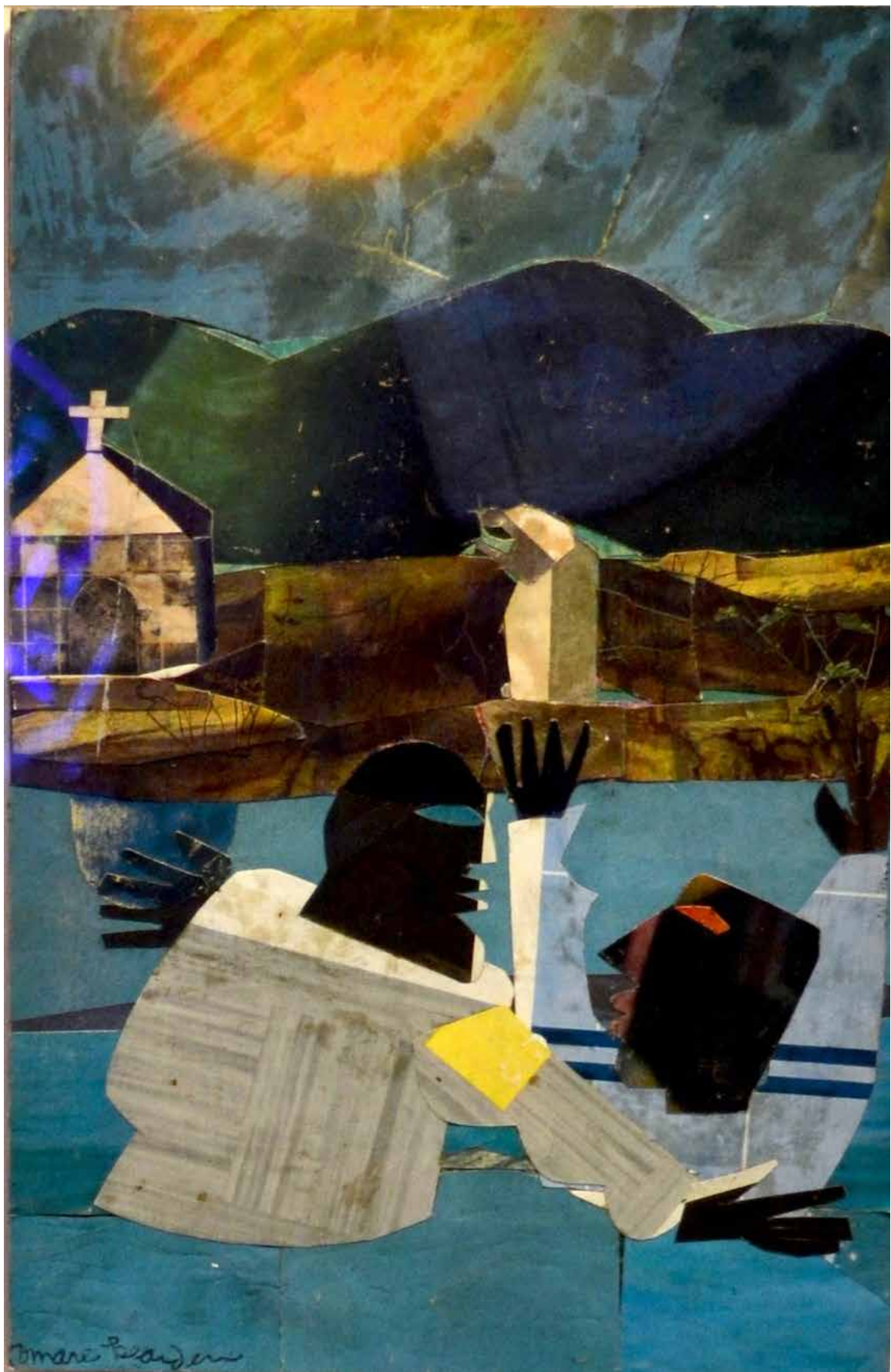


Introducing
Preschoolers
to the
**VISUAL
ARTS**



ARTS COUNCIL OF
PRINCETON

in partnership with PNC Foundation
A Growing Up Great Initiative



Introducing
Preschoolers
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**VISUAL
ARTS**



