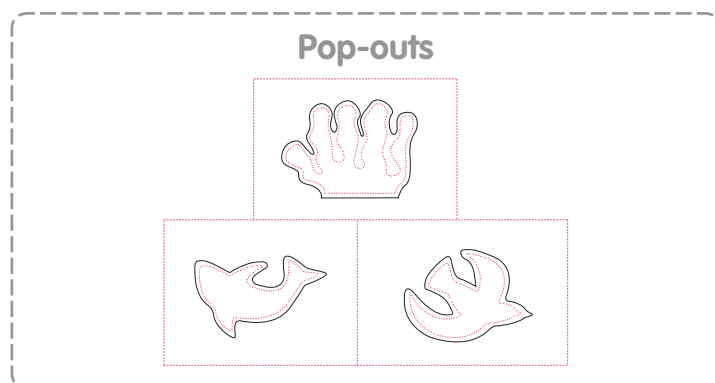




## MATISSE'S SEA



### Objective

Children use a stencil to paint details onto the sea.

### Materials

- white tempera paint
- sticky tack or sticky tape

### Steps

- Show a reproduction of *Polynésie, The Sea* by Henri Matisse (1946). Give the children time to look. Say: *Look carefully. What can you see?*

- Show the children the pop-outs. Ask the children to choose a pop-out and add it to the reproduction using sticky tack or sticky tape. As they do, ask: *Is it a plant? Is it an animal? What other living things live in the sea?* Encourage the children to discuss if they are not sure.
- Then, show children Worksheet 1, the pop-out sheet and the white paint. Ask: *How can we decorate the sea like Matisse?*
- Show the children how to use the pop-outs as a stencil to get the same shape every time. Let them create freely for some time.
- When the pictures are dry, display them together. The children can look and match the pop-outs to the painted shapes.

### Additional ideas

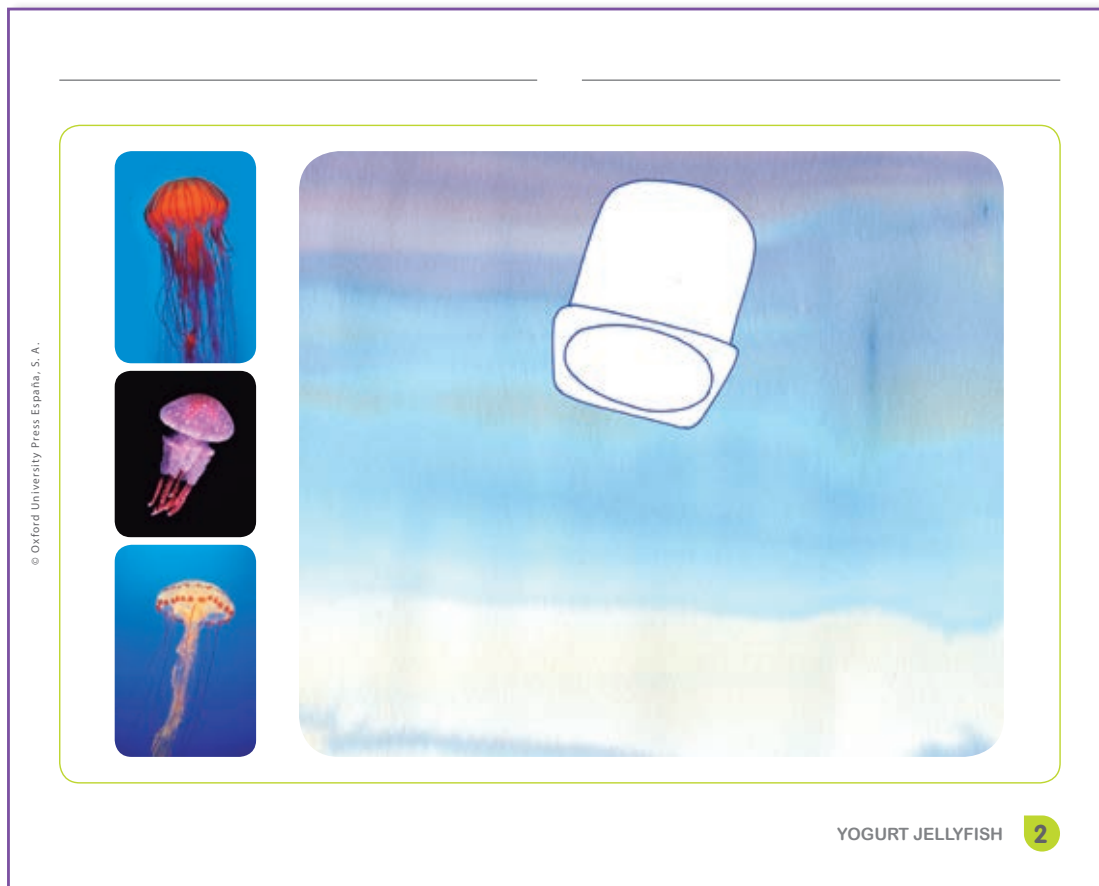
Instead of using the pop-outs as stencils, you can simply use white paper, a cutting tool and glue. Explain that this is how Matisse made the original artwork, *Polynésie, The Sea* and many of his other famous works. Tell them to cut out different shapes from paper, arrange them carefully and then stick them to the worksheet using glue.

### EXTRA RESOURCES

Artlink 1

## Little Artists Experience 2

# YOGURT JELLYFISH



### Objective

Children create a jellyfish in both 2D and 3D, first by crafting and then by drawing their creation.

### Materials

- empty yogurt pots without labels
- tempera paints
- coloured paper or ribbon
- sticky tape

### Steps

- Show the children a pre-made yogurt jellyfish and ask: *Do you know what these animals are called? Where do you think they live?*
- Show children Worksheet 2 and ask them to look at the photos and, if you can, show them a video of exotic jellyfish swimming. Ask them to describe what they see. Ask: *What can you see? How do jellyfish move?* The children can imitate their movement.
- Then, present the materials and ask: *How can we make a jellyfish? How can we make the tentacles?*

- Ask the children to create their own yogurt jellyfish by following these steps:
  1. Tear strips of different-coloured paper.
  2. Stick them inside the yogurt pot to make the tentacles.
  3. Paint the yogurt pot.
- Ask the children to draw their completed yogurt jellyfish on Worksheet 2.

