



WEEK 6

Art Easel/Art Studio: Action Painting
Continued from Week 5, children create their own painting tools

Vocabulary	<p>action: movement</p> <p>dab: to press lightly</p> <p>drip: to flow downward in drops</p> <p>splat: to fall or drop down fast</p> <p>swirl: to spin or twirl around</p>
Additional Material	<ul style="list-style-type: none"> ● <i>Move!</i>, Steve Jenkins and Robin Page ● all materials from Week 5 ● children’s action paintings ● photos and videos of children doing action painting in the previous week <p>Review the documentation and choose a few examples to share during the Intro to Centers meeting.</p> <ul style="list-style-type: none"> ● materials for children to make their own painting tools, such as: <ul style="list-style-type: none"> ○ paint brushes: clothespins, feathers, cotton balls, pom-poms, bubble wrap ○ stamps: corks, legos, potato mashers ○ rollers: a rolling pin/can wrapped in bubble wrap or tin foil <p>Make a couple of painting tools with these materials, as examples.</p> <p>Cover a work space with paper (table or a 3 x 3 foot section of floor), and place cardboard boxes on top of the paper; or continue to work with the same setup from last week. See setup reference images in Action Painting Artists Resource.</p> <p>Set up the paint tool-making area with one or two pre-made clothespin ‘paint brushes’. Have the paint tools from the last session available.</p> <p>Bring the samples of children's artwork and any documentation examples with technology to share them to the Intro to Centers meeting.</p>
Intro to Centers	<p><i>You created such interesting action paintings last week! Let’s look at some of our artwork. What do you notice?</i></p>

	<p>Show the artwork and/or photos and videos of children painting. Invite children to share their observations.</p> <p><i>As human beings, we are a kind of animal.</i></p> <p>Hold up <i>Move!</i></p> <p><i>Steve Jenkins has made illustrations that show many different ways animals move their bodies.</i></p> <p><i>How are other animals' movements similar to or different from the way children move their bodies?</i></p> <p>Turn through a few pages while children share their ideas.</p> <p><i>Let's look at another action painter, her name is Cicely Carew, and she lives in Boston. She loves to make big colorful paintings by dabbing, dripping, splatting, and swirling the paint.</i></p> <p>Show the image of the artist and Cicely's painting.</p> <p><i>Look closely at the painting. What do you see here? What does this painting remind you of? How is this painting similar to or different from Kazuo's action painting?</i></p> <p>Turn back to the images of Kazuo Shiraga's work while children respond.</p> <p><i>How do you think the artist Cicely Carew made this painting? What do you think she was feeling as she made it?</i></p> <p>Harvest a couple of children's responses.</p> <p><i>This week you can keep creating action paintings by adding to the ones you are working on or starting a new one.</i></p> <p><i>You can also try making your own painting tools. Here are some materials you can use.</i></p> <p>Show some of the materials and pre-made tools and materials. Demonstrate how to use a clothespin to create a paintbrush.</p>
<p>Standards</p>	<p>SEL7. The child will demonstrate the ability to communicate with others in a variety of ways.</p> <p>SEL8. The child will engage socially, and build relationships with other children and with adults.</p> <p>APL4. The child will demonstrate creativity in thinking and use of materials.</p> <p>RI.PreK.7. With prompting and support, describe important details from an illustration or photograph.</p>