



# 1

## Grade 1 & Literacy Development

Art has always played a central role in the education and development of young children. Painting, drawing and other art activities enhance other areas of development, including perception, fine motor skills, language and social interaction. These activities involve “thinking in art” and thinking about art or art appreciation. Creating their own artwork is one way in which children create meaning in their lives. But they can also discover meaning in the art created by others and in nature, and that discovery is the core of art appreciation. While engaging children in creating art, we can also connect them to the world of art beyond their own actions.

Early literacy is the primary focus in these early grades and ‘Yours for the Dreaming’ can assist in bringing literature to life by focusing on phonemic awareness, phonics, fluency, vocabulary and comprehension.

## Literacy Development and “*Yours For The Dreaming*”

But it's **Fun** until morning,  
Night time doesn't have to be **boring**  
When you have a **bluey**, **Goody**  
Lots of time, **oozing** with slime, anything is fine  
**specialty** secret place to go  
Where **dreams** are what you **make** them

Here are some suggestions on using children’s creative experiences with “*Yours for the Dreaming*” to develop a knowledge base about art while supporting early literacy.

1. Ensure that each child feels safe and secure expressing observations and opinions about art. Sharing one’s response to a work of art is a public revelation about something highly personal. Each child must feel comfortable enough to reveal him/herself in this way.
2. Help children collect reproductions and illustrations of fine art. Reproductions of paintings, prints and drawings of master artists are available at museum gift shops, bookstores and libraries. Magazines and brochures feature reprints of work and the book review section of your newspaper may contain illustrations from recently published art books.
3. Connect children to art in the community. Go to nearby museums and art galleries, visit artists in their studios, and then provide each child with the kinds of materials and tools used by the artists she/he sees.
4. Observe art as it occurs in nature. Talk about how changes in light (bright sunlight, cloudy day, sunset) affect the color of objects. Encourage children to observe and comment on shapes and textures in plants, rocks and wildlife. Or, look at examples of nature depicted in artwork and ask what s/he thinks an artist found most interesting in a flower or rock or animal. Children are natural observers. By helping children consider what they see from an aesthetic perspective, you can simultaneously promote their appreciation of the natural environment and the artwork it inspires.
5. Creating the classes own word board that is the result of a group coming together for a group piece.





## Grade 2 & Socio-emotional Development:

### The objectives for Socio-emotional Development

- Participate in a group
- Develop social skills by working on arts projects together
- Express anger, fear, joy, and other emotions through art
- Recognize that moods and feelings can be expressed through art
- Enhance self-concept by sharing the art of each child's culture

## Socio-emotional Development and “*Yours For The Dreaming*”

It's a place that you *travel* to

When you are looking for that

*specialty* secret, take your time

to *see* it, place to go.

## Cognitive Development and “*Yours For The Dreaming*”

You're *there* in no time at all

All you have to do is *fall* asleep

It's a *cream* world, sugar and *dream* world

Yogurt, *carrots* and *sunbeam* world

### Story Telling

After rereading a familiar story help children structure the story by asking questions about:-

- **Setting** – where does the story take place? And when?
- **Characters** – who is in the story?
- **Theme** – what is the story all about?
- **Plot** – what happened? How does it end?
- Journaling how that relates to their own experience.
- The application of the journal entries to tie their imagination with a tangible representation in art form

“*Yours for the Dreaming*” offers opportunities to explore colour, art forms, sound, movement and music, and group artistic time together, thus supporting:

- the child's total development – physical, emotional, social, and cognitive learning through active interaction with adults and other children as well as with various arts materials
- learning activities and materials that are real, concrete, and relevant to the lives of children
- opportunities for children to choose from among a variety of artistic activities, materials, and equipment of varying degrees of difficulty
- allowing children time to explore the arts through active involvement





## JK & Physical Development

The objective for physical development with JK children is to explore the many ways in which a body can move while developing large and small motor skills, and improving balance, coordination, and rhythm.

### Pathways

We move through space creating pathways with our feet and our whole body. We can move from point A to point B in a:

#### Flexible way

(roundabout, waving before arriving at given point)

#### Direct way

(no deviation in pathway)

#### Free flow

(running, leaping, difficult to stop)

#### Bound

(restrained action and position)

### Self-Space

Movement you perform in place (stationary movement)

### General Space

Movement that takes you into general space (locomotor movement).

Listen to the following stationary words and do what each word says:

stretch, bend, twist, float,  
rock, shrink, sway, drop

When I say **‘STOP’** come back to the ‘rest’ position and listen to the following locomotor words and do what each word says:

walk, run, skip, slide,  
flee, prance, leap, hop

When I say **‘STOP’** PAUSE.