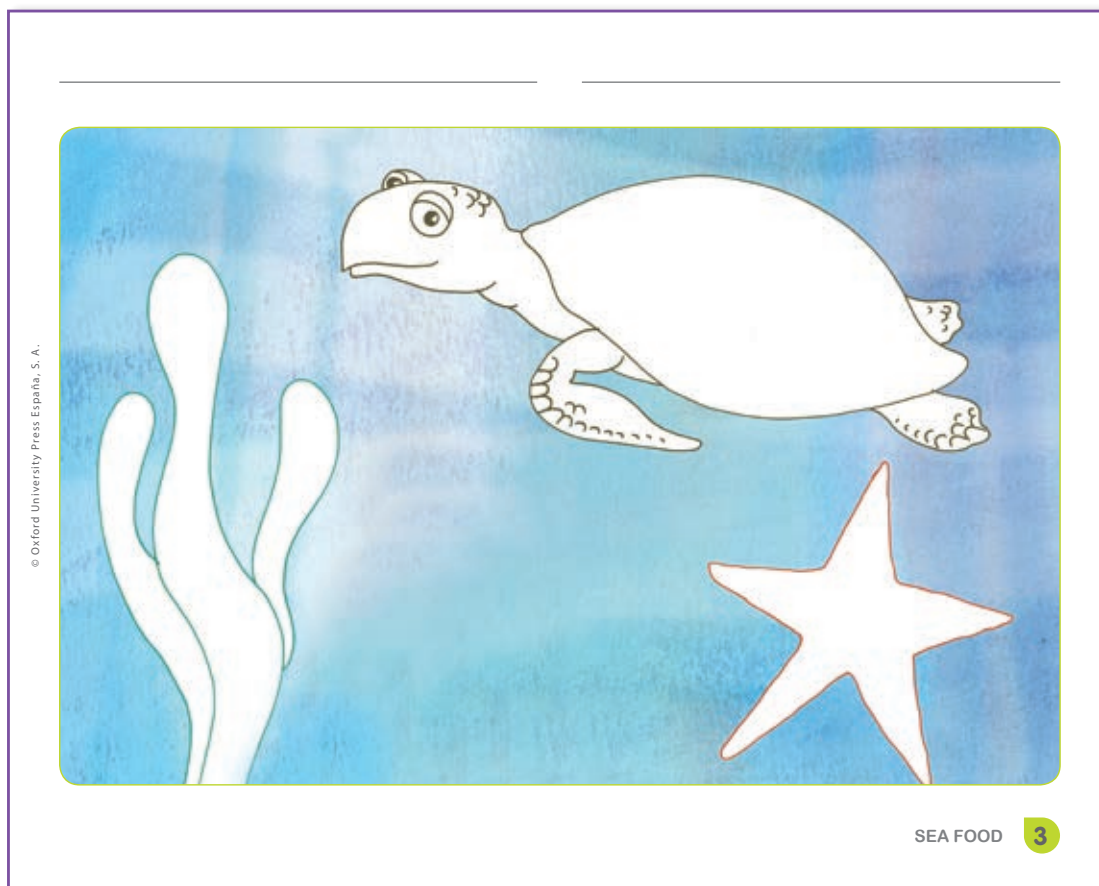
### Additional ideas

Instead of paper, try using different materials to make the tentacles, such as wool, plastic bags, or fabric. Instead of drawing the tentacles on the worksheet, the children could even glue on the same material they used to make the jellyfish.

Try adding a string or wire to the top of the yogurt pot and hanging them up in the class, attaching them to the ceiling or to furniture. Encourage the students to talk about which colours they chose, which materials they used and why they took each decision.

## Little Artists Experience 3

### SEA FOOD



#### Objective

Children create and explore different textures using dried foods to decorate a picture.

#### Materials

- couscous, lentils and herbs
- glue
- crayons

🎵 **Listen to the music!** Track 1

***Andante Spianato op. 22, Chopin***

Listen and move. Play the music while the children feel the textures of the dried foods.

#### Steps

- Before the class, put the food in containers around the classroom.
- Show the children Worksheet 3 and ask: *What can you see? What's on the turtle's back? Have you ever seen a starfish? What does seaweed feel like?*
- Invite the students to move around and feel and discuss the sensations produced by the textures of the food.

- Say: Colour the turtle's head and legs.
- Then say: *Choose a food for the turtle's shell. Say: Put glue on the turtle's shell. Show them how to sprinkle the food on top. Press down gently.*
- Then, show the children how to tip off the excess. They repeat with the seaweed and the starfish.
- When the pictures are dry, the children can feel them with their eyes closed and guess the material.

