

July 30, 1976

ED112

COURSE OUTLINE

EARLY CHILDHOOD EDUCATION: Arts and Crafts

PHILOSOPHY

"Since the child is a multi-media artist... it seems arbitrary to regard art in terms of a particular (visual) medium."¹

Although this course is focused on visual means of self-expression, these means must be viewed as part of the larger range of expressive media.

The child does not naturally isolate an "art" activity; left to his own initiative, often a drawing or assembling project will become the "prop" for a movement activity involving a new imaginary setting; which might evolve again into a song, dance or story. The "train" collaged from paper rolls and cereal boxes, even before its completion, might be going chug-chug across the nursery table, across the floor, through the buildings just completed by the "block builders", and ends up at Grandmothers, in a far-off city. Are you ready to hear the life history of Grandmother?

"The teacher needs to focus on separate media or groups of media to understand the challenges, to assess the practical problems, and to take a fresh look at children under a special stimulation."²

Each medium will be examined for a range of possibilities, from the simple "first discovery" activities to those sophisticated beyond pre-school. The latter are for those times when the E.C. educator becomes involved with older children, or finds employment in a related field; also for stimulation on his own level, to maintain a fresh outlook on personal creativity.

All media will be examined from point of view of preparation, storage, supply availability, and versatility. Students will also experience the use of the media exactly as it would be presented to the child so that they will convey an atmosphere of personal confidence during their own presentations. All media will be considered primarily for activity and experience, not the finished product.

Methods of creating stimulating visual teaching aids for use in the preschool will also be examined.

1 M. Rudolph, From Head to Hand: A Handbook for Teachers of Pre-school Programs (Webster Division, McGraw-Hill Book Co. '73), p. 83

2 Ibid, p. 83

GOALS

1. That the student will view the visual media as part of a larger range of expressive activity, and develop the personal flexibility to cope with the flux.
2. That the student will fully experience each medium, its preparation and various uses, so that he can introduce it with confidence, fortifying a positive atmosphere for the pre-schooler.
3. To foster in the student an awareness of the importance activity and process with the pre-schooler, not the finished product.
4. To foster an attitude of professionalism in the student, in his responsibility to the child, and to his supervisors.
5. That the student will gain experience in:
 - (a) media suitable to the needs of pre-schoolers,
 - (b) media for more advanced children, and for personal creative stimulation,
 - (c) in making and using visual aids for various uses in the pre-school.
6. To create in the E.C.E. student empathy for the pre-schooler's position of inexperience, and his unpredictably innovative or timid attitudes.

OBJECTIVES

1. That the student be able to prepare all materials, use the medium with confidence; and clean-up and store materials used for each medium examined in the course.
2. That the student demonstrate through follow-up discussion that he understands (1) the uses of each medium, and its value to the pre-schooler in these areas:
 - (a) motor skill development
 - (b) thought capacity-deductive discovery
 - (c) sensory experience
 - (d) personal creativityand (2) best ways of making medium practical for pre-school use:
 - (a) organization group or individualized
 - (b) make-shift facilities
 - (c) storage
 - (d) suppliers
3. That the student experience the following media
 1. a totally new experience, unmastered skill (comparable to the pre-schooler's total inexperience in many common skills) - washing and carding raw fleece; attempts at spinning with a primitive drop spindle.
 2. Random colour images: group (a) finger painting, sponge painting, string painting

5. That the student write a professional observation report suitable for the use of an off-location supervisor.
6. That the student organize a personal system of preserving and filing craft instructional information, samples, articles, photograph, ideas, supply information; in a format that may be added to in future.

SYLLABUS

Jan. 19/76

-Introduction of myself and course - content, philosophy, structure of studio class, assignments, evaluation

Discussion: (1) Pre-school child as multi-media artist
(2) What is it like not to know?

Group Work Session: new experience, totally un-mastered skill
-introduction of raw fleece-washing, carding, spinning with primitive drop spindle
Follow-up discussion.

Assignment 1: Written report not longer than 2 sheets lined paper
A response to today's next experience: thought processes, senses, emotions, (DUE: Jan. 26)
Frustrations: verbalize your initial spontaneous reaction

Jan. 26/76 - Finger Paint

Group Work Session: Recipes; preparation of two different recipes for base; used with tempera powder.

Students use finger paint (a) on bare tables
(b) on shelf paper

Students take mono-prints on newspaper from table paintings
Students experiment with finger paint base and dry tempera powder used separately
Students make fold prints, sponge paintings
Group Discussion - motor skills, colour mixing, warm paint vs. cold for encouraging the timid

Feb. 2/76 - Printmaking with vegetables

Group Work Session: - preparation of tempera powdered paint
-use of laundry starch and corn starch as thickeners to stretch paint, easy handling
-use of onions, cabbage, green pepper, apples, carrots, potatoes just cut in half to print their own inherent designs
-use of spoon handle, upside stick, other blunt instruments to carve the vegetable before printing

Discussion: motor skills, sensory appeal, problem of children eating vegetables? - use of activity to make greeting cards, gift wrap.

Assignment of Arts and Crafts Idea File - discussion of its organization and uses (DUE: April 5, 1976)

- group (b) simple prints - mirror image print from finger painting
- fold prints - fingerpaint
- vegetable prints - poster paint
- found object prints
3. Organized images: group (a) scribbling with opposite hand, both hands together, using crayons, chalk, magic markers, pencils and pens.
- group (b) painting:- water and brush
on dirty black board - tempera paint
- crayon resist
4. Resist: batik
tie-dye
resist prints with found objects
5. Assemblage: 2D collage - paper, seeds, cloth, yarns, strips styrofoam, beads, staples, paper dips, white glue on cardboard.
3D collage - cardboard boxes, plastic containers styrofoam, paper plates, cardboard tubes plus materials used in 2D collage.
6. Macrame - basic knots - uses
- suitability of various weights of materials
7. Clay - mixture of red and white clay for experimenting "plastic" material, preparation of same
- pinch pots
- coiling
- finger and blunt tool (spoon) "sculpture"
- clay and water = mud!!
-self-hardening clay recipes which will give an end product if desired; use with casine tempera
8. Home-made visual teaching aids - opaque projector used to make bulletin board - sized figures and illustrations
-alphabet and number tracing masters
-transparencies for overhead projectors made from photographs
9. Papier mache - puppets (heads) made on clay or balloon forms (puppets made for use in pre-school)
- casine tempera used as finish for papier mache.
-sewing machine and fabric glue used in coordinate with paper mache for puppets
4. That the student assess verbally and in writing the suitability of media to the pre-school situation, special considerations or preparations it might need; the media's values to the pre-school program.

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Feb. 9/76 - Scribbling

Group Work Session: experimentation with using the opposite hand to that with which one usually writes, using large crayons

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The Exceptional Child in the Family

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AUDITORY IMPAIRED

They Grow In Silence

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VISUALLY IMPAIRED

No Place To Go

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