Objective: Explore and Create, Using Various Art Forms, Media, and Techniques

3. Skill Objective: Create nonrepresentational and representational works of art. Look at and talk about works of art and children describe his or her own art work.

B. List materials:

Print reproduction of Sonia Delaunay's *Rythm Couleur*.

Craft sticks, one for each child

Large sheets of white paper (18" x 24" or half that size if this is not possible), one for each child

- Pencils, one for each child
- Paint set up, one for each child
- Paint aprons or shirts
- C. Prepare background information.
- D. Key vocabulary: art, different, same, draw, color, paint
- E. Procedures/Activities
 1. Give biographical information about Sonia Delaunay.
 2. Make your own painting "in the style of" Sonia Delaunay's *Rhythm Couleur*.
Turn paper long ways. Fold paper in half, long ways (hot dog standing on the narrow end). Open the paper up and draw a line along the fold. Draw another straight line on one side of the fold line, going the short way. Place this line high up on the paper. Draw yet another straight line on the other side of the fold line. Place this line low on the paper. Make sure that you have four rectangles on your paper. Now draw half circles on either side of the longest line. Use all colors you want to fill in your shapes. Use black to color in those first half circles that you drew to call attention to the picture being divided in half.
- F. Evaluation/Assessment

Children traced the shapes and lines on the painting and in the air.
Children were able to follow instructions to create a similar painting.
Children were able to talk about what was the same and what was different in their work and the artist's work.

Lesson 4: Henri Matisse

- A. Objectives
 1. Lesson Content: Examine a work or piece of art by a known artist and create a work "in the style of" the work examined.
 2. Concept Objective: Explore and Create, Using Various Art Forms, Media, and Techniques
 3. Skill Objective: Create nonrepresentational and representational works; look at and talk about works of art; describe his or her own art work.
- B. List materials::

Print reproduction of Henri Matisse's *The Snail Collage*.
Blue, red, yellow, orange, purple, green, black paint in paint tins, one set of colors for every 4-5 children.
Two large pieces of cardboard (about 18" x 24") for each child cut into 10-12 pieces.
12" x 18" piece of white paper, one for each child.
Two buckets, one with clean, damp rags, one for paint rags
Empty pie tins to put cardboard in after it has been used to print.
Paint shirts or aprons.
Snail shells to pass around.
- C. Prepare background notes.
- D. Key vocabulary: art, color, cut, scissors, rectangle, paint.
- E. Procedures/Activities
 1. Share biographical information about Henri Matisse.
 2. Make a print. Cut irregular shapes from the cardboard. Cut pieces in a sort of rectangular shape. Use the cardboard pieces to print different colors in a spiral. Use each piece of cardboard for only one color of paint. Put each piece of cardboard in the used

cardboard pie tin when you are finished.

- F. Evaluation/Assessment: Children were able to cut irregular rectangular pieces. Children were able to place the rectangular pieces in a spiral. Children were able to create a border with rectangular pieces

Lesson Five: Joan Miro

- A. Objectives
1. Lesson Content: Examine a work or piece of art by a known artist and create a work "in the style of" the work examined.
 2. Concept Objective: Explore and Create, Using Various Art Forms, Media, and Techniques
 3. Skill Objective: Create nonrepresentational and representational works. Look at and talk about works of art.
- B. List materials:
Print reproduction of Joan Miro's *People and Dog in Sun*
12" x 18" white paper, one for each child
Red, yellow, blue and green markers, a set for every 4-5 children
An additional black marker, one for each child
Paint shirts or aprons
- C. Prepare background notes.
- D. Key vocabulary: art, draw, different, same, color, black, red, yellow, blue, green, circle, rectangle, triangle
- E. Procedures/Activities
1. Share biographical information about Joan Miro.
 2. Create a picture in the style of *People and Dog in Sun*
 3. Find people in our own shapes and lines.
 4. Use a black marker to start with and make lines and shapes before coloring in the picture. Use 17 curved lines to connect with some dots. Make four irregular shapes for four people. Add four kidney bean shapes.
 5. Make sure children understand how to make the patterns. Demonstrate on a separate sheet of paper an irregular rectangle with edges cut off. Divide that shape in half with a straight line that runs up and down the paper. Intersect that line with several other straight lines. Use bright colors, red, yellow, blue, and green, to create bright patterns. Stay inside the lines when you color these patterns.
 6. Children use rolls of clay to create people and dogs which are all stuck together in an interesting way.
 7. To make a collage, place a piece of paper over the collage (dry) and use a crayon to rub the images underneath. The texture of the yarn would be easy to pick up. The other materials added to the collage would need to be thicker and have more texture than paper, if a rubbing is going to be made from the collage.
- F. Evaluation/Assessment: Children were able to see a dog, people, and a sun in Miro's painting. Children were able to follow directions and use lines and shapes to create a drawing. Children were able to find a dog, people, and a sun in their own drawing. Children should be able to follow instructions to create a drawing similar to Miro's painting.