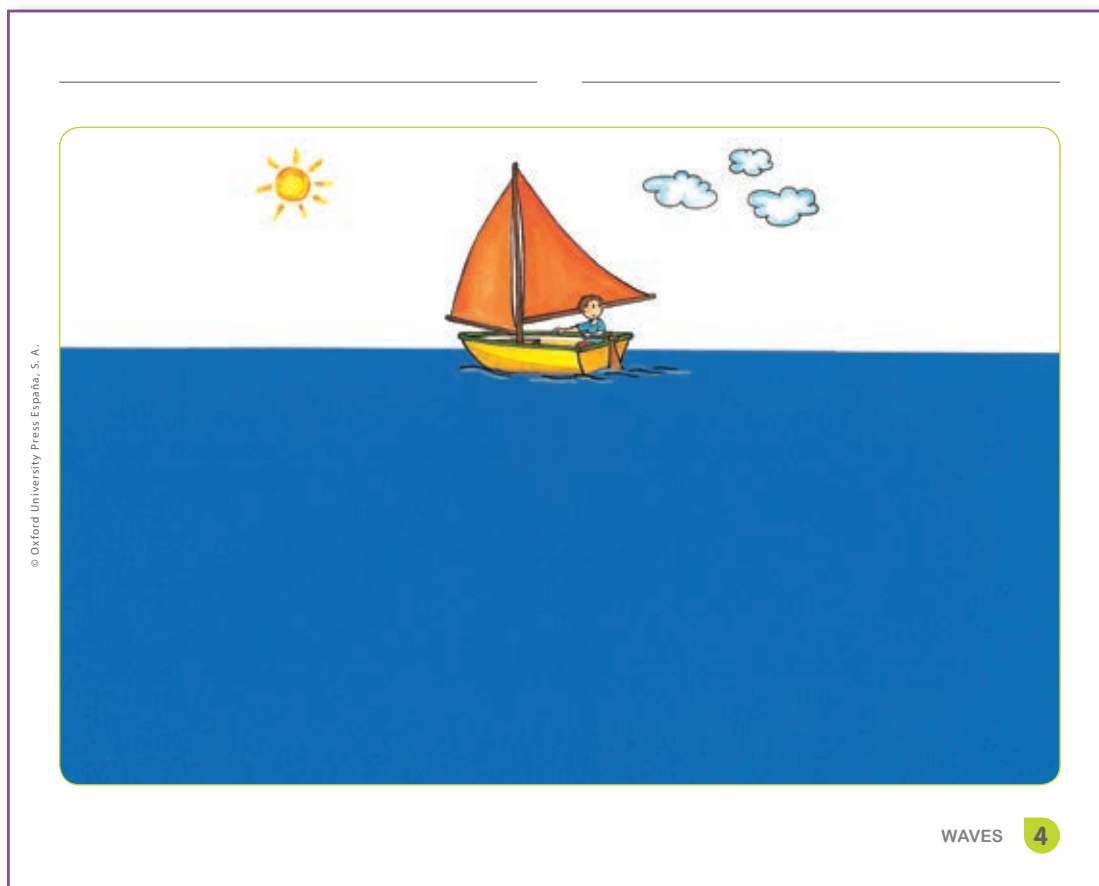
#### Additional ideas

To further emphasise the different textures of food, you could make a game in which the children put their hands in different boxes and have to guess what is inside. Ask them questions to help them: *What is it? Are they lentils? Are they beans? Encourage them to explain why they have made that decision. Is it big or small? Is it soft or rough?*

You can do this activity with any drawing as an outline, or even without any outline. The children glue the food onto the paper freely. You can put on different music to give their imagination free reign.

## Little Artists Experience 4

### WAVES



### Objective

Children create a collage showing water in motion.

### Materials

- glue
- different-coloured tissue paper
- pictures of Sorolla's paintings that show water

### Steps

- Ask: *Have you ever been to the beach?* Using gestures, show how water moves and how waves rise and fall. Ask the children to imitate waves with their hands and arms. Say: *Show me waves.*
- Present the coloured tissue paper. Ask the children: *What colour are waves?* Hand out the pictures by Sorolla.
- Ask the children to make waves using the tissue paper and the glue. Encourage them to represent the movement of the water by manipulating the tissue paper in different ways and layering the colours.

### Additional ideas

Instead of tissue paper, you could also use plasticine. Ask them to shape strips of different coloured plasticine to represent sea waves. Remind them that the sea isn't always blue, for example when the waves break on the shore. For breaking waves they should use white plasticine. There are also times when the sea looks turquoise or green. Encourage them to mix the colours and use the plasticine to create texture in their waves.

Ask them what happens when they fill the bath with water and then remove the plug. Ask them to copy the movement that the water makes. Then they can draw whirlpools and swirls with paint, tissue paper, or plasticine.

Ask them to get in a line. Put yourself in the middle of the line and say that they are the water, and you are the plug hole. When you make the gesture of removing the plug, they have to swirl around you, imitating the movement of the water. This can also be done with one student at a time. Ask the child to spin around you when you 'pull out the plug'.

### EXTRA RESOURCES

Artlink 2



## Little Artists Experience 5

# BUBBLE STAMPS



### Objective

Children use non-conventional elements to create representations of different-sized bubbles.

### Materials

- different-sized lids
- diluted tempera paints
- plastic plates and trays

🎵 **Listen to the song!** Track 2

### *I'm an artist*

Play the song to review art techniques. The children mime stamping.

### Steps

- Say: *Let's go swimming.* Mime swimming with the children. Show the children the underwater scene and ask what they can see. Ask: *Can we see air underwater?* Imagine what's inside the boat.

- Present the materials. Ask: *How can we show bubbles?* Play the song.
- Set up stations with different-coloured tempera paints, each with a selection of different-sized lids.
- The children dip the lids into the paint and stamp them onto the worksheet to create bubbles until the paint runs out. Then say: *Now try a different stamp.*
- Let the children create freely for some time. Then compare the different results together. Ask: *Which stamps make big bubbles and which ones make small bubbles?*

### Additional ideas

Use bubble wrap instead of lids to create a different bubble effect. The children can paint it with tempera paint and then print it onto the worksheet, using lots of different colours.

Get the children to imagine that they are on a shipwreck at the bottom of the sea. Ask: *What animals can you see?* They dance around the classroom imitating the marine animals they know: crab, octopus, fish, shark, squid, etc. You could also ask one of the more confident children to imitate an marine animal and the rest of the class guesses what animal they are: *Are you a fish? Are you a shark? Are you an octopus? Yes, I am!*



## Little Artists Experience 6

### WHAT DOES IT FEEL LIKE?



#### Objective

Children create and explore textures using different materials to make a collage.

#### Materials

- cotton wool
- wooden ice lolly sticks cut to different lengths (or cardboard cut into short strips)

#### Steps

- Show the children Worksheet 6 and ask: *What can you see? Do you have a teddy bear like this? Is it soft or hard?*
- Present the materials to the children. Talk about the textures encouraging them to touch and comment.
- Say: *Let's make the teddy bear.* Put glue on the bear. Show them how to stick on the cotton wool.
- The children do the same with the chair using the wooden ice lolly sticks or cardboard. Give other examples of soft and hard objects in the classroom.
- When the pictures are finished and dry, encourage the children to feel them and talk about the different textures. Ask: *What else can we make?*

