

California Kindergarten Association

ART Really Teaches

Aligned with California Curriculum Standards

Applicable for Pre-K, K, 1st and Special Day Programs

Ruth Velasquez

**4th
Edition**

Art Really Teaches

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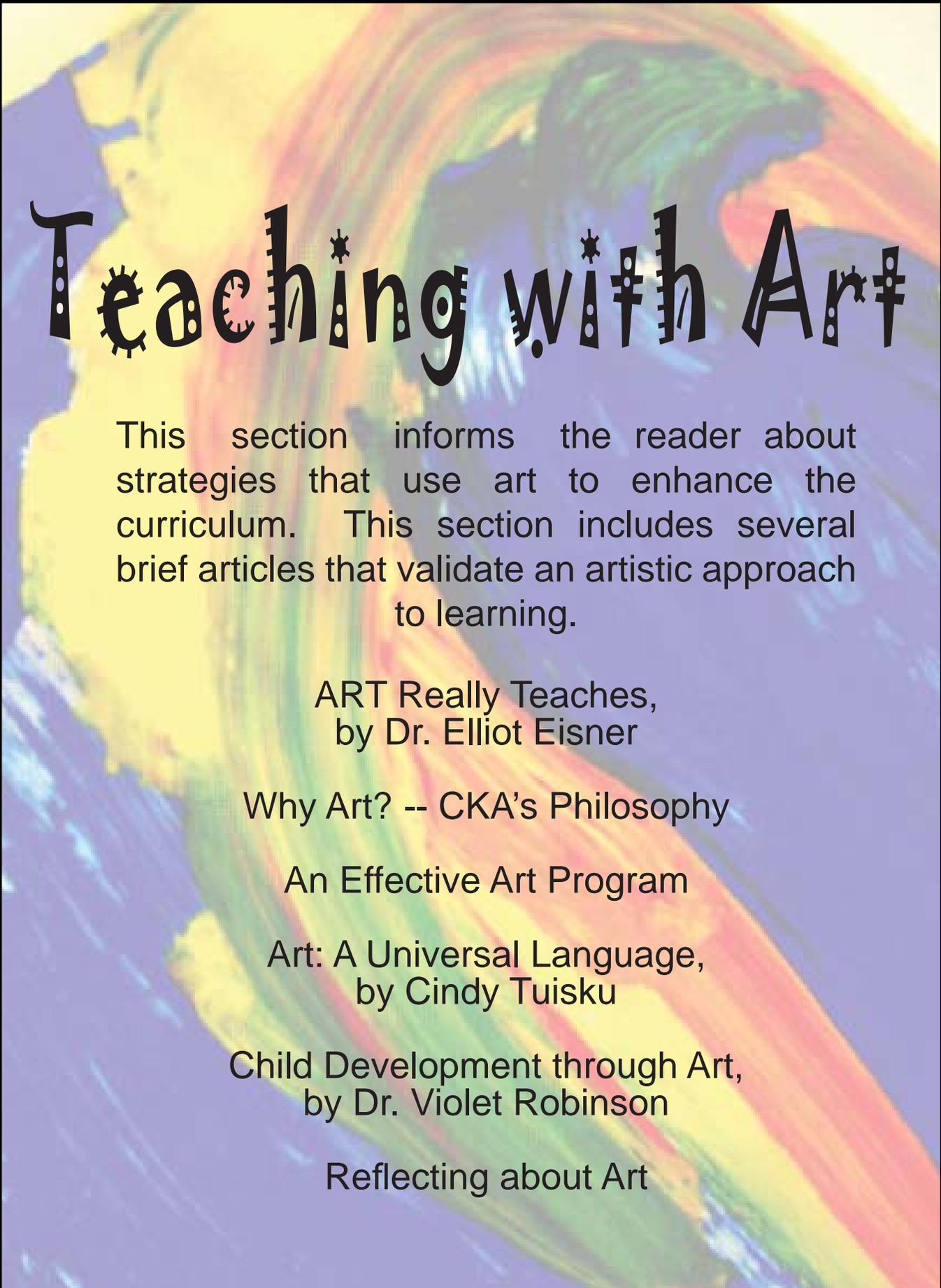
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Teaching with Art

This section informs the reader about strategies that use art to enhance the curriculum. This section includes several brief articles that validate an artistic approach to learning.

