

Disney's Magic Artist

Publisher

Disney Interactive

System Requirements

Macintosh

- Power PC processor
- System 7.1 or later
- 16 MB of RAM
- 20 MB free disk space
- Double speed CD-ROM drive
- 640x480 color monitor, 256 colors
- Mouse

Other PC

- PC compatible 486/66 MHz computer
- Windows 95 or later
- 16 MB of RAM
- 20 MB free disk space
- Double speed CD-ROM drive
- 256-color VESA or PCI local bus
- 16-bit Windows compatible sound card
- Mouse

Optional

- External speakers
- kidDraw tablet

Software Description

The sound of a marker on paper, the swish of a paintbrush, or the screech of chalk on a chalkboard will be enjoyed by children as they work as artists. With *Disney's Magic Artist*, children have a number of tools at their fingertips. The tools in the software are so realistic that the more children draw over the same area on an image, the darker the image becomes. The paint is so wet, that if the paintbrush is moved through the painted image, the colors blend into the surrounding images.

Children can take their pick from a variety of tools—pencils, paintbrushes, markers, chalk, paint, stencils, paint bucket, spray cans, shaving cream—and create a work of art. Adding text to the illustrations and placing them into a scrapbook for an instant slide show are more features of *Disney's Magic Artist* that children can explore.

Oh, don't forget the stamps! The stamp categories include backgrounds, characters, and props. Stretch the choices, arrange, and add colors or choose a black and white outline. If children are looking for some variety, they can use the twisted tools to create a surprise spin to their pictures. Print the artwork out when it is finished, pull the paper out of the hat (oops, printer!), and the artwork is instantly dry and ready to hang.

Disney's Magic Artist

Introduction

Disney's Magic Artist contains a large collection of tools with different media and realistic textures. As children experiment with tools, they might notice the lines and shapes of objects. A door may have three distinct lines that form a rectangle when the floor is added. The sun may be a line that curves and comes together to form a circle, or a vase may be a really curvy line. As children explore the world around them, observing lines will help as they acquire an awareness of the forms of objects.

Materials

- Computer
- *Disney's Magic Artist*
- Books about drawing with lines and shapes

Introductory Activity

During circle time, lay out markers, pencils, and brushes of varying widths. Ask questions about what kinds of lines the brushes will make. Lay out a large piece of mural paper. Invite children to draw and paint. Discuss lines: skinny, wide, straight, and curvy.

Computer Activity

Disney's Magic Artist contains a toolbox with a variety of tools. Invite children to draw with the tools. What kind of medium are they using? What tools are they using? Do they contain different textures and widths? Ask children about the lines and colors they have chosen for their work.

Extended Activity

After children have had an opportunity to use *Disney's Magic Artist*, work in small groups to sort pictures into categories by tools used, textures, or kinds of line. Hang the pictures on the bulletin boards in the different groups.

Summary

Lines, shapes, and colors are not limited to works of arts at museums, but can be found every place we look in the world around us. As children take field trips into the environment, they may notice different shapes found in wood, metal, and glass. *Disney's Magic Artist* offers children the opportunity to come back into the classroom and manipulate the ideas with tools and paper.

Disney's Magic Artist

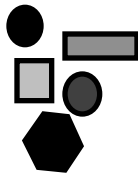
CURRICULUM INTEGRATION IDEAS

Art



- Introduce tools that make different kinds of lines or texture.
- Place plastic craft squares, nylon, and similar materials in the art center. What kinds of lines appear when paper is placed on top and rubbed with a crayon?
- Place play dough in the art area. Provide tools for making lines and line imprints (e.g., craft sticks, wooden dowels [varying radii], unsharpened pencils, and/or clothespins).
- Make lines by rolling play dough and then bending, curling, or shaping it.

Blocks/Manipulatives



- Use the designed shoeboxes for building an art store (see "Construction").
- Place structures created from craft sticks in this area for building a town.
- Draw or paint roads using lines and curves on cardboard or poster board.
- Build roads and buildings from wooden blocks with straight edges (e.g., squares, rectangles, and triangles).

Construction



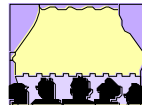
- Design wrapping paper and wrap small shoeboxes. Classify the designs by types of lines, colors, or shapes.
- Construct buildings from craft sticks.
- Provide a variety of colored yarn. Children can cut and place yarn pieces on contact paper to make designs with lines.
- Weave yarn designs using large plastic needles and plastic canvas.

Cooking/Snacks



- Sort eating utensils by lines and shapes. Do some fit into more than one category?
- Serve Twizzlers for snack time. Children can form lines and shapes before they eat them.
- Make homemade pretzels. Mix, roll into lengths, and shape them. Bake them for snack time.
- Eat string cheese and crackers for snack time.