#### Additional ideas

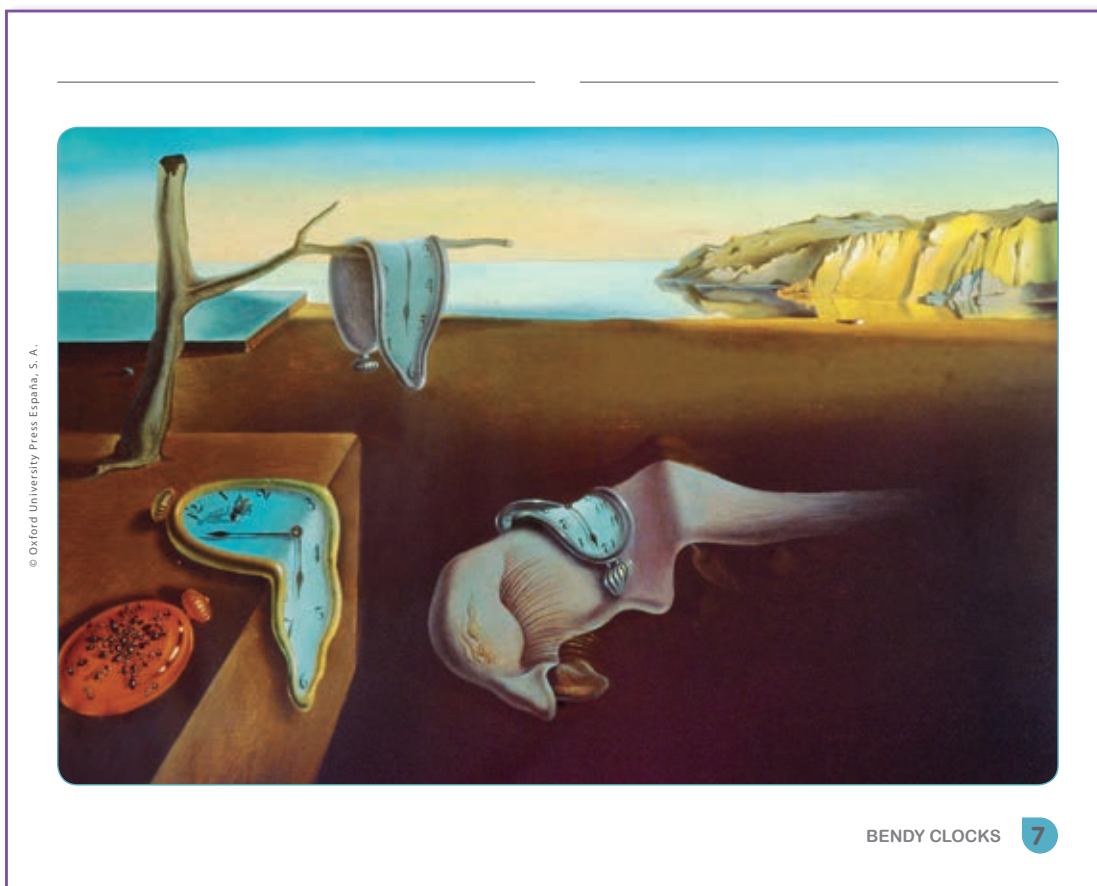
Instead of cotton wool and lolly sticks, you could provide the children with a selection of hard and soft materials that they can choose from (plastic straws, paper clips, strips of fabric, etc.). The children decide which ones are hard or soft before using them in the appropriate part of the collage.

The children could also design their own collages using the alternative materials. Give them ideas about what they could make (for example; hard collage: rocks, cars, a house, a boat. Soft collage: baby animals, a sofa, soft grass, clouds).



## Little Artists Experience 7

### BENDY CLOCKS



#### Objective

Children sculpt their own versions of Dalí's bendy clocks.

#### Materials

- clock
- plasticine
- plastic knives and jam jar lids or round biscuit cutters

#### Steps

- Show the children the reproduction of *The Persistence of Memory* by Salvador Dalí on Worksheet 7. Give them time to look and then ask: *What can you see? How many clocks are there?*

🎵 **Listen to the music!** Track 3

***The Syncopated Clock, Anderson***

Listen and move. The children move their arms like a clock when they hear the clock ticking.

- Then present the materials and ask: *How can we make a bendy clock? What shapes do we need to make?*

- Ask a child to demonstrate the method for the rest of the class. Describe the steps of making a bendy clock:

1. Make a ball with the plasticine.
2. Flatten the ball into a disc.
3. Use plastic knives or lids to make an even circle.

If they need help, invite another child to demonstrate. Ask: *Who can help?*

Ask the children to bend and squash their clocks on different objects around the classroom to get the Dalí effect.

#### Additional ideas

Alternatively, you can use other materials for this activity such as sheets of coloured foam. Draw semicircles onto the foam sheets and give two to each child. They cut out the two semicircles and then tape them to the table. The first semicircle should be stuck face down with the straight edge along the edge of the table. The second semicircle should be stuck vertically with its straight edge next to the other semicircle, creating a right-angled disc. Then they can decorate the clocks using paper arrows or numbers, or using paint.

#### EXTRA RESOURCES

Artlink 3

## Little Artists Experience 8

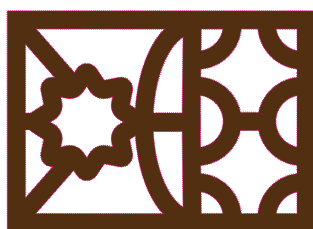
# WONDERFUL WINDOWS



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WONDERFUL WINDOWS 8

### Pop-outs



### Objective

Children explore transparent materials and light by creating a stained glass-inspired collage.

### Materials

- coloured cellophane cut into small pieces
- glue
- sticky tape

### Steps

- Show the children the picture of the stained glass window on Worksheet 8. Ask: *Have you seen windows like these before? Where do you see windows like these?*

- Show a pre-made window as an example and ask: *What colours can you see?*
- The children take the pop-out sheet for Worksheet 8. Say: *Pop out the windows.* They remove the shapes inside the window frame.
- Give out the coloured cellophane. Let the children plan their windows before sticking the cellophane with glue.
- When they are finished, tape the collages to the classroom window. Ask: *Which window is your favourite?*