ART Really Teaches,
by Dr. Elliot Eisner

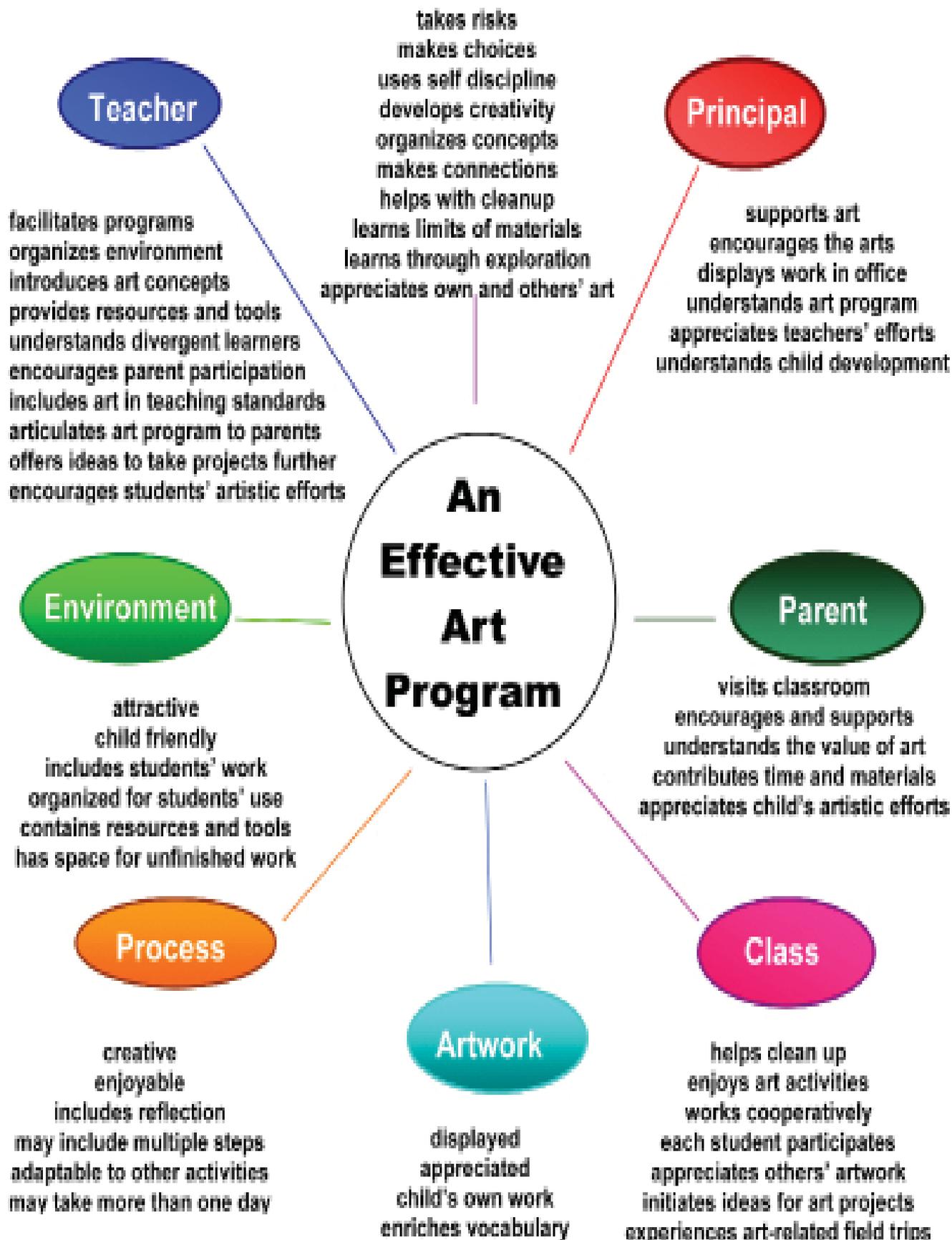
Why Art? -- CKA's Philosophy

An Effective Art Program

Art: A Universal Language,
by Cindy Tuisku

Child Development through Art,
by Dr. Violet Robinson

Reflecting about Art



An Effective Art Program

Art activities that are open-ended help children think independently and develop a sense of responsibility for materials used and for maintenance of their work spaces. It is important for students to be involved in every part of the art process beginning with preparation and exploration of the materials, creating individual and group artwork, clean up, verbal reflections and display.

Teaching With Art

An effective visual arts program validates children as artists and reflects their interests, choices and judgments. Students are given the opportunity to repeat a process more than one time and enough time to complete the artwork.