**A R T S COUNCIL OF
P R I N C E T O N**

**in partnership with PNC Foundation
A Growing Up Great Initiative**

Arts Council of Princeton

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NOT FOR SALE/RESALE

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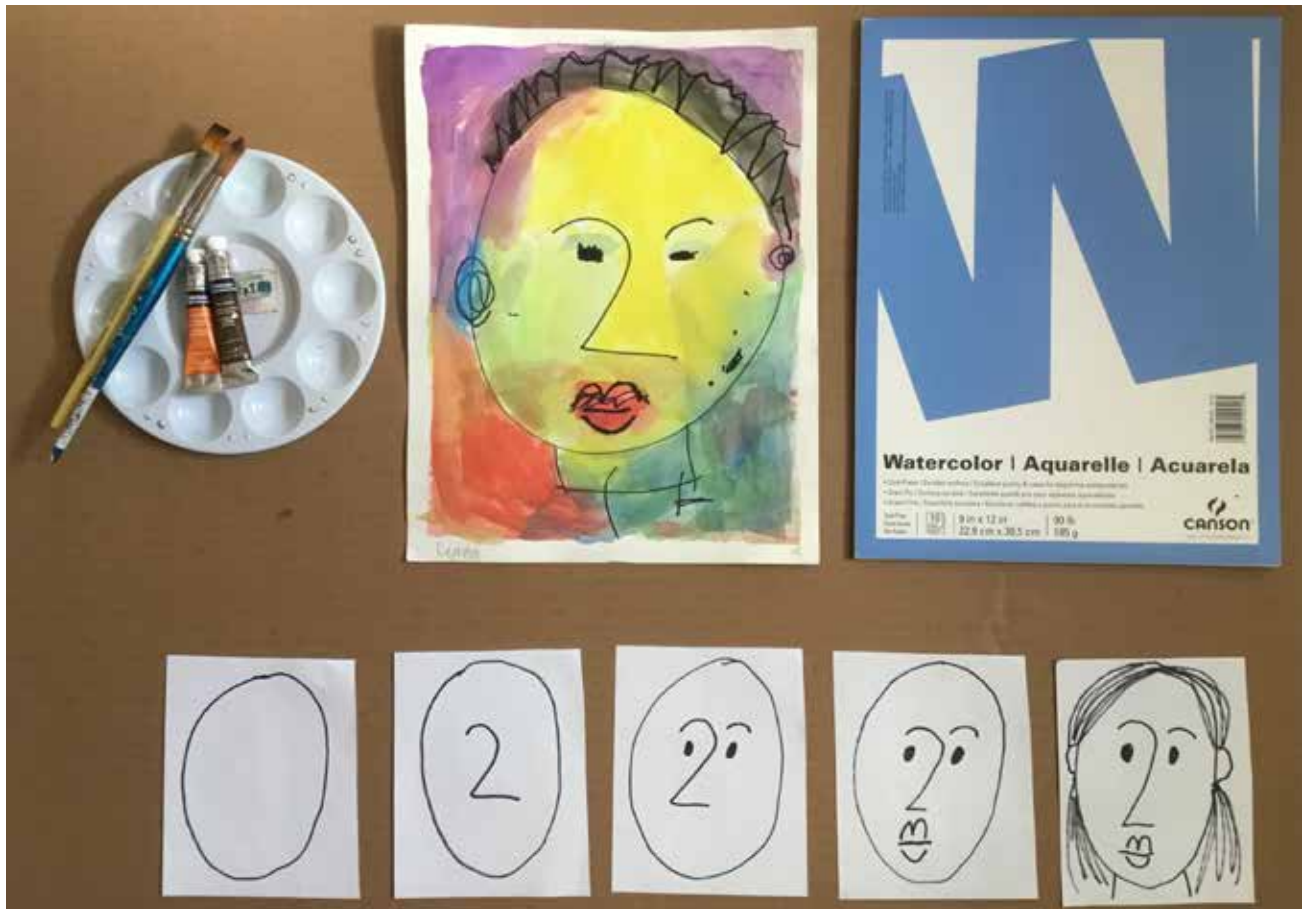


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BEFORE YOU BEGIN: TIPS & TRICKS

- When working with small children, always cover your tables with newspaper before you begin a project.
- Put a smock or large shirt over each child to avoid staining their clothes.
- Be sure you have lots of paper towels ready for spills.
- Baby wipes work well for cleaning up small hands.
- Small yogurt containers or Dixie cups make perfect paint containers.
- Always keep a Sharpie and masking tape on hand for writing names on projects.
- Name all materials on the table and explain their use.
- Dos and Don'ts: Do Paint the paper, do not paint your neighbor.
- HAVE FUN!

Introduction

HELLO and welcome! We are glad this workbook made its way into your hands.

The dream of this workbook was born out of a difficult and tumultuous time – COVID-19. While in-person schooling was made impossible, especially for children and preschoolers, we turned to "alternative" methods for sharing information and inspiration. While books are not new devices for delivering such lessons, having the time to put one together was new for us – and a welcome opportunity.

The purpose in creating this workbook is to introduce visual arts, artists, terms, materials, and techniques to preschoolers. The lessons in this book have been crafted around our belief that a diversity of makers helps to shape a community, expand one's worldview, and provide an enjoyable and equitable art-making experience. Though Modern artists are represented in this book, we have also turned our eyes and minds to the importance of Contemporary artists and ideas by highlighting prominent - though lesser known - practicing artists.

Some of the lessons herein have been in use in the classrooms at Princeton Nursery School, with whom we have a longstanding partnership. Each lesson includes a materials list, prep requirements, and a hyperlink to more information about each artist highlighted in this book.

The ultimate goal of this workbook is to afford students a chance to find their own voice and way of expression. These lessons allow us to teach students how to look at, make, and talk about art

We hope that it will inspire teachers to bring these opportunities for expression into their classrooms.

Adam Welch
Executive Director
Arts Council of Princeton

PART I

COLOR

A

COLOR MIXING

with

Marta Minujín

B

PRIMARY COLORS

with

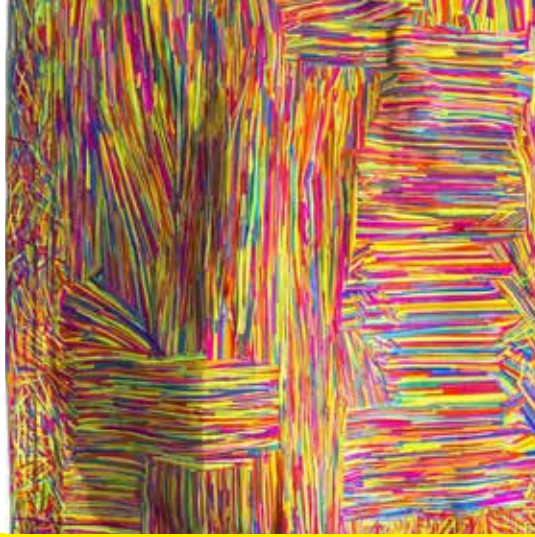
Carmen Herrera

C

PRINTING & PRIMARY COLORS

with

Roy Lichtenstein



COLOR MIXING with MARTA MINUJÍN

DISCUSSION:

Introduce [Marta Minujín](#) to the students. Draw attention to her vibrant use of color, space, and line. Ask the students to identify shapes and colors in her work and talk about how colors make them feel.