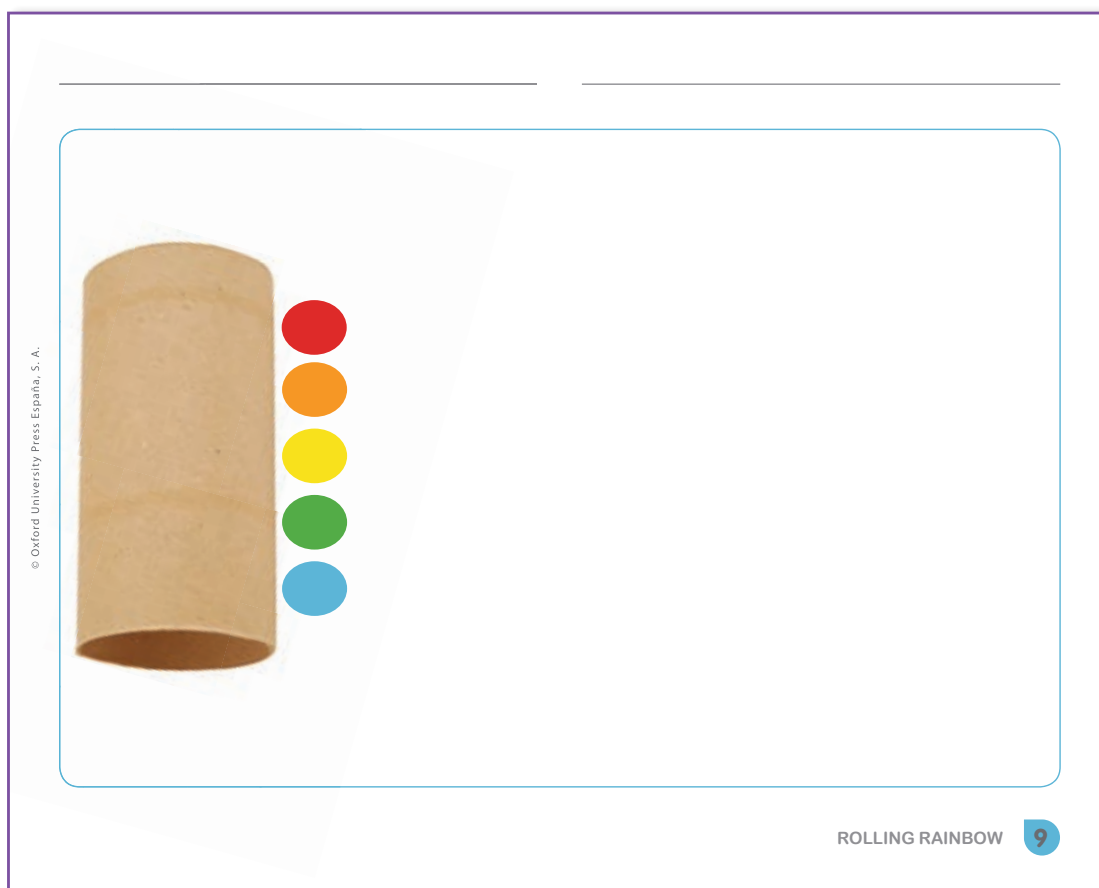
### Additional ideas

If you cannot use the pop-outs, you can make your own window frames by using sheets of A4 paper. Fold the sheets of paper in half a few times. The children can cut out their own shapes into the folded edge of the paper. When they unfold it they will have made their own window frame pattern.

Continue your exploration of transparent materials by modifying this activity. Explain to the children that they are going to make their own lamp. They will each need a clear plastic bottle, sticky back plastic and paper cut into small shapes. The children decorate the bottles by sticking pieces of paper and plastic to the bottle. Leave them to dry. Show them what happens when you shine a torch into the bottle. They will notice the different colours and how the light shines more easily through some parts than through others.

## Little Artists Experience 9

# ROLLING RAINBOW



### Objective

Children create a painting of a rainbow using roller printing

### Materials

- red, orange, yellow, green and blue tempera paints
- toilet roll tubes (or kitchen roll tubes)
- coloured card (optional)

### Steps

- Play a game. Place coloured card around the classroom. When you say a colour, the children move to that area of the classroom.
- Present the materials. Ask a child to experiment with a toilet roll tube, a blob of paint and a piece of paper. Ask: *What happens when we roll the paint?*
- Show them Worksheet 9. Ask them: *What do you think will happen if we roll these paint blobs?* The children predict then do the following:
  1. Put a small blob of paint on each blob on Worksheet 9.
  2. Roll the toilet roll tube across the page to make a rainbow.
- Ask: *Have you ever seen a rainbow? What colours did you see?*

🎵 **Listen to the song!** Track 4

### *Colours in my world*

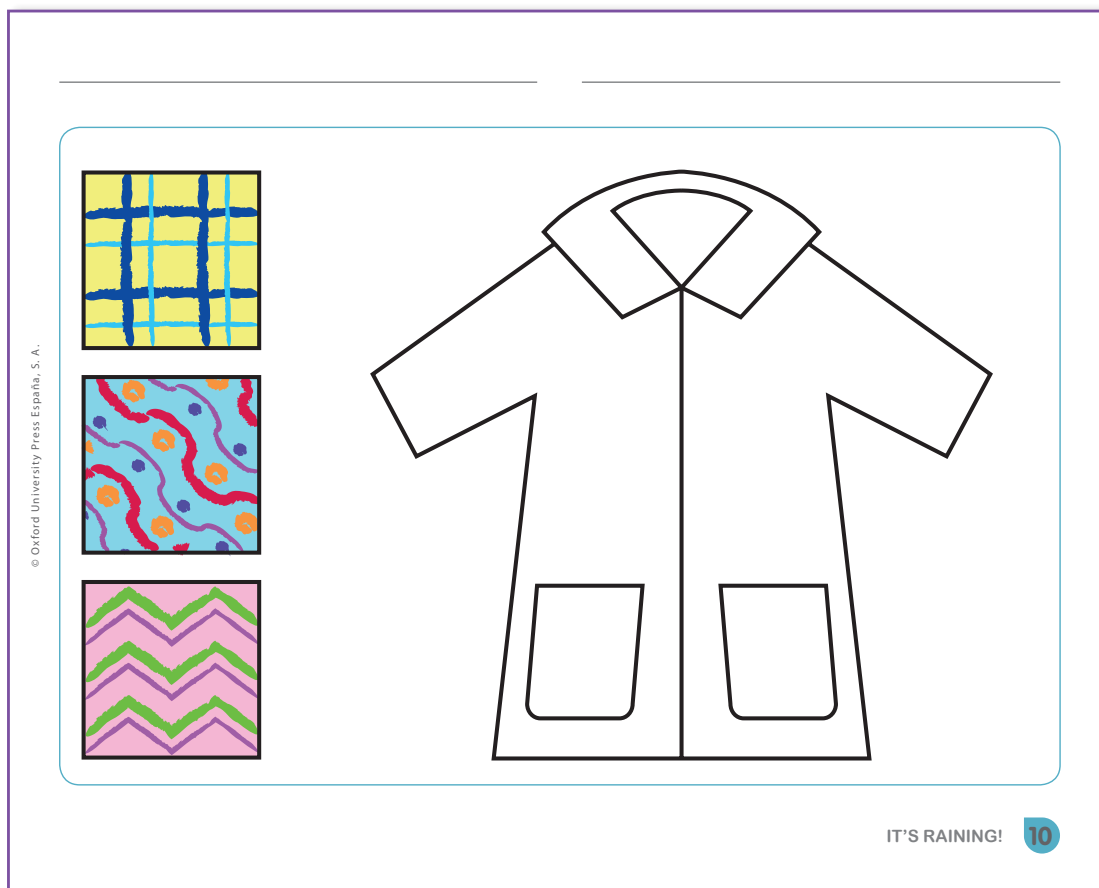
Listen and find.