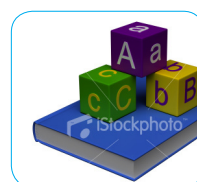
### Reading

As great many children’s books are rhythmic and full of rhymes, repetition, and other musical sounds, such books are meant to be read or chanted aloud, and they offer many opportunities for children to join in . . . . when you have a bluey, gooey, lots of time, oozing with slime, anything is fine . . . Some teachers like to use music or sound effects in conjunction with reading to children or enacting a story with puppets. Background music can accompany the moods of the story. Or the music may be chosen to evoke characters or events in a story – a rainstorm, a swan skimming along the water, a bee buzzing (Rimsky-Korsakov’s ‘Flight of the Bumble Bee’), a heavy-footed giant (slow beating of the drums), or a delicate fairy (tinkling of a tiny bell).



### Books

You can use pictures in books to stimulate children’s awareness and creative thinking. For instance, pre-school children when asked ‘what do you see in this picture’ from ‘Yours for the Dreaming’ Doodley pages responded with the most creative descriptions such as ‘ladybug, eyes, shell, heart, bubbles, whales, dots, the sun – all from the same picture. Children find this creative use of imagination challenging and fun.



### Language

Development of language consists primarily of extending the child’s speaking ability to include functioning with written language. The subtle preparation for language is offered through a rich diet of songs, and stories and is easily incorporated into the regular curriculum with ‘Yours for the Dreaming’ Songs can be sung in different languages, rhyme songs can be used to emphasize phonetic endings to words and vocabulary can be expanded by singing theme songs e.g. story telling through song as found in ‘Mozart and the Young Mind’.



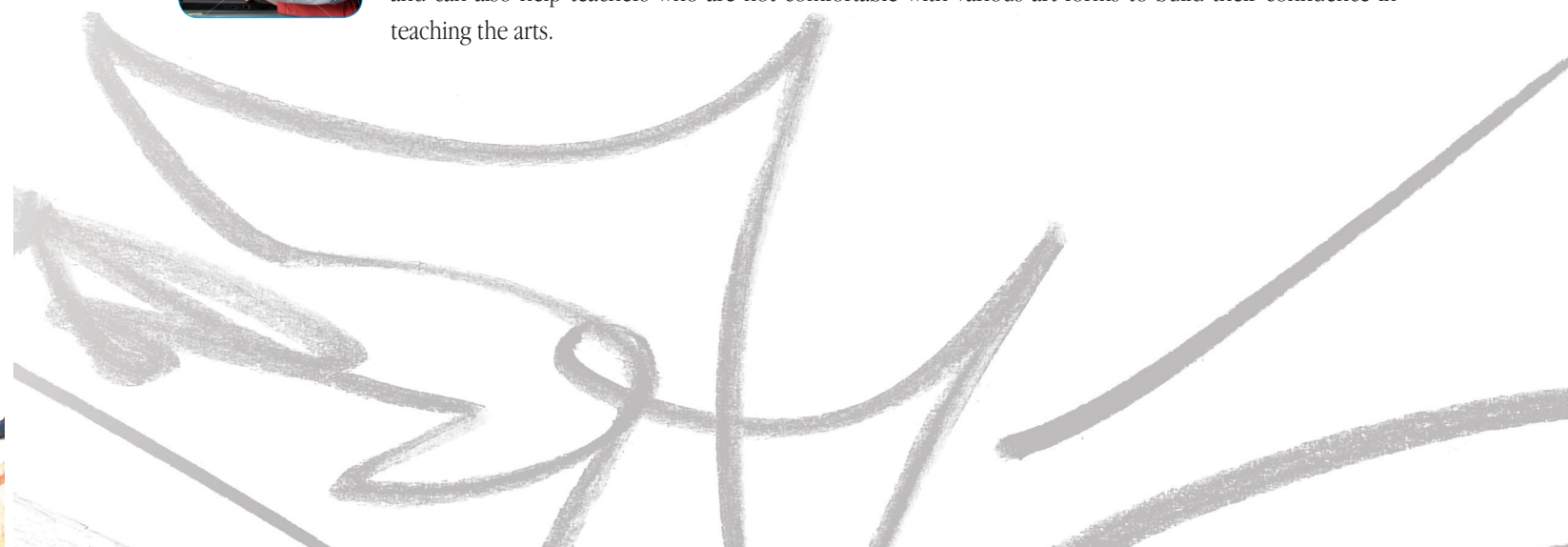
### Science and the Environment

Using the essence of the colours in nature and where colours reflect nature and the relation to the objects of environment. A session of colour with relation to sky can work with cross curriculum to study the elements of the environment, air quality, pollution, taking care of our planet.



### Videos and Recording

This may also be used in the classroom in the form of presenting the art, music, and dance of various cultural groups. It offers the opportunity to expand the range of multicultural experiences in your classroom and can also help teachers who are not comfortable with various art forms to build their confidence in teaching the arts.





# Integrating Arts with other Curriculum Areas:

Where does learning through the arts component fit into the curriculum?

Create your own lines, colors and spaces too!

Fill in, leave out, the choice is up to you.

Red Yellow Green Blue

The arts have a natural connection with other activities that children enjoy. Here are a few of the many possibilities for tapping these connections and creating an integrated curriculum.