Students are encouraged to observe and appreciate art. Free experimentation and exploration leads to the discovery of the possibilities and limitations of the materials and the activities. They are encouraged to express themselves in ways that reflect their thoughts and feelings, the joy of learning and a sense of wonder and beauty. Their artwork shows a balance between child initiated and teacher initiated activities.

The process of doing art is valued over the product. The teacher encourages the students to use art materials and techniques creatively, and inspires the use of art through such motivations as lessons, stories, field trips and musical experiences. Well planned art activities open the door to new enriched learning and can encourage students to appreciate color, form and harmony in their own and other cultures.

Child Friendly Art Areas

Every classroom needs a designated art area to allow students access to quality art materials and equipment, including child-sized sinks for washing brushes and hands, drawing boards, easels, racks, work tables and shelving to dry projects.

Classrooms where art is used in multiple ways contain class libraries with student-created books, picture and reading books, and art prints of master artists to enhance learning. A child friendly art area provides space for storage and for displaying children's artwork.

The classroom art area is set up to allow students access to a variety of techniques and materials. The inclusive art program encompasses planned activities, related exploration and chance learning.



Basic Art Materials

Materials may be stored in clear containers labeled with a picture, photo, word or the material itself, and be accessible to children.

- **brushes:** variety of sizes and shapes
- **tools and art supplies:** aprons, chalk boards, brushes, chalk, cotton balls and swabs, dry pasta, markers, crayons, ice cream sticks, individual work boards, glue sticks, oil-based clay, oil pastels, pencils, plastic utensils, placemats, scissors, tongue depressors, playdough, papier-mâché, sponges, spools, tempera paint, watercolors, white boards
- **natural materials:** clay, cones, corks, eggshells, feathers, leaves, seeds, seashells, rocks, twigs
- **paper:** bags, butcher, coffee filters, contact, copy, doilies, cardboard, catalogs, greeting cards, magazines, metallic, newspaper, posters, poster paper, newsprint, plates, rice, tissue, tubes, variety of colored, sized and shaped construction, wallpaper, waxed, wrapping
- **recycled collections:**, bottle caps, burlap, buttons, calendars, coat hangers, cords, egg cartons, fabric, felt, jewelry, lace, lids, glitter, sequins, marbles, cans, containers, cartons, boxes, foam pieces and trays, spools, wire, pipe cleaners, foil, socks and stockings, yarn, ribbon, , rope, vinyl, wood.

Class Art Quilts

Art quilts provide opportunities to create attractive display areas featuring the art pieces of an entire class. Every student's piece of work is included and valued for its effort and uniqueness. Paper quilts can be easily folded and transported for displays at community and school events.

Primary Color Swirls

Creating a Paper Quilt

Materials: artwork from each student, class roster, construction paper for frames, hole punch, name labels, paper cutter, paper for the background, pen and pencil, ribbon, ruler, safety pins, scissors, tape, white glue, yarn lengths

Process

Mount each student's art piece on a separate square of construction paper. Punch holes uniformly within a half inch along the edge of each square and loosely tie or knot pieces together with colorful lengths of yarn or ribbons. Once the quilt is assembled, a border created by the students may be added. It is important to consider the number and size of pieces as well as the location and lighting in the area. When planning the background for individual art pieces, adults are encouraged to experiment with a variety of sizes and color combinations. Additional components to consider include placement of names, contrasts of textures and subjects, patterns, and number and placement of rows.

Variations

- A title can be substituted for one of the squares.
- For a checkerboard effect, alternate colored backgrounds of the squares.
- In place of yarn, attach narrow strips of paper behind the artwork to connect the individual pieces of artwork.
- Use safety pins in place of yarn.

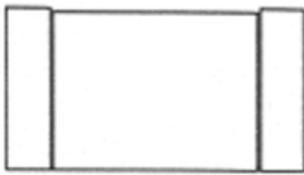


Framing Tips and Techniques

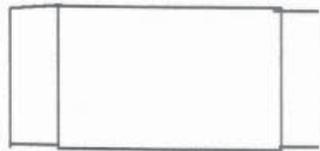
Mounting and framing students' artwork can create a visual focus, enhance and highlight the art pieces, and bring recognition to the student artists. Students learn to discriminate and choose colors that will bring out the best in the art pieces.

Students can be involved in cropping their own pictures. They can outline their pictures and cut on their own lines when cropping their artwork for collages, murals or quilts. The color, width and shape of a frame will be determined by the artwork itself. Patterns with designs can be added to the frame to enhance the work.

