

Color Dance



Visual Art

Sticky Board Collage

- **Materials:** Cardboard or posterboard; clear self-adhesive paper; tissue paper in a variety of colors and shapes, including strips
- **Procedure:** Prepare the sticky boards by attaching the self-adhesive paper, sticky side up, on the posterboard. The pieces of tissue paper will stick themselves to the adhesive, and new colors will be discovered by overlapping colors. Be sure to be available to facilitate the process so that each child's attempts are successful.

Paint Mixing

- **Materials:** Plastic zipper bags, 1 tsp. each of two colors of tempera paint, duct tape
- **Procedure:** Spoon two colors of tempera paint into a small plastic zipper bag. Place duct tape over the top of the bag to prevent accidental openings. New colors will be created (red + yellow = orange; yellow + blue = green; blue + red = purple). Invite the children to make predictions about the color change before mixing, and observe as the children recognize that they have created a new color. Add white to dark colors to create a shade of the same color.

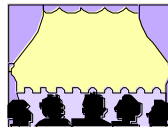
Other Color Mixing Activities

- Paint at the easel, the art table, or outside.
- Use liquid tempera, tempera cakes, and watercolors with paint brushes for color mixing.
- Small amounts of different colors of tempera paint can be placed in egg carton dividers, along with black and white paint. Children can mix their favorite colors, and make sure to clean their brushes, between colors, in a small container of water.
- Children can also mix colors at the computer. *Kid Pix* has a transparent color tool.



Music and Movement

- Explore new ways to move as a variety of music plays.
- Move like various animals such as a butterfly, a frog, or an elephant.
- See the "Resources" section of this activity for a list of suggested music.



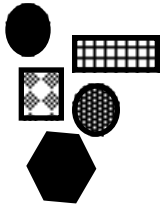
Dramatic Play

- Provide scarves and thin sheets of cloth in solid, bright, primary (red, yellow, and blue), and secondary (orange, green, and purple) colors. Invite the children to use them in various ways such as for doll blankets, as table cloths, or as clothing.
- Try taking the material outside or holding it up to children's faces near a sunny window to see the environment change color. Draw the children's attention to color discrimination in a casual way by using descriptive language as you interact with them.
- Place colored cellophane over the ends of cardboard rolls. Tape or glue two cardboard rolls together for binoculars. Have some available with different colors of plastic or cellophane glued or taped to one end, or involve the children in making their own binoculars at the art table.



Literacy Links

- Label colors in the classroom—for example, *blue chair* and *red shelf*.
- Reinforce descriptive vocabulary as children move to music such as *up*, *down*, *over*, *under*, *around*, *swish*, *sway*, *swing*, *smooth*, *choppy*, or *rhythmic*.
- See the "Resources" section for examples of appropriate children's literature.



Blocks/Manipulatives

- Make a light box available in the classroom along with transparent materials.
- Set up a Light Brite so children can create colorful light designs.



Sensory

- Add food coloring to non-mentholated shaving cream for the children to use as finger paint. Mix different colors together to create new colors. Play instrumental music as children move the material to different beats and rhythms.
- Add food coloring to play dough as another way to experience color changes.



Social Studies

- Use natural dyes to experience different ways people color materials.
- Explore dances from different cultures.



Science

- Observe color changes in different activities. Try inviting the children to explore using a flashlight with a colored transparent material over the lens.
- Explore moving like familiar animals and insects.
- Notice how the colors of some animals blend into their environment and some do not.



Math

- Weave colorful materials in and out and over and under to create patterns.
- Chart how many drops of food coloring it takes to create a new color during play dough making.



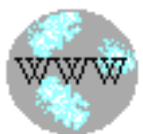
Software Connection

- The *Kid Pix* series (Brøderbund) has color transparency draw tools.
- *The Art Lesson* (MECC) has a color mixing activity.
- Record children using descriptive words, along with photos of children interacting with the colorful scarves, in a *HyperStudio* stack, creating your own classroom *Color Dance* software.



Outdoor Play/Motor

- Move with scarves and streamers to music outdoors.
- Adapt and play relay games like “Red Light, Green Light” based on children’s clothing.
- Play parachute games.



Internet Sites

- www.materprints.com/ contains several prints of Degas’ ballerina dancers.
- www.crayola.com/crafts/crpg43.html shows how to make colorful music makers.
- artsedge.kennedy-center.org contains many performing arts resources, including dance.
- www.aahperd.org/nda/nda-publications.html is a resource containing dance standards and guidelines for Goals 2000 and creative dance activity guides.



Extensions Beyond the Classroom

- Invite a professional dancer to visit the classroom and share ways he or she liked to dance as a child.
- Visit a dance troupe performance.



Family Connections

- Invite families to a Music and Movement Night.
- Ask families to share or demonstrate favorite dances.



Cooking/Snacks

- Make fruit smoothies in the blender. Mix milk and favorite fruits such as strawberries, blueberries, pineapple, banana, and mango.
- Swirl a colorful cake by blending drops of food coloring with a plastic knife into white or angel food cake batter.
- Poke holes in a baked white cake and pour different colors of jello over the cake.



Resources: Related Books, Poems, Music, and Software

Children's Literature

- Baker, A. (1994). *White Rabbit's color book*. New York: Kingfisher Books.
Jonas, A. (1989). *Color dance*. New York: Greenwillow Books.
Lionni, L. (1994). *A color of his own*. New York: Scholastic.
Lionni, L. (1995). *Little blue and little yellow*. New York: Mulberry Books.
Walsh, E. (1995). *Mouse paint*. New York: Red Wagon Books.

Children's Music

- Bradetich, J. (1990). *Hear we go!* Evanston, IL: Studiomedica.
Jenkins, E. (1981). *I know the colors of the rainbow*. Freeport, NY: Educational Activities.
Palmer, H. (1969). Colors. On *Learning basic skills through music: Volume 1*. Freeport, NY: Educational Activities.
Palmer, H. (1969). The elephant. On *Learning basic skills through music: Volume 1*. Freeport, NY: Educational Activities.
Rampal, J. (1992). *The art of the flute*. Columbus, OH: Madacy Music Group.
Saint-Saens, C. (1993). *Carnival of Animals*. Columbus, OH: Madacy Music Group.
Vivaldi, A. (1993). The four seasons. On *Mad about Vivaldi*. Hamburg, Germany: Deutsche Grammophon.

Children's Software

- A is for Art, C is for Cezanne*. (1996). Philadelphia: Philadelphia Museum of Art.
The Art Lesson (1996). Minneapolis, MN: The Learning Company.
ArtSpace. (2001). Macomb, IL: Center for Best Practices in Early Childhood Education.
Crayola Make a Masterpiece. (1998). Redmond, WA: Edmark.
Disney's Magic Artist. (1997). Burbank, CA: Disney Interactive.
Kid Pix. (1994). Novato, CA: Brøderbund.
look what i see. (1996). New York: Metropolitan Museum of Art.
The Louvre Museum. (1996). Irvington, NY: Voyager.
With Open Eyes: Images from the Art Institute of Chicago. (1995). Irvington, NY: Voyager.