## Art Activities

‘Create your own lines, colors and spaces too! Fill in, leave out, the choice is up to you’.

From time to time you may want to try playing music in the art area and seeing how this affects the way children draw or paint. It is best not to stress “drawing to music” or to give the children any special instructions about how to do so. Movement is especially prominent in some art activities, such as finger painting or drawing in sand. Try asking questions to focus a child’s attention on movement: “How is your hand moving when you are making those wiggly lines? Can you do it again?”



## Dramatic Play

‘Deep down below where the sun does shine and the evening moon does glow . . .’

While it is not advisable to interrupt with a string of questions that pull children out of a make-believe play scenario, an occasional comment or question during dramatic-play can increase children’s awareness of how movement communicates to others. It is useful to ask questions to encourage the children to think about the actions, characters, and cause-effect relationships in the story. Remember that the goal is not the accuracy with which the story is acted out but the thinking, creativity, and imagination that the activity stimulates in the children.



## Music and Movement

The music of words – language itself, made up of sounds and rhythms, shares many of the qualities of music. Poetry is closely akin to music, and much of the poetry that children love is especially rich in word sounds and word invention ‘it’s a cream world, sugar and dream world, yogurt, carrots and sunbeam world’. Writers such as Edward Lear, A. A. Milne, Dr. Seuss, and ‘Mozart and the Young Mind’ (designed to complement ‘Yours for the Dreaming’) – are delightful resources in sound, music, color, and word play.

## Movement and “Yours For The Dreaming”

Dancing on a beam,

sliding down a stream

cheering for the team

Doesn't really seem real

## Movement Sentence

Two or more action words performed one after the other, for example:

2 action words such as - walk – stretch;

3 action words such as - run – twist – freeze;

4 action words such as - glide – turn – flee – pause.

Now encourage the students to create their own movement to sentences and share in small groups.

## Movement Sentence Accompaniments

Start with vocal accompaniments. Ask you students what each word would sound like and let them use that sound as they move. Using small percussion instruments from the jingle (bells), rattle (maracas), scrape (quiro), ring (triangle) and strike instruments (drums) determine as a group which type of instrument would be appropriate to accompany each action word you choose.



The use of primary journaling and storytelling as it relates to impressions from abstract forms of art are used as a tool to explore the subjectivity of art. The children’s interpretations will be acknowledged and celebrated as uniquely theirs. The development of word association through word play and activities that allow the children to visualize the word as to the meaning will deepen their early understanding or the application of words.

Colour recognition and association will be applied to a word play association that allows for an interactive experience where each child can relate their interpretation of the colours as they relate to association.







## SK & Cognitive Development

### The Objectives for Cognitive Development

- Refine visual skills by noticing changes in colour
- Refine textual skills by noticing the differences in textures
- Increase awareness of different movements or body positions
- Develop creativity and imagination by responding to problems in textiles
- Through working with the different sensorial musical materials the child has refined his auditory discrimination and the math materials flow naturally from here.  
The acquisition of mathematical principles is seen as developing logically from concrete to abstract and simple to complex. rn new words and concepts through language and movement of the arts
- Explore cause and effect (mixing two colours together)
- Integrate word play with the expression of the word through images
- Develop story telling and sharing through journaling as an exercise in writing, reading and art as well as articulation.

## Looking at Art

Draw children into the piece when looking at art by asking questions such as:

1. Pick one piece of artwork and study it carefully
  - a. Name of the artist?
  - b. What is the title of the artwork?
  - c. What would you have called this painting if you had done it?
2. Describe the shapes that you see in the artwork.
  - a. Do the shapes fill up the space?
  - b. Is there a lot of space in between or around?
3. What type of shapes do you see? (Circles, oval, squares, rectangles or triangles?)
4. What type of lines do you see? (Wavy, straight, thin, thick, broken, jagged, vertical or horizontal lines?)
5. Name the colors that you see.
  - a. Are they cool or warm colors?
  - b. Are the colors bright, soft, dark or strong colors?
6. What feelings or emotions do you think the artist's was trying to get across?
  - a. What kind of feelings do you feel when you look at this artwork?
7. What is the focal point? (The area of the painting that stands out).
  - a. Why does it stand out? (Is it bigger, bright or more colourful?)
8. What is happening in the artwork?
  - a. Does it remind you of other things?
  - b. Does anything repeat itself?
9. Is this artwork about another culture?
  - a. Is this a universal theme? (Understood by other cultures as well).
10. What words would you use to describe this artwork?
  - a. Did you learn anything from this artwork?
11. Do you like this work of art?
  - a. Why or why not?
12. Do you feel you understand this artwork better now that you have answered these questions? Why?

Appreciation of art for its own sake is both possible and valuable for young children. Too often, adults limit art experiences to the making of art. By helping children grow from art makers to art appreciators, you can deepen their understanding of the world and enrich their lives in the process. Few people continue creating art beyond childhood. But art appreciation is a skill and a pleasure that can last a lifetime.