Dramatic Play



- Turn the area into an art store. Young artists can select and buy the tools of the trade.
- Provide prop boxes for carpenters, architects, and other professionals who use lines and shapes in their work.
- Place a variety of lined (ruled) paper (e.g., college, narrow, wide, 1st grade) and markers in the dramatic play area for the children to use.

Group/Individual Story Experiences



- Ask children to find pictures in books of tools that may be used in an art project (e.g., feather duster, sponges, a kitchen scrubby, twigs, leaves, and rope).
- Brainstorm the types of products that might be used with the tools (e.g., pudding, dish soap with tempera paint, food coloring, and water). Make a story about the different tools and products. Predict what kinds of lines and shapes certain tools will make.

The children can illustrate their predictions.

- Provide tools and media for exploration in the art center. Children can experiment with tools and media as they create art. Ask the children to tell a story about their pictures. Write the stories on their pictures, or scan the drawings, place them in a *HyperStudio* stack, and ask the children to record their stories.

Music and Movement



- Listen to classical music during center time. As children create with *Disney's Magic Artist* or in the art center with similar art tools, encourage them to describe music using expressive vocabulary like soft, loud, fast, high, or low. Relate the music to the artwork they are creating by making lines that go fast, slow, high, or low like the music.
- Invite children to create their own music to express the feelings in their artwork or in an adult masterpiece.
- Use scarves to move to music and create lines, curves, and shapes.

Outdoor Play/Motor



- Use spray bottles, water, and food coloring to design a large mural on the playground sidewalk.
- Make lines, curves, and shapes on the playground or carpet with masking tape.
- Take a walk outdoors with a notebook and draw or make notes about the lines found in the environment.

Science/Math



- Set out a geoboard with string or rubber bands for children to make lines, curves, and shapes.
- Provide a variety of measuring tools (e.g., measuring tape, rulers, yardstick, T-square) for exploration and measuring.

- Graph children's favorite colors on a bar graph.
- Use Unix cubes to graph children's favorite Disney characters.

Sensory



- Place different liquids (e.g., tempera paint, dish soap with tempera paint, food coloring, and/or salt added to tempera paint) in baby food jars. Brush all on the same paper. Compare and contrast the visual effects.
- Draw lines with fingers in colored shaving cream.
- Finger paint lines and shapes on paper. Dry and take the pictures home.

Literacy Links



- Write the words children use to describe their drawings on their paper.
- Name and label craft stick structures created in the construction area.
- Display pictures and names of lines, curves, and shapes around the room.
- Display a recipe chart for homemade pretzels.
- Name and label items in the art store set up in the dramatic play area.
- Provide tablets, markers, crayons, and other writing supplies in the dramatic play area for children to use while playing.
- Display samples of drawings that are used by carpenters, architects, and other professionals who use lines and shapes in their work.
- Chart children's words used to describe music played during center time.
- Label lines, curves, and shapes made from masking tape.
- Place a notebook ("Class Discovery Journal") in the discovery area. Encourage the children to make notes about the measuring tools.
- Create a *HyperStudio* stack about the class's field trip to a professional's

office (e.g., architect, draftsman, or carpenter). Children can add words, sounds, drawings, and animations.

Related Books, Poems & Stories



- *A Child's Book of Art* (L. Micklethwait)
- *Color* (R. Heller)
- *A Color of His Own* (L. Lionni)
- *Creative Drawing: Point and Line* (E. Rottger & D. Klante)
- *Imagine* (A. Lester)
- *Lines* (P. Yenawine)
- *Museum Numbers* (G. Voss)
- *The National Gallery ABC* (R. Seymour)
- *Shapes and Solids* (L. Hewavisenti)

Related Software



- ArtSpace
- Crayola Create a Masterpiece
- Crayola Magic 3-D Coloring Book
- Crayola Print Factory
- Just Me and My Mom
- Kid Pix Studio
- Look What I See!
- Playskool Puzzles

Related Websites



- **Carlos' Coloring Book:** coloring.com/
- **Crayola:** crayola.com

- **The Learning Studio:** www.exploratorium.org/exhibits
- **Mark Kistler's Imagination Station:** www.draw3d.com/index.html
- **National Museum of American Art:** www.nmaa.si.edu/

Extensions Beyond the Classroom



- Take a field trip to visit an engineer, draftsman, architect, or carpenter—that is, professionals who use lines, curves, and shapes in their work.
- Visit a local art supply store.
- Invite a local artist to share stories or read a book related to what they do.
- Take the children on a trip with sketch pads and pencils. Sit in a quiet area and let them sketch what they see. Take a walk around the neighborhood. Children can choose a partner and work together to illustrate something in the environment.

Family Connections



- Send home a take-home bag with a children's picture book and art materials. Ask the family to read the story and draw a picture with no text to share how they felt about the book or draw a new cover of the book.
- Create an art project at home using lines. Provide materials such as yarn, string, strips of paper, ruler, and paper.
- Ask families to create a book of lines, curves, and shapes they find in their home.