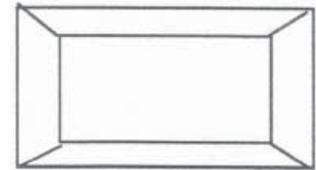
Framing and Mounting Options



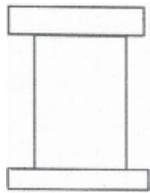
Overlapped Corners



Fold-over ends

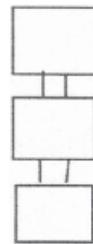


Boxed, pinched corners

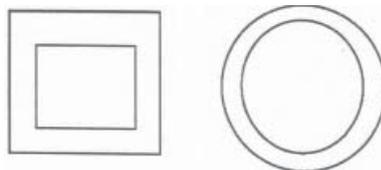


Display vertical art with color at the top and bottom for a scroll look.

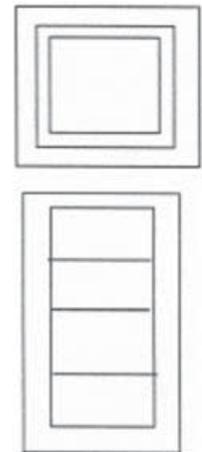
A vertical strip of colored paper, ribbon, or yarn can hold together pieces of art.



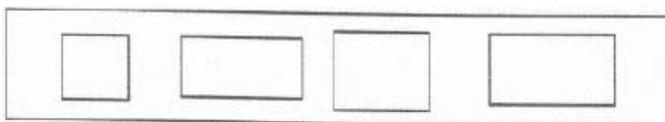
Frames can be cut out and placed over the art pieces.



Art pieces can be double or triple mounted, and use more than one color.



Arrange art pieces horizontally or vertically on a background frame. Place framed art pieces on a large sheet of butcher paper, leaving uniform space between each piece.



Additional Tips

- Thick yarn can be used to enhance a display of artwork.
- Wires or ropes stretched across the ceiling of the classroom provide places to display students' artwork.

History / Social Science

Art experiences can help children to become caring, productive and engaged citizens. When they are involved in challenging, open-ended art projects, young children learn to cooperate, make choices, take turns, follow rules, and take care of materials. They also learn to share with and respect one another. Group art activities can help students learn about the differences and similarities of their own and other cultures and provide students with leadership opportunities.

Learning And Working Now and Long Ago

Students in kindergarten are introduced to basic special, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy of how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting rights of others.

1.0 Being A Good Citizen

Students demonstrate that being a good citizen involves acting in certain ways:

1.1 Follow rules, e.g. sharing and taking turns, and know the consequences of breaking them.

To ensure that each child is given an opportunity to have a turn, consider the following ideas.

- Have students make appointments to do special desired activities.
- Write each student's name on a tongue depressor. Place all of the sticks in a container and randomly draw names out. The students whose names are drawn will be able to take a turn, and the sticks with their names will go into another container labeled "Had a Turn."

① After discussing school and classroom rules including *take turns, listen carefully, care for and help others, keep work spaces in order, share and work together*; have each student choose one rule to paint. Place the students' artwork with the rules on a chart for the class to see.

② To provide for whole class responses each student **makes a paper plate mask** attached to a tongue depressor or ice cream stick. On one side student draws **a happy face and on the other a sad face**. Have them use the masks to respond to questions such as "How do you feel when . . . you spill the paint? the class is all cleaned up? everyone is working together? someone is left out of a group? scissors are put back in the pencil box?" etc.

③ Have students **create cooperative scribble designs**. Students sit in groups of four or five and each receives a 12" x 18" sheet of white paper and selects one of five different colored crayons. They write their names on their own papers and make scribble designs with their own colors. At a signal, they pass their papers to the right. They add designs in their selected colors to all of the other students' designs. They continue to pass papers to the right on signal until all of the colors are part of each design and students receive their own papers back.

④ To create **cooperative rubbings** each student gets a large sheet of white paper and a 12" (or longer) piece of string or yarn. Each student selects a different colored unwrapped crayon, places the yarn under the paper and makes a rubbing of the string. At a signal the designs are passed to the right as above, until each has his or her own paper again.