Point to colours mentioned in the song. The children do the same or look for objects in the classroom of that colour.

### Additional ideas

If you wanted to do a craft that the children can take home with them, you could make rainbow jars. Get the children into small groups so they can share the materials. Each child has their own small screw-top jar (such as a jam jar), a packet of salt and a sheet of paper. Each group has different coloured chalk. Ask the children to pile some salt on to the sheet of paper and to rub a piece of chalk onto the salt until it's the same colour as the chalk. Then, carefully, they fold the paper and pour the salt into the jar, creating the first layer of their rainbow. Then the children move to a different table and repeat the process with the next colour, changing colour until they have filled the jar. Make sure the jars are filled to the top to stop the layers from mixing.

## IT'S RAINING!



### Objective

Children design a raincoat pattern and create a rain effect with pastels.

### Materials

- crayons
- blue pastels

### Steps

- Talk about different patterns. Point your finger and say: *Everybody follow me.* Draw a straight line with your finger and say: *Straight line.* The children repeat. Do the same with wavy line and zigzag.
- Show the children Worksheet 10. Say: *This is your raincoat. Choose a pattern.* The children complete the raincoat design with crayons.
- When they are finished hand out the blue pastels. The children draw the rain in the background with pastels. Then say: *Oh no! It's raining!* Show them how to smudge the pastel by imitating rain and moving their fingers over the page in a downwards motion.

### Additional ideas

Instead of blue pastels, you could also try using blue watercolours to paint the rain. Afterwards, explain that crayons are made of wax and that wax is waterproof.

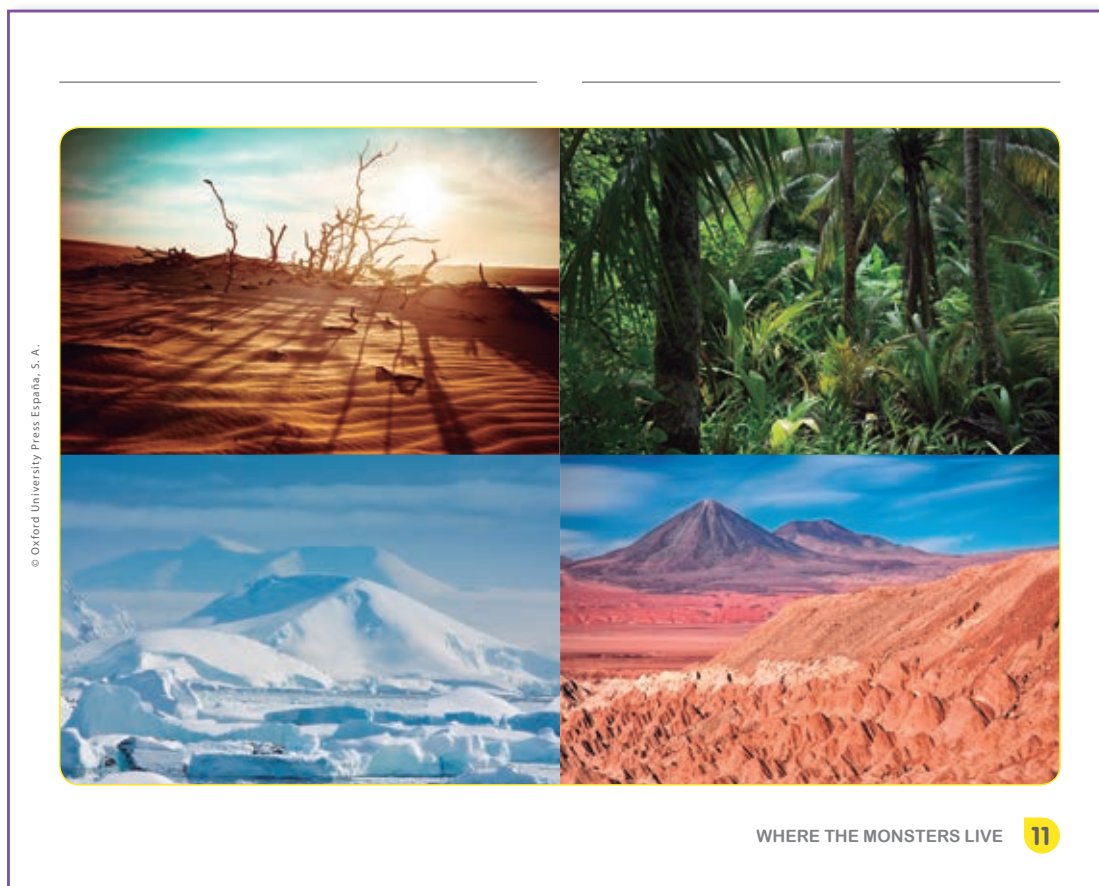
Preferably with the help of another adult, try this activity in small groups. Each group will need blue crayons or pastels, paint, glue, a plastic bottle cut in half lengthways, and a canvas. You will need a hairdryer. The children glue or tape a line of wax crayons vertically along the top of the canvas. Then they stick the bottle halves a little further down the canvas to catch the drips. Underneath the bottles, they can draw people holding umbrellas. The umbrellas should be in line with the bottom part of the bottles. Alternatively they could draw figures on a separate sheet of paper to stick on afterwards.

Once they have prepared the canvas, the adult can blow hot air from the hairdryer on to the wax so that it melts and 'rains' down the canvas.





# WHERE THE MONSTERS LIVE



### Objective

Children develop their ability to imagine by creating monsters and developing stories.

### Materials

- plasticine

### Steps

- Children look at Worksheet 11. Ask children to describe the landscapes. Say: *Can you see plants, rocks, sand or water?* The children can point.
- Say: *I want you to imagine a monster.* Using gestures ask: *Does it have horns? Does it have a tail? Does it have five legs?*
- Give out the plasticine and say: *Make your own monster!* The children use the plasticine to make a monster.
- When they have finished ask children to choose a landscape in which their monster can live. Say: *Put your monster in its home.*
- The children share their monsters with the rest of the class by comparing their monsters with other monsters that live in the same landscape.

### Additional ideas

Help the children to decide on their monsters form by using three dice. Give out paper and paints to the children, and get them into small groups. You will need three dice: one normal dice (with just numbers), one with a different colour on each face, and one where each side represents a part of the body such as head, eyes, ears, arms, legs and mouth. Each group takes a turn to roll the number dice, then the colour dice, and then the body parts dice. This will tell them what monster to make. For example, a monster with *four green heads*. They can throw again to find out what other body parts their monster has. When they have finished their monsters, they should compare their pictures with others in their group. They'll notice that although they had the same numbers and body parts, their monsters are all different. Let the children walk around the classroom and look at the monsters the other groups have made.