Lesson Six: Edward Hicks

- A. Objectives
1. Lesson Content: Look at and talk about works of art, describing the details and

- "story" depicted, such as, objects, people, activities, setting, time of day/year, long ago-contemporary, etc. as well as the mood/feelings that certain pieces of art elicit.
2. Concept Objective: Develop an Appreciation of Art
 3. Skill Objective: Examine a work or piece of art by a known artist and create a work "in the style of" the work examined. Create nonrepresentational and representational works. Describe his or her own art work.
- B. Materials:
Print of Edward Hicks' *Noah's Ark*.
Art making materials if extending the discussion with an activity.
- C. Prepare background notes.
- D. Key vocabulary: art, color, brown, white, paint, draw
- E. Procedures/Activities:
1. As always children should prepare for making art by putting on paint shirts or aprons.
 2. Let them get their own supplies out or get supplies out for them.
 3. Children who are uncertain about how to draw animals could trace around cookie cutters.
 4. Children with more drawing experience who are uncertain could look at cartoon drawings of animals to draw from.
- F. Evaluation/Assessment: Children are able to see that a story can be "told" more than one way. Children are able to remember some animals in the painting when the painting is turned over. Children are able to see ways in which Edward Hicks shows the animals as safe.

Lesson Seven: Henri Rousseau

- A. Objectives
1. Lesson Content: Look at and talk about works of art, describing the details and "story" depicted, such as, objects, people, activities, setting, time of day/year, long ago-contemporary, etc., as well as the mood/feelings that certain pieces of art elicit.
 2. Concept Objective: Develop an Appreciation for Art.
 3. Skill Objective: Examine a work or piece of art by a known artist and create a work "in the style of" the work examined. Create nonrepresentational and representational work. Describe his or her own art work.
- B. Materials:
Print of Henri Rousseau's *The Sleeping Gypsy*.
Art materials
- C. Background notes.
- D. Key Vocabulary: art, different
- E. Procedures/Activities:
1. Children could paint or draw pictures of themselves sleeping and paint or draw an animal who would look out for them in their sleep.
 2. Children who do not draw well can find pictures from magazines to cut out and make a collage picture with an animal, a sleeping person, an instrument, food or drink, and a scene behind them.
 3. Children might like to retell their story about the painting as they work.
- F. Evaluation/Assessment: Children are able to talk about the difference between the lion in the painting and a real lion. Children are able to describe the details of the picture by talking only about what they see. Children are able to tell a story about what they see using their imagination.

VI. CULMINATING ACTIVITY

VII. HANDOUTS/WORKSHEETS

VIII. BIBLIOGRAPHY

- Bang, Molly. *Picture This: Perception & Composition*. Boston, MA: Bulfinch Press, 1991.
- Brookes, Mona. *Drawing with Children: A Creative Method for Adult Beginners, Too*. Putnam Publishing Group, 1996.
- Cikanova, Karla. *Teaching Children to Paint*. New York, NY: STBS Ltd., 1993.
- Ehlert, Lois. *Color Farm*. New York, NY: HarperCollins Children's Books, 1990.
- Ehlert, Lois. *Color Zoo*. New York, NY: HarperCollins Children's Books, 1989.
- Emberley, Ed E. *Bugs 'N' Beasts*. New York, NY: Little, Brown & Company, 1992.
- Emberley, Ed E. *Ed Emberley's Big Green Drawing Book*. New York, NY: Little, Brown, & Company, 1979.
- Emberley, Ed E. *Ed Emberley's Big Orange Drawing Book*. New York, NY: Little, Brown, & Company, 1980.
- Emberley, Ed E. *Ed Emberley's Big Purple Drawing Book*. New York, NY: Little, Brown, & Company, 1981.
- Emberley, Ed E. *Ed Emberley's Big Red Drawing Book*. New York, NY: Little, Brown, & Company, 1987.
- Heller, Ruth. *Color*. New York, NY: Putnam Publishing Group, 1995.
- Hoban, Tana. *I Read Symbols*. New York, NY: Greenwillow Books, 1983.
- Hoban, Tana. *Is It Red? Is It Yellow? Is It Blue?*. New York, NY: Greenwillow Books, 1978.
- Hoban, Tana. *Look Again!*. Old Tappan, NJ: Simon & Schuster Children's, 1971.
- Hoban, Tana. *Shadows & Reflections*. New York, NY: Greenwillow Books, 1990.
- Hoban, Tana. *Shapes & Things*. Old Tappan, NJ: Simon & Schuster Children's, 1970.
- Kohl, MaryAnn F. *Mudworks: Creative Clay, Dough & Modeling Experiences*. Bellingham, WA: Bright Ring Publishing, Incorporated, 1989.
- Lionni, Leo. *Little Blue & Little Yellow*. New York, NY: Astor-Honor, Incorporated, 1959.
- Lionni, Leo. *Let's Make Rabbits: A Fable*. New York, NY: Pantheon Books, 1982.
- Lipman, Jean and Foote, Nancy, eds. *Calder's Circus*. New York, NY: E.P. Dutton & Co., 1972.
- Dr. Seuss. *My Many Colored Days*. New York, NY: Alfred A. Knopf Incorporated, 1996.
- Silberstein-Storfer, Muriel and Jones, Mablen. *Doing Art Together*. New York, NY: Simon and Schuster, 1982.
- Solga, Kim and Kohl, Maryann F. *Discovering Great Artists: Hands-On Art for Children in the Styles of the Great Masters*. Bellingham, WA: Bright Ring Publishing, Incorporated, 1997.
- Swain, Gwenyth. *Book Works*. Minneapolis, MN: Lerner Publishing Group, 1995.
- Thompson, Christine. *Art Image Preschool*. Champlain, NY: Art Image Publications Inc.,
- Topal, Cathy W. *Children, Clay & Sculpture*. Worcester, MA: Davis Publications, Incorporated, 1983.
- Wolf, Aline D. *How to Use Child-Size Masterpieces for Art Appreciation*. Hollingsburg, PA: Parent-Child Press, 1996. .