

K-play
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Art For Early Childhood Teachers
Instructor: Kathleen Bailer, MS. Ed

Course Outline

This course aims to give teachers an understanding of art materials suitable for young children. Students will explore the expressive materials, painting, collage, printmaking and clay. Children's work in these materials will be studied through slides and actual examples. Building an art curriculum and ways in which a teacher supports growth will be central to the course.

Each session will last 2 1/2 hours in length for a total of 15 class hours.

Requirements and Assessments:

Complete a portfolio notebook

Create a developmentally appropriate lesson plan using one of the mediums discussed in the class.

Suggested Reading:

Bailer, Kathleen, *How to Take The Mess Out Of Art*. Nashville, TN: School-Age Notes, September & October, 2003

Bailer, Kathleen, *Magic Mud, A Parent/Teacher Project Guide to Clay*. Great Barrington, MA: K-Play, 1999 (Available from Instructor)

Bailer, Kathleen, *What Do We Say During Clay Play?*. Great Barrington, MA: K-Play, 2002 (Available from Instructor)

Gwathmey, Edith, *How Do We Talk To Children about their Art Work?*. Bank Notes IV no. 2 (February 1989) (Available from Instructor)

Kellogg, Rhoda, *Analyzing Children's Art*. Palo Alto, CA: Mayfield Publishing Company, 1969,1970

Smith, Nancy R., *Experience and Art, Teaching Children to Paint*. New York and London: Teachers College Press, 1983

Striker, Susan, *Young at Art*. New York: Henry Holt and Company, LLC, 2001

Session 1:

Introduction to notebooks: Students will begin assembling their notebook as a tool to aid in their lesson plan development. Each student will have an on-going assignment in the course to organize their notebook according to materials (paint, collage, clay and printmaking) and include specific motivations and responses for the developmental stages they teach.

Discussion – Art versus Craft, Process versus Product, Child Centered versus Teacher Directed

Reggio Emilia: Students will learn about the Reggio Emilia approach to art education through discussion and a slide presentation.

Session 2:

Scribbling: Students will gain valuable insight into children's scribbling. During this session, students will learn about the developmental stages of children's scribbling through slides and actual examples of children's work, be able to identify the scribbling alphabet, create open-ended lesson plans, and explore a variety of children's scribbling tools and surfaces.

Session 3:

Painting: Working with tempera paints will help students to understand the medium and learn its basic importance as a mode of expression for children. The developmental aspects of children's painting will be demonstrated through examples. Discussions will also center on the teacher's role in helping children to paint with individuality and expressiveness.

Session 4:

Collage: Various approaches to both visual and texture collage will be explored. Students will learn how to manage the materials for optimum exploration in the classroom. Discussions will focus on developing sequential lesson plans.

Session 5:

Clay: How to condition and keep clay in the classroom is important. Students will explore the material to learn its properties and then use it to make three-dimensional hand-built sculptures. This session will help students become familiar with clay, create meaningful experiences for young children, and teach them how to set-up, clean up and store clay. The developmental aspects of children's clay work will be demonstrated through a slide presentation.

Session 6:

Printmaking: Collagraphs, incised printing, monoprinting, found object printing, and stamping will be offered. For children, simple printmaking serves as an introduction to the whole printing process as well as being another mode of expression. Focus will be on technique, texture and pattern.