

# ArtExpress

## All Around the Sites

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Lori Waddill (W.C.T.S.E.C., Carthage, Illinois) and the children in her classroom have a favorite big book called *Mr. Gumpy's Outing* by John Burningham (1995, New York: Henry Holt & Co.) The book has beautiful line drawings and is written in predictable and repetitive verse. As Kathy reads, several of the children "read" along with her. In the story Mr. Gumpy takes a group of animals on a boat ride. When things get disruptive and the boat tips over, the animals and Mr. Gumpy all walk back home and Mr. Gumpy invites them to a tea party. Kathy plans to involve the children in reenacting the story and then having their own tea party in the classroom.

Besides being involved with dramatic play the children have been busy creating collages using glue sticks and brightly colored curly construction paper. These were proudly displayed in the hall outside their classroom. A sample of their work can be seen at right.

### Lori Waddill

(George O. Barr ECE Program, Silvis, Illinois) and the children in her classroom have been very busy. They made white chalk drawings on black paper while looking out at the



snow in the courtyard of their school. Lori said that she realizes that teachers have done this activity for years, but they have such a pretty view of the courtyard. The children created lots of very expressive white marks on their black papers.

On another day, Lori and the children made cinnamon scented bear ornaments as part of their ongoing "Bears" project. Before the dough making, Lori read one of the many versions of *Goldilocks and the Three Bears* to the children. As the children measured, poured,

and stirred ingredients, Lori reinforced their use of language and vocabulary. When they finished making

rolling pin and using the small, medium, and large bear cookie cutters to make their ornaments. Each child made one of each size; each pressing the cookie cutter down and wiggling it and placing it on the cookie sheet to dry. The room displayed many bear related props, books, and materials. The easel was set up, the art/writing center was open, and Teddy Grahams were served for snack. The children sang and danced to their "teddy bear" song with stuffed teddy bears.

### Lori's Scented Ornament Recipe

In a bowl, mix  $\frac{3}{4}$  cup cinnamon, 1 Tbs. ground allspice, 2 Tbs. ground cloves, and 1 Tbs. ground nutmeg. Then add 1 cup applesauce. Pour in  $1\frac{1}{2}$  Tbs. white glue and mix well until the mixture is stiff. Between two sheets of waxed paper, roll out the dough to a  $\frac{1}{4}$ -inch thickness. Use a cookie cutter to cut out the ornaments. Using a drinking straw, poke a hole in each one for hanging. Allow to dry at room temperature for approximately seven days. When dry, insert a ribbon in the hole and suspend it from the ceiling. Hang these decorative ornaments to fill the classroom with a fragrance of cinnamon. Enjoy the spicy aroma!



The children also created ice cube paintings on finger paint paper while listening to classical music. They hadn't done this before and the children enjoyed it. The children demonstrated their enjoyment by sticking with the activity longer and moving their arms (and bodies) more as they painted all around



their paper.

**Sue Craig** (Avon ECE Inclusion Program, Avon, Illinois) and her children expanded on their snow theme by using shaving creme to finger paint directly on the table. After comparing the attributes of shaving creme and snow (color and texture), the children discovered that they could rub an area until the shaving creme disappeared. The children then decided to draw in the shaving creme using only one finger as a tool. Some children drew shapes and others drew faces.

Questions were asked such as, "Does it pour?" "Does it cut?" "Does it change color?" and more discoveries were made with the shaving creme as play with the shaving creme continued. On another day drops of food coloring were added to the shaving creme and the children used play dough tools.

Another ongoing winter theme revolved around a favorite book, *The Hat* by Jan Brett. Sue read the book to the class and then engaged the children in conversation about the story. The children drew animals in the story wearing a hat like the one in the story. Dramatic play props relating to the story were added to the dramatic play area. Sue printed out masks of the story characters and added them also to the dramatic play area. She found the masks on the Jan Brett website ([www.janbrett.com/](http://www.janbrett.com/)). After the children were involved with acting out the story for several days, Sue plans to videotape the experience.

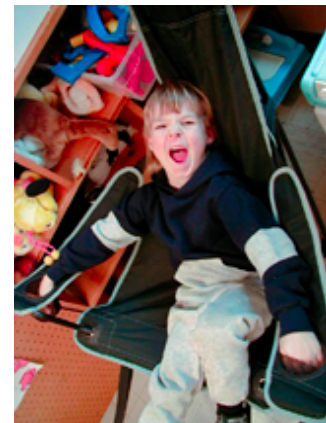
**Susan Docherty** (MacArthur ECE Program, Macomb, Illinois) and the children in her classroom are "Keeping the Beat." Young children are active listeners and need to be able to respond to the rhythm of music with movement, creative dance, clapping, or playing rhythm instruments. Susan and her classroom used rhythm sticks to experience tapping soft, loud, slow, fast, high, and low. After listening to and practicing the different ways they could create their beat, Susan added music to the experience. Finding and keeping the beat to the song "Twinkle, Twinkle, Little Star" was tried. Next the children sang along as they listened to and tapped to the beat.

Both live and recorded music offer a variety of rhythms for listening, learning, and enjoyment. Many children are fascinated by the sounds of different instruments and will listen attentively for short periods of time. Children might listen for a particular instrumental sound, a beat, a rhythm, or changes in tempo or they might respond to music with art materials, movements, and their own sounds. Classics by Vivaldi, Saint-Saëns, Mozart, Chopin, Grieg, or Tchaikovsky introduce

children to music from other times and cultures. For more ideas about using music in the classroom, read

Chapter 6 in the *ArtExpress* curriculum.

**Janet Sprinkle** (Southeastern ECE Program, Plymouth, Illinois) and the children in her classroom have been focused on community helpers. Recently they have been learning all the things that a dentist does and care for oral hygiene. The dramatic play center has been set up as a dentist's examine room complete with an exam chair (a sling-back lawn chair). Other exam room props include exam smocks, large models of teeth and toothbrushes, as well as small tubes of tooth paste for practice brushing. Paper and pencils in a tray are available for the "dentist" and dental assistant" to write down important "toothy" information. Janet and the children documented their dramatic play dental experiences using a digital camera. The photos were printed in color from the classroom computer and the pages were laminated and bound into a classroom book. The book is one of the children's favorites to read in the library corner.



## Winter Child Data

Many of you have already turned in your February child data forms. We know how busy all teachers are in their classrooms every day and we want to thank Sue Craig, Susan Docherty, Mary Teresa Kessler, and Janet Sprinkle for getting these forms to the Expressive Arts Outreach Project. Others will be sent reminder notices soon.

## Coming Events

**March 1-2, 2001**—Carol Schneider will participate in the Faculty Forum for the Consortium in Columbus, Ohio.

**March 8, 2001**—Expressive Arts staff and replication site staff (Rose Rivera, Antoine Marshall, Shannon Kellogg, and Shelley DeWitt) will present at the STARNET ECE Technology Conference at Western Illinois University, Macomb, Illinois. There is no charge for this conference. Call 1-800-227-7537 to register.

**March 22-23, 2001**—Judy Potter will participate on a planning committee developing the content outline for a series of television programs focused on nurturing creativity in young children for K. E. T. in Lexington, Kentucky.