Creative Arts Activities: Visual Arts, Music, Movement and Dance, and Dramatic Play and Theater

All children are creative, some more so than others. Some children are more creative in one area than in other areas. Educators have an important role in the development of creativity; they can actively support creativity or squelch it. The response children receive about their creative efforts plays a large part in their creative development. Educators can enhance the experience by having children think more about the process, as it will affect the product.

ACTIVITY GOALS AND STANDARDS
Activities are organized by the goals and standards they support. The activities themselves serve as prototypes of activities that can be used again and again with minor changes. Books that are referred to in the text with an * have a complete citation and annotation in the Children’s Bibliography; others have a complete citation where they are cited. For books where a lexile score is available, it is given after the book title, for example (500L). The notation “AD” before the lexile means that the book the book needs adult direction and should initially be read by an adult and discussed with children before children read it independently.

Woodworking

**GOALS:** To increase visual arts concepts; to encourage creativity; to improve cause-and-effect reasoning

**STANDARDS:** VA 1 Understand and apply media, techniques, and processes; VA 2 Use knowledge of structures and functions; VA 3 Choose and evaluate a range of subject matter, symbols, and ideas.

**MATERIALS:** Small pieces of soft wood, nails (long enough to hold two pieces of the wood together, but short enough that the point does not stick out), hammers, woodworking table, markers

**PROCEDURE:** Set up a center where children can use hammers and nails; be sure it is large enough for children to hammer their creations together. Encourage children to use different materials, to try to hammer two pieces of wood together to make something, and to describe what they are making. Encourage children to color or paint their creations.

**ACCOMMODATIONS AND INTEGRATION:** Have children use safety glasses, and have a vise and clamps to hold the wood in place. Use wood glue and clamps if hammering is not advisable. Encourage children to make projects that are more complex by allowing them to work on the project for several days. Woodworking is an empowering activity and allows children to feel in control and independent. It encourages children who may not participate in art to become involved.
**GOALS:** To increase visual arts concepts; to improve cause-and-effect reasoning; to make predictions

**STANDARDS:** VA 1 Understand and apply media, techniques, and processes; VA 4 Understand the visual arts in relation to history and cultures; SC 5 Science in personal and social perspectives.

**MATERIALS:** Large pot, stove or hot plate, red cabbage, onion peels, spinach, tea, beets, white cotton fabric cut into small pieces, tongs

**PROCEDURE:** Have the children examine the various foods in a small group. Discuss with the children how people used food to create different colors for fabrics. They would put the food into boiling water, add the fabric, and let it soak until it was the color they wanted. Have children take turns making predictions about what color the fabric will turn when placed in a pot with different foods for different amounts of time. After making the predictions, let the children experiment with the different food dyes. Discuss the outcomes with the children.

**ACCOMMODATIONS AND INTEGRATION:** Use only one or two foods that have the fastest, most obvious effects (beets). Encourage children to experiment with leaving the material in the dye for different lengths of time and chart the outcome. Have them predict what will happen if they tie a knot in the material or put the cloth in several different dyes. Children can use the fabric to make something.

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**GOALS:** To increase visual arts concepts; to improve cause-and-effect reasoning; to make predictions

**STANDARDS:** VA 1 Understand and apply media, techniques, and processes; VA 3 Choose and evaluate a range of subject matter, symbols, and ideas; VA 5 Reflect on and assess the characteristics and merits of their work and the work of others.

**MATERIALS:** Add texture to each color of easel paint with one of the following:

<table>
<thead>
<tr>
<th>Substance</th>
<th>Texture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flour</td>
<td>Lumpy (do not stir it too much)</td>
</tr>
<tr>
<td>Sugar</td>
<td>Shiny, grainy (use right away)</td>
</tr>
<tr>
<td>Salt</td>
<td>Shiny, grainy</td>
</tr>
<tr>
<td>Sand</td>
<td>Gritty</td>
</tr>
<tr>
<td>Salad oil</td>
<td>Oily</td>
</tr>
<tr>
<td>Sawdust</td>
<td>Rough</td>
</tr>
<tr>
<td>Syrup</td>
<td>Sticky</td>
</tr>
</tbody>
</table>

**PROCEDURE:** Have the children experiment with various paint textures. Encourage them to predict how the added substance will affect the paint and its texture. Experiment with making different colors and different textures (red: rough-sawdust; blue: oily-salad oil; yellow: lumpy-flour).

Focus on the cause-and-effect relationship in the materials added and the change in texture. Talk with children about their expectations and purpose of their picture and how the change in the paint will change their picture (outcome). When their picture is complete talk with children about the process and encourage them to reflect on how the texture influenced their art and that of others.