MATERIALS:

- Red, blue, yellow acrylic paint
- Brushes
- Containers for paint
- Containers for water (large yogurt cups or takeout containers)
- Cardstock 8.5" x 11"
- Glue sticks
- Wax paper for stacking wet art

PREP:

1. Cut cardstock in half in either direction, two sheets per child. Each student should have four pieces.

TABLE SET-UP:

- Table cover such as newspaper or tarp
- Smock for each child
- Your cut cardstock for each child
- Put paint in small containers with paint
- Paintbrush for each child

SUMMARY:

Through this project, your students will have been introduced to artist Marta Minujín. They will have identified the names of colors and experienced creating secondary colors through acrylic paint and collage. They will have been introduced to the concepts of warm colors (reds and yellows) and cool colors (blues and greens). They will have been introduced to the emotions colors can cause us to feel. Invite the class to share their reaction to examples of Minujín's paintings. Discuss the different combinations of colors, the differences between the warm colors and the cool colors, and their effect on us.

PROJECT:

1. Instruct each child to completely paint one of their pieces of paper with the primary color in front of them.
2. When they've completed Step 1, have each student add a second color into their cup, mix it and paint the second piece of paper completely with the new color they have made.
3. Now they may share their new color with another student or mix a third new color. Continue this until all four pieces of paper are painted.
4. Place in drying rack, if there is no drying rack, you can stack the painted paper with wax paper inserted between the sheets.
5. Once the four pieces of cardstock have dried, instruct the students to cut three of the cards into strips of various sizes.
6. Returning to small groups, have each student glue the cut cardstock on top of the uncut card with a glue stick.

Display all of the completed projects together to encourage dialogue about each child's color choices!



PRIMARY COLORS with CARMEN HERRERA

DISCUSSION:

Introduce the students to [Carmen Herrera](#) and her hard-edged abstract paintings influenced by architecture, space, and color.

Ask students to identify shapes and colors in her paintings. Talk about the artist's desire to make pure art with simple shapes and primary colors.

MATERIALS:

- Red, blue, yellow acrylic paint
- Brushes
- Containers for paint
- Small boxes and lids (Kleenex boxes, gift boxes, etc.)
- Glue
- Containers for glue
- Black construction paper
- White cardstock paper
- Scissors

PREP:

Cut black construction paper into narrow strips.

TABLE SET-UP:

- Selection of boxes and lids in middle of table
- 2 containers for each paint color
- 2 brushes in each paint container
- White card stock, black strips
- Glue in small containers with brushes

PROJECT:

1. Break students into small groups.
2. Have each child select 3 boxes and/or lids from the pile on the table.
3. Instruct students to paint each on the inside: one red, one blue, and one yellow.
4. When the paint has dried, instruct students to glue each box, paint side up, to a piece of white card stock. Encourage them to use their own creativity and sense of design to decide where to place them - there are no wrong answers!
5. Have the children glue down the black strips of construction paper. Again the placement and number of strips is up to each student. Scissors are provided if they want to trim the strips.

SUMMARY:

This project reinforces the concepts of utilizing color and shape. What do these shapes make you think of? Buildings? Houses?



PRINTING & PRIMARY COLORS with ROY LICHTENSTEIN

DISCUSSION:

Introduce the students to [Roy Lichtenstein](#) and his use of Ben-Day dots in his artwork. If you have access to comic books, show your students how speech bubbles are used.

MATERIALS:

- Bubble wrap (small bubble size)
- Red, blue, and yellow acrylic paints
- Styrofoam trays
- Two small foam rollers
- White cardstock
- Sharpie markers
- Scissors
- Wax paper

TABLE SET-UP:

- Small pieces of bubble wrap
- 3 Styrofoam trays with paint - one red, one yellow, and one blue paint, with 2 rollers per pan
- White cardstock
- Wax paper

DRAWING:

- Cardstock
- Sharpie markers
- Scissors
- Glue sticks

SUMMARY:

Gather in a circle to discuss each student's artwork and their inspiration for their drawing. Students will have experienced the processes of printing and drawing in a single work. This is called mixed media art!

PROJECT:

In small groups, each child will begin by selecting a piece of bubble wrap and a color of paint.

1. Instruct the students to use the roller to roll paint onto the bumpy side of their piece of bubble wrap.
2. Have them flip the painted side of the bubble wrap onto the white cardstock and press gently.
3. Repeat this process with the two additional colors. It is good to replace the bubble wrap with a fresh piece when it becomes too mixed with other colors.
4. Experimentation is encouraged, overlapping the different colors of dots on their paper, but ultimately, it's up to each student to design their own artwork. With the name of the student on the back, the painted sheets may be stacked between pieces of wax paper to dry.
5. Using a second piece of cardstock, have each child draw a person. They now get to decide what the person is saying or thinking using a Sharpie to draw a speech bubble. You may have to assist in writing down the words.
6. When the students are done drawing, instruct them to cut out their person and the bubble.
7. Glue the cutouts onto the now dry bubble wrap-printed paper.

Part II

MEDIA

A
COLLAGE
with
Romare Bearden

B
PAINTING
with
Andy Warhol

C
SCULPTURE
with
Wayne Thiebaud

D
PRINTMAKING
with
Jim Dine



COLLAGE with ROMARE BEARDEN

DISCUSSION:

In 1935, [Romare Bearden](#) became a cartoonist in Baltimore and during his life, Bearden had to overcome many hardships due to racism. Though he experimented with many mediums and styles, he is best known for his collages and was an active artist in the Harlem Renaissance, a time of great music, dance and art with particular focus in New York City.