## Little Artists Experience 12

# BLOW PAINT ANIMALS



### Objective

Children develop and experiment with the creative possibilities of the blow paint technique to create unique images.

### Materials

- diluted tempera paints
- pipettes or paintbrushes
- straws
- crayons

### Steps

- Children choose a colour and use the pipette to drop a blob of diluted paint in the middle of the page. Then they take the straw and blow the paint to create a unique shape.
- While the paint dries, review animal vocabulary.
- When they are dry, the children look at their picture again. Say: *What animal do you have?* Encourage the children to use their imaginations
- Then the children take the crayons and complete their animal by adding features such as eyes, tails, ears and claws.

🎵 **Listen to the song!** Track 5

### Animal art

Listen and move. Play the music and listen for the different animals. Encourage them to think of different animal actions and to do the actions for each one.

### Additional ideas

Instead of using straws, you can ask the children create a simple print effect. First they fold the worksheet in half and open it out, and then put a blob of paint in the crease. They then fold the sheet in half again and press it to spread out the paint. Meanwhile search the Internet for photos of clouds that look like animals. Show the children and explain to them that sometimes when we look at clouds we can see different things. Ask: *What can you see in these photos?* Discuss as a group. Then ask them to think about this next time they look at the sky, and to try to imagine animals in the clouds. If there is time and there are clouds in the sky, take them outdoors and discuss what shapes you can see in the sky.

# PAPER WATER LILY



PAPER WATER LILY 13

### Objective

Children craft a water lily using a paper plate and tissue paper.

### Materials

- photos of Claude Monet's *Water Lilies*
- small paper plates
- green tempera paint
- white or pink tissue paper
- glue
- continuous paper

### Steps

- Show the children photos of Claude Monet's *Water lilies*. Say: *Look carefully!* Ask: *Can you see the leaf? And the flower?* Give out the materials and ask: *How can we make a water lily like Monet?* Invite the children to suggest ideas and draw them on the continuous paper.
- Say: *Let's paint the leaf.* The children paint the paper plate with green paint freely and then leave them to dry. When they are dry, cut a small triangular piece out of each one to give it the shape of a lily pad.

- Then say: *Let's make a flower.* Give out the tissue paper. Say: *Choose a colour.* Show the children how to make a flower shape using tissue paper.
- Show the children how to attach the flower onto the leaf by adding glue and pressing down gently.

### Additional ideas

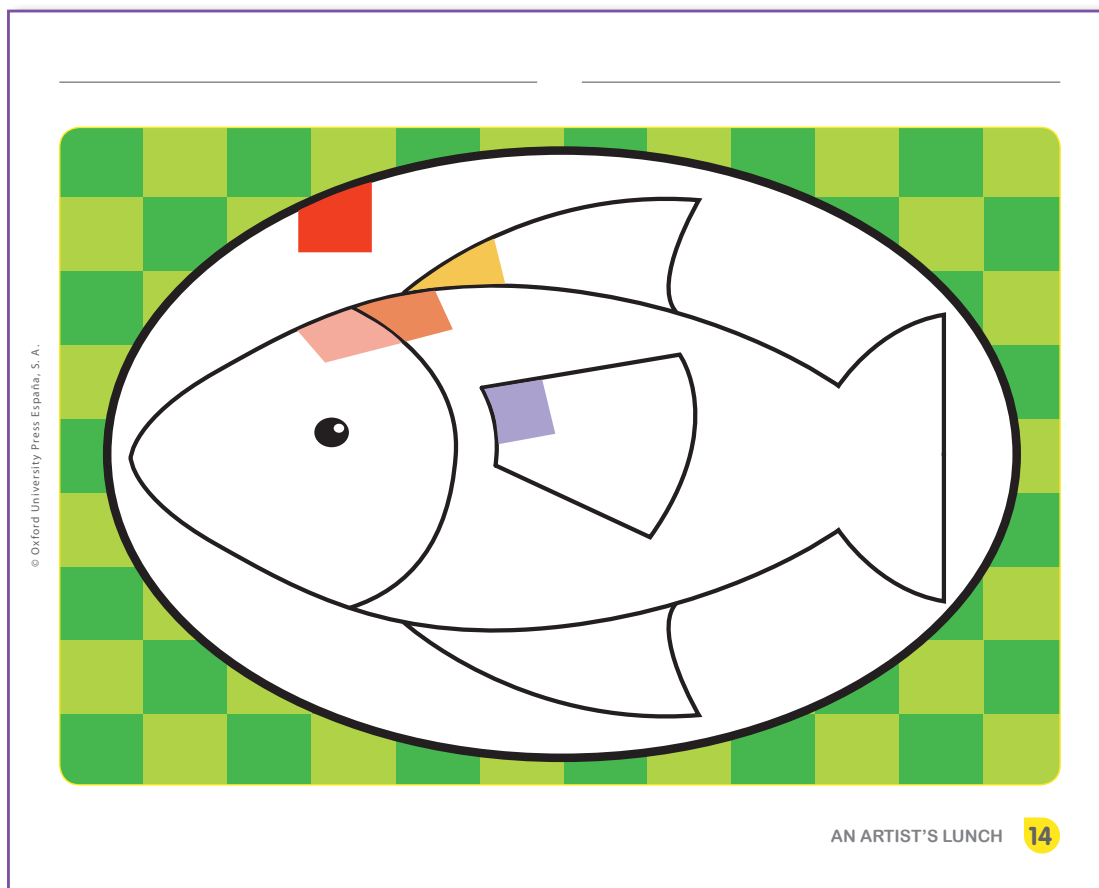
Ask the children which animals they might find in a pond where there are water lilies. The children say the names of aquatic animals and mime them or make their sounds. Give out photos of aquatic and non-aquatic animals (frogs, fish, dragonfly, lions, giraffes and foxes) and the children say whether or not they can be found in a pond. Then the children stick their photos onto Worksheet 13. Encourage them to discuss and share ideas, and once they have finished, get them to walk around the class and look at each other's work and to make positive comments about the work of their peers.

### EXTRA RESOURCES

Artlink 4

## Little Artists Experience 14

### AN ARTIST'S LUNCH



#### Objective

Children create a mosaic about food.

