

At Home Activities

Musical Marks

Find some inspiration for art in music. Set up a large painting area with paper, large brushes, and a few paints. Turn on the music and encourage expressive and dynamic free flowing strokes on the paper. Then, try it again with a different type of music. Help your child title the work thinking of the colors and music (Jumpy Blue, Orange Groove...). Compare and contrast the images and talk about the art together "How did the different types of music make you move your brush or choose your colors?"

Recycled Assemblage

Keep canisters, paper towel tubes, and other recycled materials for your sculpture base. Help your child collect interesting bits of paper, colorful wrapping or fabric scraps to decorate or collage, the outside of your sculpture. Set up an area to assemble the sculpture using masking tape, pipe cleaners, and glue to hold it all together. Then add some details with paints or markers.

Resources

- Brookes, Mona. *Drawing with Children*. G.P. Putnam's Sons, 1996.
- Kohl, MaryAnn. *Preschool Art: It's the process, not the product*. Beltsville, MD: Gryphon House, Inc., 1994.
- Warne, Sally. *Encouraging the Artist in Your Child (Even if You Can't Draw)*. New York: St. Martin's Press, 1989.
- Yenawine, Philip. *Colors*. New York: Delacorte Press, 1991.
- Yenawine, Philip. *Lines*. New York: Delacorte Press, 1991.
- Yenawine, Philip. *Shapes*. New York: Delacorte Press, 1991.



Becka's Studio
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Becka's Studio

Becka's Studio is a place to play where art happens everyday. In our new Becka's Studio, come play with the processes of art and unleash your creativity

As you explore the studio, use the vocabulary and ways to talk about art in this guide to help expand your child's artistic skills and knowledge. Remember for young children it's more about the process than a final product.

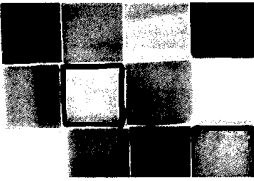
Vocabulary

- **Collage** — From the French word, Coller, meaning to stick or glue. It is artwork held together by glue.
- **Composition**—the art of organizing all of the elements of a work of art into a harmoniously unified whole.
- **Line** — The path of a moving point, a mark made by a tool or instrument across a surface. It may be two dimensional, three-dimensional, or implied.
- **Mark making** — The stylistic notations made by artists when they draw.
- **Pattern**—Individual, repetitive units within an object; visual texture.
- **Primary colors** — Red, yellow, and blue; the three colors in the spectrum that cannot be produced by a mixture of pigments
- **Secondary colors** — Orange, green, and violet; hues produced by the mixing of equal parts of two primary colors.
- **Symmetrical**— Formally balanced, in a mirror the same image on either side.
- **Warp**—Set of parallel threads on which weaving takes place. They run up and down.
- **Weft**— Fibers that are woven side-to-side, over and under the warp.





Art Talk



Talking with children about their creations gives them a chance to share their ideas and build on their experiences. Use these tips to encourage discussion

Ask Questions

Ask open-ended questions that will encourage your child to talk about her art. This can be as simple as saying, "I see you worked hard on your collage. Can you tell me about it?" Ask how your child came to choose the colors, shapes, lines, and materials used in his or her work.

Model Vocabulary

Use the vocabulary list to talk about the way your child used basic art elements. This shows that you are looking carefully at the artwork and models ways for your child to discuss art. By saying, "I see you glued a lot of little pieces to the base" or "Tell me about your composition" you are reflecting interest in your child's work and helping to build his or her art vocabulary.

Allow Your Child to Name the Work

Asking your child to tell you about his or her work of art avoids mis-naming the work. Commenting "I like that tree!" assumes the child had a specific image in mind, and your version may not match her intent. This could make her feel like the work is not "right".

Highlight Specific Qualities

You can show appreciation and observation of children's art work by highlighting qualities you notice. "I noticed you used many different textures in your art work" demonstrates observation as does "I like the way you filled your paper with color." Encourage your child to tell you more about those specific qualities.

Encourage Next Steps

Help your child assess the art work. "Is it just the way you want it?" will prompt thinking about a finished product. Ask what your child particularly likes about this work of art.



Ages and Skills

CUTTING: Cutting is a complex skill coordinating: opening and closing the scissor blades, moving the paper, and keeping fingers out of the path of the blades.

Ages 2 & 3 — Concentrating on holding onto the scissors while trying to open and close them. Will likely be able to make some cuts but should not be expected to cut shapes.

Ages 4 & 5 — Perfecting their cutting techniques. Building the skill of cutting the desired shapes; controlling the direction and length of their cuts.

Ages 6 & up — Cutting desired shapes/lines and working on fine-tuning skills. Progressing to cutting many pieces at once to repeat shapes.

PAINTING: The following stages are generally progressed through sequentially. They are not tied to specific age groups but, rather, to levels of experience.

Moving with Materials — Rhythmic brushing, large arm movements; discovering properties of materials; may transfer brush from hand to hand.

Exploring and Planning — Intentional mark making; exploring specific qualities of lines, shapes and colors; using a lot of paper!

Designing/Organization — Repeating themes; shapes with shared boundaries; planning for a unified whole.

DRAWING: The age ranges listed are general. As with painting, children progress through the stages of drawing sequentially.

Mark Making (Age 1-2) — Begins as long back and forth lines. Noticing they can capture the results of their movements on paper.

Scribbling (Age 2-3) — Lines overlap, becoming more and more dense. Progresses to more controlled movement of circles and shapes, starting with tight crowding of lines and opening up to a more loose arrangement of marks.

Representational Art (Age 3-5) — Marks begin to take on meaning and represent feelings and objects. Drawings show details that portray real life.

Logical Representation (Age 5-7) — Drawings begin to portray specific attributes of the subject instead of generalized idea of subject. Rather than including general characteristics (a dog has a round body and four legs), the child will begin to draw a particular dog, including markings, type of tail, height, etc.