NOTE ON LESSON: This lesson consists of two separate activities. Activity #1 is a lesson on creating pastel colors by adding white to primary colors. Activity #2 is the creation of collages which requires the painted card stock from Activity #1. Because the children will be using the painted cardstock for the second part of this lesson, you'll need to allow enough drying time between the painting and the creation of the collage. This could be one day or one week, depending on the frequency of your classes.

MATERIALS:

Step 1

- 8.5" x 11" cardstock
- Red, white and blue acrylic paints
- Brushes
- Small containers
- Container for water

Step 2

- Containers
- Brushes
- Wallpaper samples
- Fabric samples
- Pink and blue tissue paper
- Yarn
- Buttons
- Scissors

TABLE SET-UP:

Step 1

- Acrylic paints, brushes and containers, card stock, wax paper

Step 2

- Cut up painted paper, cut fabric, trimmed wallpaper, tissue paper, yarn, buttons, child glue in small container with brush, wax paper

PROJECT:

Step 1

1. In small groups, students will be given either white and red paint to make a pastel pink, or white and blue paint to mix a pastel blue. Explain how adding white to a pigment makes a pastel color.
2. Have students paint their paper with their colors (Some will paint all blue, some all pink)

3. Then, have everyone mix the two colors together to get various shades of lavender or rose to paint on another sheet of paper.
4. Wet paper may be stacked with sheets of waxed paper between them to save space.

Step 2

1. Fold the painted cardstock in half and cut into ovals for heads and a longer stem for a neck. Save all scraps for noses and mouths.
2. Cut fabric into shoulders that will fit the short side of the piece of cardstock.
3. Trim wallpaper to fit as a background for the collage.
4. Explain that they will be making a collaged face of either blue or rose. Explain that "collage" is gluing one thing, usually paper, to another.
5. After choosing to use blue or rose, each student will select a piece of wallpaper to glue to their cardstock.
6. Show students to turn the wallpaper over to apply glue to the back side. Explain that this will be their background for the art. Use wax paper as a surface to glue upon.
7. Each student will select fabric "shoulders" to glue at the bottom of their paper.
8. Instruct students to turn fabric around and apply glue to back.
9. Students then select a blue or rose neck and glue that to the top center of their fabric shoulders,
10. Finally select an oval for the face and glue that at the top of the neck.
11. Now each child can select from the scraps, buttons, tissue paper and whatever else is being used to finish their faces with eyes, noses, mouths, hair and sometimes eyebrows and ears.

SUMMARY:

Though technically not a portrait, these blue and rose faces are a sort of introduction to one. The students will have been shown how to make pastel colors and how to make a collage by gluing materials together to create a finished artwork. The use of color can convey different emotions, ask the students: How does your portrait make you feel?





PAINTING with ANDY WARHOL

DISCUSSION:

Introduce the students to the artist [Andy Warhol](#). Note his subject matter, colors and that images are repeated. You can show a can of Campbell's soup and discuss the art involved in its design using color and text. Emphasize that Warhol relied on subjects that were part of popular culture, such as products and famous people.

MATERIALS:

- Cardstock
- Poster board (optional)
- Enlarged copies of Campbell's soup label (front side, so round medal is visible)
- Acrylic paints
- Gold metallic paint
- Brushes
- Containers
- Wax paper
- Sharpie
- Sample cans of Campbell's soup

PREP:

Make copies of a label from a Campbell's soup can. Make these copies larger than actual size (try 150% or enough to fill up an 8.5 X 11" sheet of paper. Make a separate copy of the medal on the label. Using a sharpie, draw a cylinder using the entire size of the piece of cardstock with a horizontal line under the label.

TABLE SET-UP:

- Paints, brushes and containers for holding paint and mixing colors
- Soup can drawing on cardstock for each student
- Copy of medal from label
- Water container for brushes