Suggested Books For Being A Good Citizen

Franklin Fibs – Paulette Bourgeois, *ill.* Brenda Clark
I Am Special – Kimberly Jordano, *ill.* Michael Jarrett
It's Mine! – Leo Lionni
It's Okay to Be Different – Todd Parr
One of Each – MaryAnne Hoberman, *ill.* Marjorie Priceman
Pancakes for Breakfast – Tomie dePaola
The One and Only Special Me – Rozanne Lanczak Williams, *ill.* Michael Jarrett

1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in America and world history from stories and folklore.

① Read *Aesop's Fables*. Students can create artwork related to the **lessons that the animals have learned**.

② Read *The Little Engine That Could* by Watty Piper to teach students about determination. Give students small cardboard boxes to paint and decorate, then attach them all together to make a train created by all of the students.

③ After hearing a classic story such as *The Three Little Pigs*, have students **draw the animal characters and** cut, glue or staple them to tongue depressors to make **stick puppets**. Students can **act out stories** about courage and determination using the puppets.



African Drums

Standards: Visual Arts 3.3;
Social Studies 6.0

Motivation: African drums

Materials: acrylic paint, crayons, markers, chalk, paper bowls, masking tape, rice/beans, sticks

Process: Students painted designs on bowls and glued bowls together, including stirring sticks as handles. They placed rice and beans inside for rattles and sealed the bowls securely with masking tape.

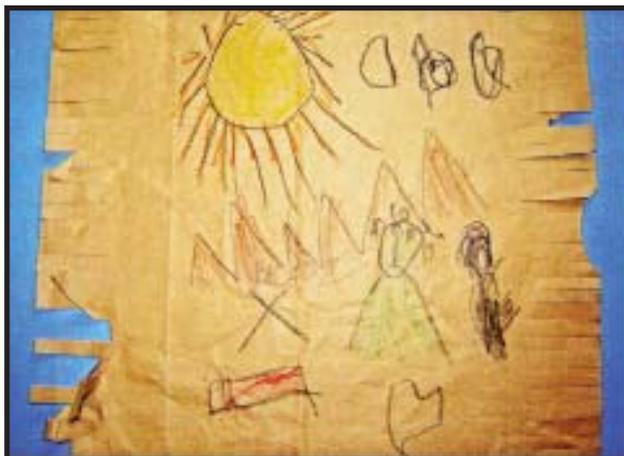
Native American Symbols

Standards: Visual Arts 3.3; Social Studies 6.0

Motivation: Native American studies

Materials: recycled paper grocery bags, tempera paint, brushes, Native American symbol chart

Process: The students studied some Native American pictorial symbols. Then they painted the symbols onto grocery bags with vibrant tempera paint. They created pictorial stories with the symbols that they had chosen.



Native American Fringed Blanket

Standards: Visual Arts 3.3; Social Studies 6.0

Motivation: Native American blanket

Materials: brown construction paper, scissors, markers, crayons

Process: Student drew Native American symbols to tell stories on construction paper. They dictated the stories to an adult who wrote down the words. Then they cut fringes on the edges of their construction paper to resemble blankets.

Project Title Index

Curriculum

M = Mathematics
 LA = Language Arts
 SCI = Science
 SS = Social Studies
 VA = Visual Arts

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The mission of the **California Kindergarten Association (CKA)** has been to ensure the highest quality of education for young learners and to provide developmentally appropriate experiences that enhance creativity and celebrate diversity in a goal-driven, pluralistic society. For the past two decades, CKA has encouraged teachers to provide young students with vivid, active and exciting learning experiences through the use of art activities in the classroom. The artwork of thousands of budding artists has been displayed at the CKA's Annual Young Children's Art Exhibit.

When you open this publication, you will see a wide variety of colorful pieces of art in which the four-, five-, and six-year-old artists have expressed their uninhibited and genuine impressions of their world. By producing *ART Really Teaches*, and by aligning more than 400 hands-on art activities with the California State Curriculum Standards for Kindergarten, CKA offers this resource to educators and parents to create quality education for students. By coordinating basic elements and principles of art with opportunities to explore various art media, you will discover that ***art really teaches***.



Ruth Velasquez, author and project director, has taught kindergarten and has been a Resource Teacher and Director of Staff Development and Curriculum for San Francisco Unified School District, K-12 for over forty years. She is a founding member of the California Kindergarten Association and the editor of CKA's *Take 5 Newsletter*. This *ART Really Teaches* publication is the result of her experiences in education and her desire to share what she and other educators have experienced in helping young children learn.

Order *ART Really Teaches*

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