

“ Mess”ter pieces and mini-movers

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I. Welcome!

II. What is Process Art? The Art of Exploration.

- Emphasizes the learning taking place and the process of creating Art
- No clear beginning, middle or end
- Variety of materials- no instruction sheet
- Open-ended, unstructured with no predetermined goal
- Child Centered
- The “ Ex “ list criteria: Experiment, Experience and Explore

III. Why use Process Art?

- Encourage problem solving, thinking, creativity and independence
- Fosters the ability to invent and create in new ways
- Allows children to participate at their own developmental level
- Creates pride in and ownership of work

IV. How to provide quality process Art activities and incorporate throughout the curriculum .

A. Educate Parents on the purpose of Process Art

- Let parents know what children are doing in Art and WHY.
- Model appreciation of the process over the product.
- Document the process to demonstrate what they did and how they created their work.

B. Art Center

Contents: Paint, paper, brushes, glue, tape, Art books, story books, markers, crayons, glue sticks, scrap box. Stamps. Various types of paper.

Rotate: Textured wall paper, sand paper, fabric, ribbon, stamps, foil, decorative trim, pom-poms, craft sticks, cardboard, popsicle sticks, recycled materials(bottles, cups, etc.), Foam, Styrofoam, poster board, pipe cleaners,

“ Tools” to create with: Pastry brushes, kitchen supplies(hand mixer, potatoes masher, etc.) Bath stuff: Loofah, make up sponges, squeeze bottles, bath “poofs”,

C. Sensory Center

Play do, clay, tools to experiment with.

D. Include Various Media for activities

2D Projects

3D Projects

Move it or lose it!

Creating meaningful Movement experiences for toddlers.

I. Who can Dance and move?

EVERYONE

Babies, toddlers, kids, teachers, moms, dads, toys and more!

II. Why Dance/Move?

Combines mind and body

Kinesthetic connection

Develops a clear body image- spatial and body awareness

Musicality, Rhythm, imagination and creativity

Develops listening, observation, cooperation and communication skills

III. How to implement Dance/Movement into your classroom

Structure vs. Non-Structure- Flexible

Mimicking vs creating

When and where- Outdoors, circle time, transition time

Observers

IV. What to use

Music- guided and unguided; children's and adults. Various kinds

Stories, Songs, chants and instruments

Props

V. What to teach

Loco and non locomotor

Elements of Movement- Level, Direction, Shape, Place, Pathways, Size, Weight,

Tempo, Body parts

Resources

Websites:

www.mfah.org/arttogo -Story books, idea books, slides, videos, prints for all subjects

www.kinderart.com -Recipes, lesson plans on various subjects with corresponding curriculum connections.

www.atozkidsuff.com -Recipes, ideas, lesson plans

<http://www.dickblick.com/lessonplans/2008lessonplans/> -Lesson plans

<http://www.brightwing.com/Fun%20Activities.html> -Sample Art activities from Mary Ann Kohl

<http://www.creativedance.org/resources/files/BabysFirstYear.pdf> Baby's first year of movement

<http://www.creativedance.org/resources/files/DanceforBabies.pdf> Movement for babies

<http://sparkplugdance.org/information/> GREAT articles and ideas for infant/toddler movement

www.itunes.com Find music to Dance to for any theme or idea

www.happalmer.com How to make movement props. Music, ideas and visual aids.

<http://www.hellojoe.com/edu.php> Joe Scruggs music and movement lesson plans

http://www.preschoolexpress.com/theme_station07/outer_space_jun07.shtml Theme related movement and art ideas.

Books:

Susan Striker:

Young at Art

Mary Ann Kohl:

Preschool Art: It's the Process, Not the Product

Storybook Art: Hands-On Art for Children in the Styles of 100 Favorite Picture Book Illustrators

Mudworks: Creative Clay, Dough and Modeling Experiences for Children

The Big Messy *(But Easy to Clean Up) Art Book

Scribble Art: Independent Creative Art Experiences for Children