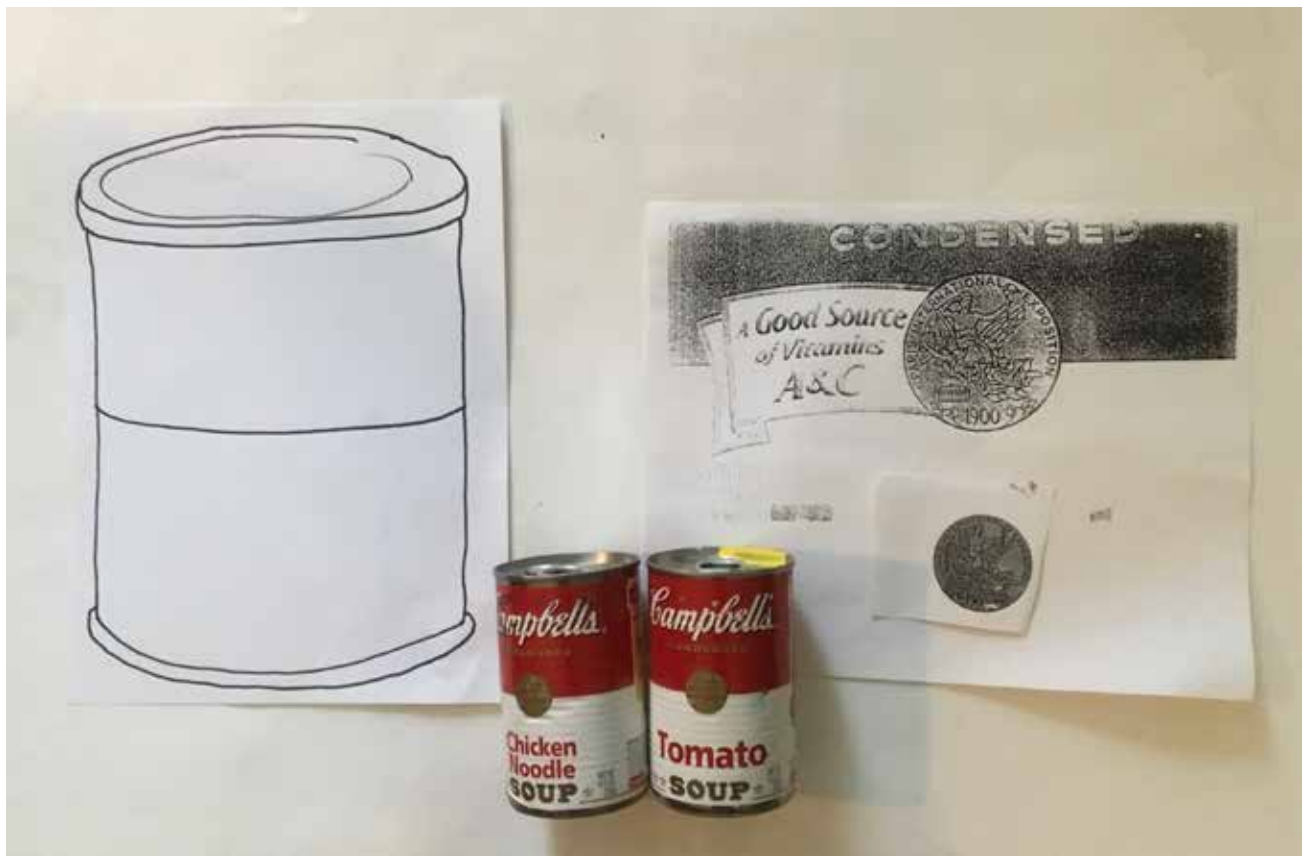
PROJECT:

1. Show students a can of Campbell's soup and ask them to choose two colors for their can of soup.
2. Give each student a drawing of the can and provide them with paint and brushes to create the colors they have selected.
3. While the paint is still wet, paint their "medal" with the gold paint and stick it directly onto the art. The wet art may be stacked with sheets of waxed paper to dry.

4. Once dry, the student will paint their name with black paint or use a Sharpie to write their name above the line on the can. The teacher may also write the name in script to more resemble the Campbell's can.
5. Have each student write or paint what kind of soup they've painted under the line. These soups can be as wacky and creative as possible as long as the name isn't too long, i.e., pizza soup or chocolate soup.
6. The finished paintings create a more "Warhol-like" effect if they are cut out and mounted together on poster boards or colored construction paper.

SUMMARY:

Each student presents their soup can to the class. Why did they choose their two colors for their cans? If there are repeat flavors, what is the most popular soup? This is how the graphic artist works in designing products to catch our eye in a store. Andy Warhol raised a simple soup can from commercial art to fine art.





SCULPTURE with WAYNE THIEBAUD

DISCUSSION:

[Wayne Thiebaud](#) is an artist known for his luscious paintings of pastries. Notice his thick application of paint and bright colors. This project is creates a sculpture inspired by his bakery paintings.

Sculpture is an art form that exists in three dimensions. Paintings, drawings and prints are two dimensional: they are flat and generally hang on a wall. Sculptures, however, may sit on a table, a pedestal, a floor or outdoors. The viewer is able to walk around the art and see it from all sides. So, sculptors must consider all the sides of their work, not just the front or one side.

MATERIALS:

- Newspaper
- Cardboard
- Masking tape
- X-Acto knife
- Acrylic paints
- Brushes and containers
- Wax paper
- Bucket to rinse hands

PREP:

1. Cut up corrugated cardboard into one triangle and three rectangles to form the cake shape

2. Tape them together with masking tape to form a "slice" of cake. Note: your slice will not have a bottom.

TABLE SET-UP:

Part 1

- Tarp
- Smocks
- Containers
- Papier-mâché
- Newspaper
- Cardboard cake slice
- Bucket of water
- Paper towels

Part 2

- Newspaper or tarp
- Smocks
- Acrylic paints
- Containers and brushes

PROJECT:

Part 1

1. Demonstrate mixing a bowl of the dry papier-mâché into tepid water. Most buckets of papier-mâché have directions for amounts, but I use one part papier-mâché to two parts water. The consistency should not be too watery.
2. Make one bowl per two or three children.

3. Demonstrate that everyone will be rinsing their hands in the bucket.

Dry hands before you begin the next steps.

PROJECT:

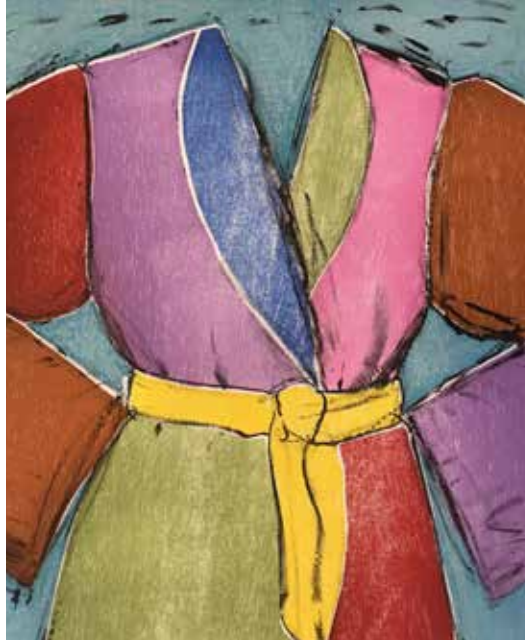
Part 2

1. Tear the newspaper into small pieces (around 2" or so). Let the children tear some of the paper to collect piles of torn pieces by each one. They will need at least one sheet of torn newspaper per child.
2. Show how to quickly dip each piece of newspaper into the papier-mâché and smooth onto the cardboard cake slice. Wipe off extra papier-mâché on the side of the container or between two fingers. Stress that the paper must be dipped one piece at a time and to not soak the paper.
3. Cover the entire outside of the cake slice. It must be completely covered with at the very least two layers.
4. Some children might balk at having to touch the oatmeal like texture of the papier-mâché. My experience has been to dip the paper myself and hand it to the student for them to apply to the cardboard. They eventually take over the process. Students may also make cherries or strawberries for the top of their cakes by making balls of the wet newspaper.
5. Any unused material should be tossed in the trash. Papier-mâché should never be rinsed off or disposed of in a sink.
6. Once the slices are dry (2-3 days) they are ready to paint.
7. Decide what kind of cake each child wishes to create. How many layers? Frosting? Some have made lemon meringue cakes; some have made triple layered cakes. Help them mix paint to make the colors they will need.

SUMMARY:

This is a fun introduction to sculpture using subject matter that children can enjoy. It may also be an introduction to papier-mâché, a most versatile material for many projects. Especially for the students that had to get past the sticky gooey texture of papier-mâché, this is a relatively big project but a reminder that art can tempt the eye!





PRINTMAKING with JIM DINE

DISCUSSION:

[Jim Dine](#) made pictures of his favorite bathrobe many times, as well as tools and brushes. Discuss the idea of a robe or a brush as an unexpected subject in art. The media being introduced is printmaking which means the image is repeated and not made new each time. Pass around the common objects such as combs, gloves, brushes and child scissors and demonstrate how these will become your "printing plates" and that an "inked" roller will be rolled over the objects.

MATERIALS:

- Combs, gloves, scissors, or any flat object
- Cardboard
- Glue
- Black acrylic paint
- Foam rollers
- Styrofoam trays
- White drawing paper
- Construction paper in various colors
- Wax paper

PREP:

- Take any of the flat objects and glue each one to a piece of corrugated cardboard. Use one object per board; each of these objects will

SUMMARY:

Using everyday objects as subject matter, the students are introduced to printmaking and the terms "ink", "press" and "pull". Though each print is not exactly the same, it is a way to make copies of a single image. There is variability of amount of ink applied, amount and evenness of pressure applied and the type of paper. Have the children compare their prints. Do they look similar? How do they vary?

- be used to make the printed image. These are referred to as "printing plates."
- Pre-label the names of each student on at least 4 sheets of paper, one white cardstock and three sheets of construction paper.

TABLE SET-UP:

- 4 trays containing black acrylic paint
- 6-8 rollers
- Pre-labeled paper
- 8 printing plates of everyday objects
- Wax paper to stack art

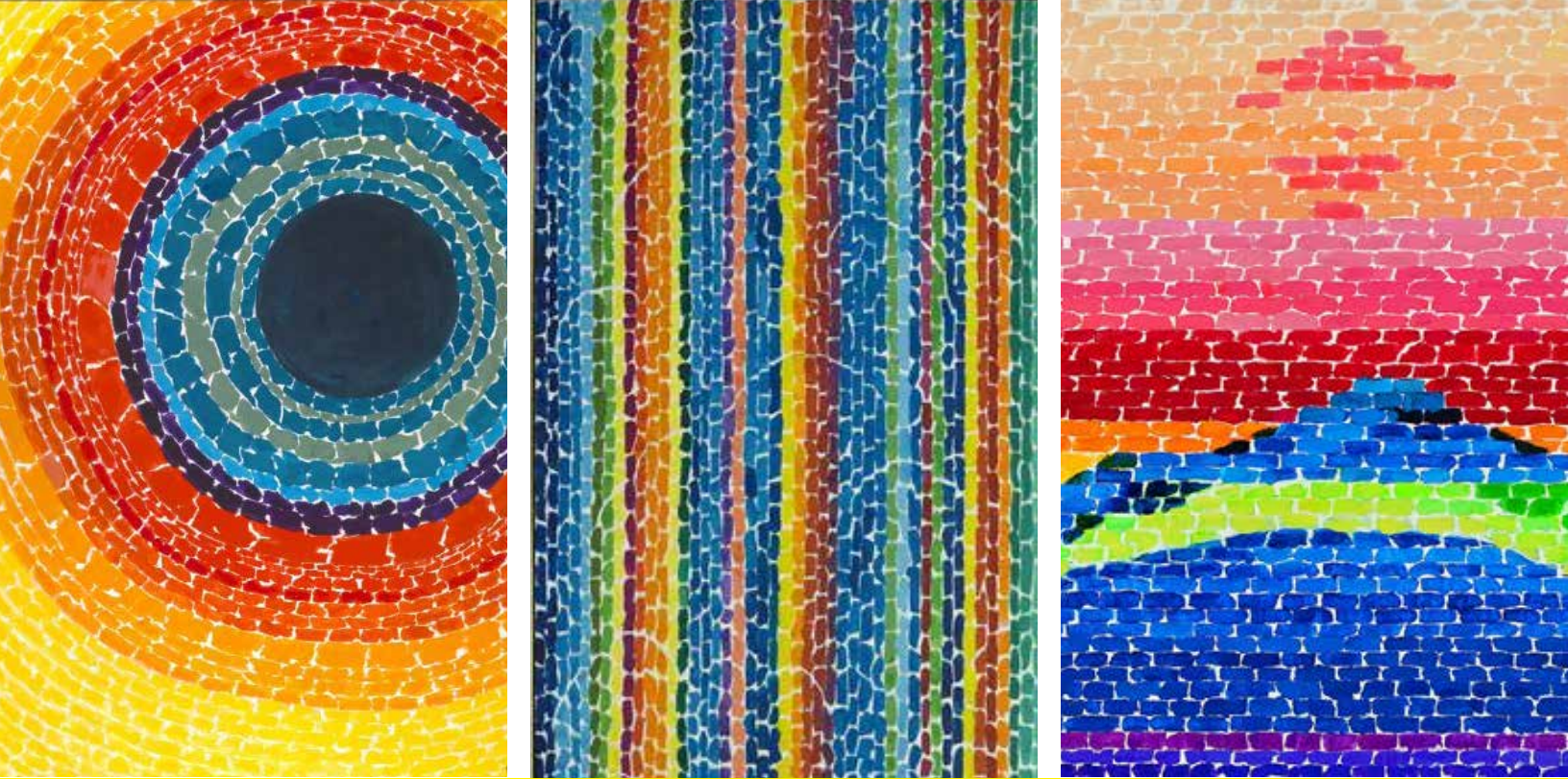
PROJECT:

1. In small groups, demonstrate the printing process of "inking" the roller with the black paint, pressing the paper onto the "plate" and "pulling" the paper off the plate. These are specific terms used in printmaking.
2. Matching the pre-labeled paper with each student, every child will then follow this process with each of the plates. They should have at least four prints, one on white paper and three on colored. Some will want to make more, so have extra paper for those that are really enjoying the process.
3. To save space, stack the wet sheets between wax paper.

Part III
SUBJECT

A
THE LANDSCAPE
with
Alma Thomas

B
THE FIGURE
with
Amy Sherald



THE LANDSCAPE with ALMA THOMAS

DISCUSSION:

[Alma Woodsey Thomas](#) was an African-American artist and teacher and is recognized as a major American painter of the 20th century. Thomas is known for her “exuberant” colorful, abstract paintings and for her use of repeated small rectangular shapes used to create pictures, in the same way that small tiles are used to create mosaic images. In this lesson, children will use the same brush stroke in various colors to create a simple abstract landscape. Talk about how color and form dictate the image.

MATERIALS:

- White paper, any size
- Acrylic paints (red, yellow, blue, white)
- Brushes
- Empty clean containers for color mixing
- Photographs of mountains, rivers, and other
- Landscape

TABLE SET-UP:

- Paints in small containers
- Brushes on table for each child
- Paper

PROJECT:

1. Each child should select a landscape image (mountain, stream, cityscape)
2. Introduce the technique of short, simple strokes
3. Reinforce starting with ONE color at a time.
4. Instruct students to lighten the colors they are using by mixing with white paint. Students will eventually lighten the color they are using from dark red to medium red to pink.

SUMMARY: At the end of the lesson, children should be able to recognize a mountain, stream, or simple landscape formed with shapes of color. This is also a good lesson about making “tints” of colors by adding white.



THE FIGURE with AMY SHERALD

DISCUSSION:

Introduce the class to [Amy Sherald](#) by showing examples of her paintings of people. Her figures stand with definite poses that stress the importance of 'body language' while using a pastel background. What does it mean to stand with your hands on your hips? Behind your back? Holding an object? Patterns and strong colors are very important as well. How does the artist make each portrait distinctive?

MATERIALS:

- White cardstock
- Pre-mixed paints to make pastel colors (light blue, light pink, light yellow)
- Brushes and containers for water
- Printed papers in colorful patterns; Origami or gift wrap paper work well
- Glue
- Pencils
- Scissors

SUMMARY:

Discuss with the students the pose they selected. Do they feel proud, silly, serious, happy? Imagine how this small painting would look large? Why do you think Amy Sherald chooses such bright, colorful clothing? Who in your life deserves a portrait, and why?

TABLE SET-UP:

- Cardstock
- Brushes
- Containers of water
- Containers of paint
- Paper towels

PROJECT:

1. Working with small groups, have each student paint their sheet of paper in a pastel color. The pastels can be made with any color paint by adding white (explain to students that this is called a 'tint').
2. While the paper is drying, discuss body language and let the students strike different poses.
3. Have students decide on the pose they like and then draw it onto their pastel paper.
4. Now, place the printed/patterned paper in the middle of each table.
5. Pass out scissors and show the students how to cut out 'clothes' for their figure. Have fun with the patterns
6. Once their outfit is made, let the children glue the pieces in place.

ABOUT THE PRINCETON NURSERY SCHOOL

Princeton Nursery School (PNS) is an educational preschool and child care facility for children between the ages of 2 1/2 and 5 years. Located at 78 Leigh Avenue, PNS is nestled in the heart of the John Witherspoon community of Princeton, Mercer County, NJ.

Celebrating 89 years of service to the community, it is the mission of Princeton Nursery School to provide a quality preschool education program and child care for families in need, providing a diverse environment and a broad array of support services. Each classroom has a minimum two teachers, including one who is bilingual.

ABOUT THE ARTS COUNCIL OF PRINCETON

The mission statement building community through the arts was developed with the belief that the arts and arts education:

- Are fundamental to a healthy society;
- Directly impact academic achievement and improve literacy for school students;
- Positively contribute to the quality of life for all area residents;
- Contribute significantly to economic development; and
- Promote cross-cultural understanding and appreciation.