#### Materials

- glue
- different coloured paper cut into pieces
- containers
- pictures of Ancient Roman mosaics (optional)

#### Steps

- Before the class, prepare the pieces of coloured paper and put each colour into a different container.
- Ask the children: *What do you like to eat?* Everyone stands up and must say a food before they can sit down.
- Show the pictures of Ancient Roman mosaics and then present the materials. Ask: *How can we make a mosaic?* Ask the children to look at Worksheet 14.
- Put each container on a different table and say the colour, for example: *This table is blue.* Ask the children to move around and complete the mosaic. Encourage them to plan the colours they want to use before they start sticking.

#### Additional ideas

On a separate sheet the children draw another type of food and decorate it with mosaics. Instead of tissue paper, you can use a variety of different materials such as lentils (or other pulses), pieces of fabric, sequins or foam.

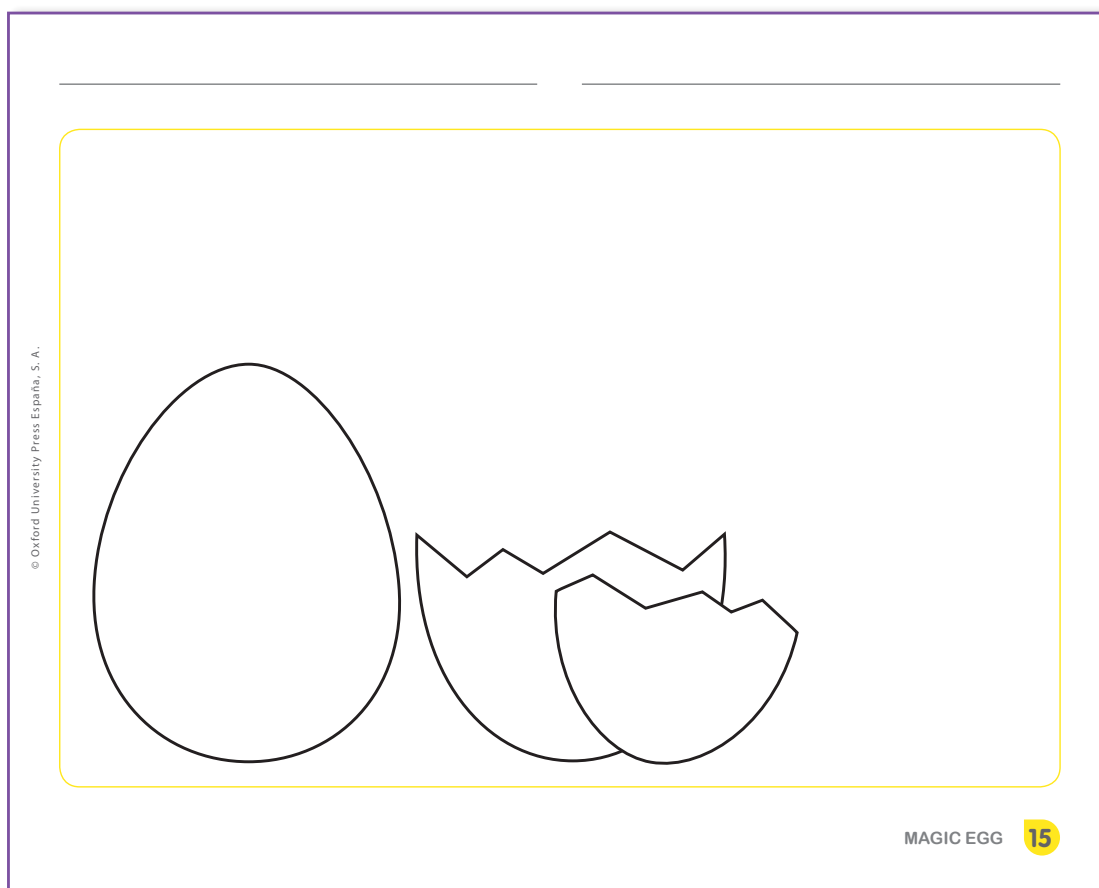
Play a game that continues the theme of food. Prepare images of an orange, a tomato, a green apple, a banana and a coconut. Take some coloured pieces of card in the same colours as the fruit pictures. Stick the pictures of fruit on the board and say: *This is a (tomato).* Then explain what colour each fruit is: *The apple is green, the banana is yellow,* etc. Take out a piece of coloured card. The children have to say the colour and the corresponding fruit. Give a demonstration of this game so that they understand it, and repeat until you have shown all the pieces of coloured card. Instead of saying the name of the fruit, the children could stand in a line in front of the correct picture on the board.

#### EXTRA RESOURCES

Artlink 5

## Little Artists Experience 15

### MAGIC EGG



#### Objective

Children design an egg and imagine what's inside.

#### Materials

- colouring pencils
- photos of Fabergé eggs (optional)

#### Steps

- Give out the pictures of Fabergé eggs or draw a decorated egg on the board. The children describe. Then say: *Imagine these are magic eggs!* What animal could live inside? Mime different animal parts (tail, horns, wings, beak) to inspire their imagination.
- Point to the egg on Worksheet 15. Say: *This is your magic egg. Imagine! What colour is it? What lives inside it?* Ask the children to draw a creature from their imagination next to the egg on Worksheet 15.
- When they are finished, they can decorate the eggshell.
- The children share their drawing with the class and mime their magic creatures.

🎵 **Listen to the music!** Track 6

**Chinese Dance, Tchaikovsky**

Listen and move. Play the music while the children mime the creature from the egg.

#### Additional ideas

Try the same activity in 3D. You will need balloons, liquid glue, water, containers, newspaper, brushes, tempera paint, and plasticine. Prepare for a pile of square sheets of newspaper and a bowl with a mixture of glue and water (three parts glue for one part water) for each group. Help the children to blow up their balloons and help them to tie them up. Explain to them how to put strips of newspaper and glue onto the balloon using the brush, so that they cover the whole balloon, leaving a small circle near the tied up end. Leave the balloons to dry overnight, standing the balloons in cups.

The next day, give out the tempera paints and have the children decorate the balloons, which will be the eggshell of their creature. Leave them to dry. Meanwhile, the children can make their magic creature using the plasticine.

Once they are dry, take the balloons and pop them using scissors or a pin. The eggs are now ready. The children can place their creature inside its egg through the hole in the bottom. Encourage them to compare their work and to imitate their animals.

#### EXTRA RESOURCES

Artlink 6