

# ArtExpress

## All Around the Sites

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### Summer 2001 was Busy!

**June**—The two-day workshop **SUMMER CAMP 2001** held at Horrabin Hall in Macomb, Illinois on June 7 and 8, 2001, hosted by the staff of the Expressive Arts, ELiTeC and ECCSPLORe-IT, was a big success. Teachers relaxed, networked with other teachers, and learned in a fun atmosphere. Teachers participating in the Expressive Arts Outreach Project who attended this free workshop included: **Katrina Hamilton** (Lincoln Pre-K Program, Canton, Illinois), **Janet Sprinkle** (Southeastern ECE Program, Plymouth, Illinois), **Sue Craig** (Avon ECE Program, Avon, Illinois), and **Lori Waddill** (George O. Barr ECE Program, Silvis, Illinois).

**July**—EAO staff conducted a three-day **Expressive Arts Outreach Training Workshop** for new replicating sites on July 30, 31, and August 1, 2001. Participants included: **Ronda McKee** (Northwestern Pre-K Program, Good Hope, Illinois), **Sandy Lowder** (art teacher at The Hope Wall School, Aurora, Illinois), and **Heidi Ong** (STARNET Region 5, Chicago Public Schools, Chicago, Illinois).

**August**—The STARNET Regions 1 & 3 team held their annual **Summer Camp** at the campus of WIU on Aug 1 and Aug 2, 2001. Expressive Arts Outreach site staff participants included: **Lori Waddill** (George O. Barr ECE Program, Silvis, Illinois), **Shannon Kellogg** and **Ronda McKee** (Northwestern ECE and Pre-K Programs, Good Hope, Illinois), and **Sue Craig** (Avon ECE Program, Avon, Illinois).

**August**—The WIU Class: ECH 275 - “Best Practices in ECH Technology” was offered for one elective undergraduate credit August 9th and 10th, 2001. Expressive Arts Outreach site staff from Project NOW Head Start included: **Rose Rivera**, **Nancy Pulfrey**, **Carol Hamerly**, **Antoine Marshall**, **Cindy Slusser**, **Lee Wates**, **LeeAnn Tessier**, **Denise Haga**, **Tammy Harker**, **Sara Maxon**, **Lisa Williams**, and **Tammy Quillin**.

### Classroom Activities

The following classroom activities were reported at the end of the 2000-2001 school year. Thank you for sharing these great ideas with all EAO site staff.

#### Integrated Recycling Project

**Sue Craig** (Avon ECE Program, Avon, Illinois) and her full inclusion classroom ended the school year last spring with a “Recycling Project.” As a result of the project’s activities, children learned what happens when trash is not picked up. They observed what happens to water when people throw their pop cans, paper and other items in the water or on the ground. The children documented this awareness and new knowledge through the arts.

**Science and Discovery:** Sue simulated pollution in the classroom by putting water in the water table and inviting the children to see what happens as the water becomes polluted. Each day something was dropped in the area, such as paper towels, drinking cups, a can, and other litter. The children became upset as the water table area began to look so “ugly.” A discussion of litter followed. Most children thought that the word “litter” meant cat litter. The children went on litter walks for several days. They each took a plastic bag and put on rubber gloves to pick up trash.

#### Visual Literacy and Environmental Print:

Returning to the classroom, the trash was sorted into piles of recyclable materials and trash. They began bringing in items from home that had the recycle symbol on them. They checked items at school for the recycle symbol. Children discovered that the drinking cups and the storage containers were recyclable.

**Art Activities:** Several visual art activities were nicely integrated into the Recycling Project.

1. The children found pictures of pretty gardens in magazines and created a flower garden by



cutting them and gluing to construction paper, wallpaper, and crepe paper.

2. They also planted real grass seed in cups, adding a face drawing on the cup to make it appear that the face was growing green hair (like a Chia pet).
3. The most ambitious art project was creating a sculpture out of the recyclable items. The children also made birdhouses, bird feeders, a wind machine, pigs, cows, and a bank.

**Literature:** A story of “Litter Red Riding Hood”\* was read to the children. It is about a little girl who went into the forest to have a picnic. She threw all her trash on the ground. The wolf came up and explained to her how bad it is to litter and invites her to join the “Wee Recyclers.” [\* Minnesota Board of Water and Soil Resources (n.d.). *The story of Litter Red Riding Hood*. Retrieved 8-17-01, from <[www.mn.nrcs.usda.gov/partners/maswcd/Rock/litter.html](http://www.mn.nrcs.usda.gov/partners/maswcd/Rock/litter.html)>]

**Preparations for the Picnic:** The class began to prepare for their own end-of-the-year picnic. Pictures of food that could be taken on a field trip were cut out of magazines and glued to a paper plate. Food groups were discussed. A grocery list was made and the children were ready to shop for “picnic food.” Each small group was in charge of specific items to purchase. One group picked out and purchased the meat, cheese, and bread. The second group purchased the drinks and cups. The third group picked out and purchased the chips, paper sacks, and napkins. Each child picked out his or her own fruit. Back in the classroom the children unpacked their groceries. The following day they made their own sack lunch. They each made a sandwich and packed chips in a sandwich bag. They washed their fruit and placed it in the bag.

**The Class Picnic:** The picnic was held on the school playground. Remembering the story of “Litter Red Riding Hood,” most of the children picked up their lunch sacks and trash after eating. If a child forgot, another child reminded him or her to throw the trash away, checking for recycling symbols as they walked to the trash can. Sue said, “Naturally, if the symbol appeared, we had to put it in a different container.”

## Project Wild! The Arts in Nature

**Susan Docherty, Mary Teresa Kessler, Cathy Kerr,** as well as, the Pre-K staff at MacArthur ECE Program, Macomb, Illinois are participating along with the children in their classrooms in a grant funded living science project. As the teachers and parents focus on creating a natural school yard environment, the children interact with nature through raising flowers and plants. All classes participate in planting, weeding, and watering their gardens. When the children are outdoors playing, they love to hide in the tall grasses and under our weeping fruitless mulberry tree. Pretending to be

caterpillars turning into butterflies is one of the children’s favorite dramatic play activities.

Susan Docherty and her class decided that one of the butterfly gardens needed a stepping stone path. The teachers wanted the children to be able to walk in the garden and enjoy the beauty but not step on the flowers. The stepping stone idea was a creative way to solve this problem and involve the children in the process. Susan



said, “The stepping stones are made of concrete. We poured cement into aluminum pie and cake tins and the children decorated them with colorful rocks and shells.” The stones are in a circle/square format, which children can identify as they walk through their garden. This patterning of the stepping stones then reinforces preschool math skills. Weather permitting, the children spend about two hours per week working with and enjoying their gardens.

The school was awarded The Project Wild grant through the National Wildlife Federation and the Kidsgardening grant through the National Gardening Association. Start-up monies, materials, donations by community organization, as well as many volunteers helped make the children’s garden possible. The McArthur Butterfly Gardens can be seen on the National Wildlife Federation web page at [www.nwf.org](http://www.nwf.org). Under school yard habitats, McArthur is listed as #839.

## Child Data

Fall child and family data forms have been mailed to EAO sites. Thank you in advance for getting these forms to the Expressive Arts Outreach Project by the due date of **October 15, 2001**.