The ACP fulfills its mission by presenting a wide range of arts and arts education programs including studio-based classes and workshops in the visual, performing and media arts, exhibitions, performances, and free community cultural events. Arts Council of Princeton programs are designed to be high-quality, engaging, affordable and accessible for the diverse population in the greater Princeton region. Creating art and learning from working artists and performers in intimate artistic encounters directly addresses the ACP's mission. Through these creative encounters, all people are encouraged to engage in the creative process.

ABOUT THE PNC FOUNDATION

For decades, we have provided resources to seed ideas, foster development initiatives and encourage leadership in nonprofit organizations

where imagination and determination are at work enhancing people's lives everyday.

The PNC Foundation's priority is to form partnerships with community-based nonprofit organizations in order to enhance educational opportunities, with an emphasis on early childhood education, and to promote the growth of communities through economic development initiatives.

PNC Grow Up Great is our signature program. It is a \$500 million, multi-year, bilingual initiative that began in 2004 to help prepare children from birth to age 5 for success in school and life. As part of this initiative, the PNC Foundation has earmarked funds for grants to nonprofit organizations that work to improve school readiness by providing support in areas such as: vocabulary development; social-emotional learning; math; science; and the arts. By focusing our support on high-quality early childhood education, we aim to positively impact school readiness and contribute to stronger, smarter and healthier children, families and communities.

RESOURCE GUIDE

DICKBLICK.COM

- Acrylic paints, student grade
- Papier-mâché
- Pacon poster board value pack

DISCOUNTSCHOOLSUPPLY.COM

- White paper on rolls
- White drawing paper
- Construction paper
- Foam rollers
- Elmer's glue

STAPLES

- White cardstock
- Glue sticks

MICHAELS OR JERRY'S ARTARAMA

- Watercolor tube sets
- Oil pastel sets
- Watercolor tablets
- Foam board
- Brush sets

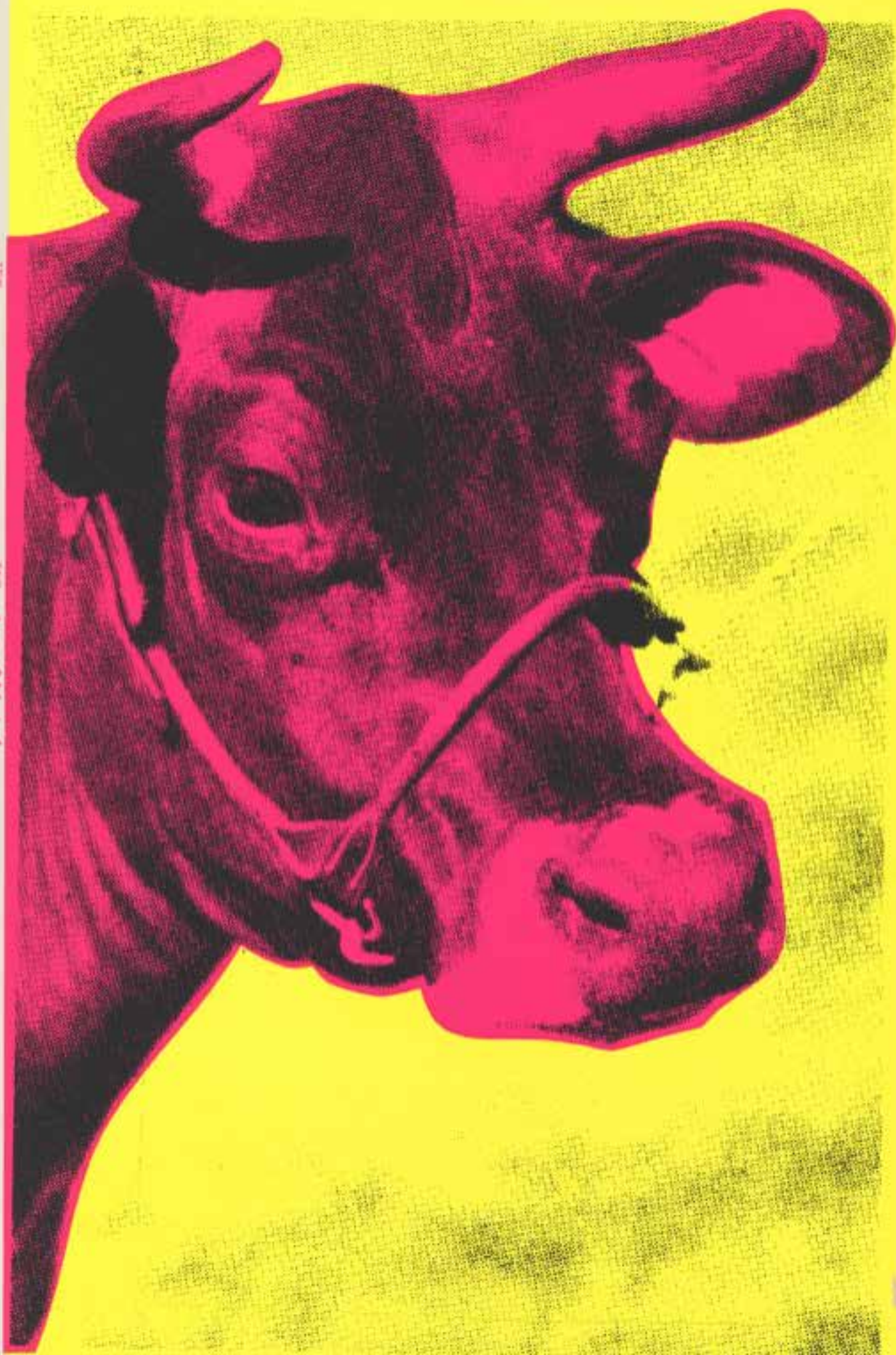
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