**ACCOMMODATIONS AND INTEGRATION:** Experiment with only one color and texture at a time. Have children describe not only the different visual features of the picture but also the tactile ones. This activity provides both tactile and visual variations of a familiar substance.
Torn Paper Flowers

**GOALS:** To increase visual arts concepts; to encourage creativity; to improve cause-and-effect reasoning

**STANDARDS:** VA 1 Understand and apply media, techniques, and processes; VA 2 Use knowledge of structures and functions; VA 3 Choose and evaluate a range of subject matter, symbols, and ideas.

**MATERIALS:** A pot or vase of flowers, construction paper, colored paper scraps, glue stick, crayons

**PROCEDURE:** Show the children the flowers. Discuss the parts that make up the flower (stem, petals, leaves, etc.). Help them experiment with pieces of paper of different sizes and shapes for different purposes. Show them how to curl the paper around a pencil so it curls away from the paper to add depth and where to glue the petal so it curls out. Once the children understand the concept, allow them the freedom to make their flower. Provide crayons and markers to complete details.

**ACCOMMODATIONS AND INTEGRATION:** Let children experiment by tearing the paper and gluing it. Encourage children to both cut and tear the paper. Tearing is satisfying for children who have trouble cutting. It is also an artistic technique that offers the potential for three-dimensional pictures.

_**5-35w**_ Finger Puppets

**GOALS:** To increase visual arts concepts; to increase inclusion; to improve cause-and-effect reasoning

**STANDARDS:** VA 1 Understand and apply media, techniques, and processes; VA 2 Use knowledge of structures and functions; VA 6 Make connections between visual arts and other disciplines.

**MATERIALS:** Papier-mâché

**TO MAKE:** Tear newspaper into very small pieces and pour a little boiling water over it. Stir until it forms a pulp. Cool. Then add about 6 tablespoons of wheat paste for every 2 cups of pulp. Mix first with a spoon, then with the hands.

**PROCEDURE:** Help children focus on what they want their puppet to do or be when the puppet is finished. Help them think about how this influences the size and shape of the puppet, and how it will dress it. As children mold their creation, have them insert their finger to make the finger hole.

**ACCOMMODATIONS AND INTEGRATION:** Focus more on the process than the character of the puppet. Wait for the puppets to dry and then have children paint them. Have children take them into the dramatic play area and use them together. Encourage children to think about the roles they envisioned for each puppet. Finger puppets require less manipulation than other puppets, but children supply more of the dramatic energy. Talk about how dramatic productions need set design as well as the puppets to perform. They may need a script, narrator, and additional characters (finger puppets).

_**5-37w**_ Tracing Pictures

**GOALS:** To increase visual arts concepts; to improve cause-and-effect reasoning; to improve sensory motor integration

**STANDARDS:** VA 1 Understand and apply media, techniques, and processes; VA 2 Use knowledge of structures and functions; VA 6 Make connections between visual arts and other disciplines.

**MATERIALS:** Paper, glue, crayons, saltshakers full of sand

**PROCEDURE:** Have the children draw a simple shape (circle, triangle, square), pattern, or picture (e.g., kite, table, cup, balloon, maze) on heavy paper. Tell the children to outline the shape with glue (try to avoid ending up with puddles of glue that take days to dry). Have them sprinkle sand on the glue. Putting the sand in a saltshaker makes it easier to control. Point out where the sand stays and where it doesn’t. When the glue is dry, shake off the excess sand and have the children trace the outline with their fingers and fill in the spaces if they choose.

**ACCOMMODATIONS AND INTEGRATION:** Use glitter glue or a type of glue made to “write” with and outline the shape. Have children make designs that are more complex and trace the outline blindfolded. Talk to children about the tactile quality of their picture. Help them think about how they could share this picture with a person who cannot see.

_**5-36w**_ Bubble Wrap Painting

**GOALS:** To increase visual arts concepts; to identify and understand patterns and relationships; to make predictions

**STANDARDS:** VA 1 Understand and apply media, techniques, and processes; VA 2 Use knowledge of structures and functions.

**MATERIALS:** Bubble wrap (different sizes of bubbles), paint, paintbrushes, construction paper

**PROCEDURE:** Talk with children about the different materials they will be using. Ask them to think about what it would be like to paint bubble wrap and make prints from their paintings. Allow children to explore the bubble wrap and paint to create a variety of designs. Encourage children to use different-sized bubbles to see the differences in the print.

**ACCOMMODATIONS AND INTEGRATION:** When you start, only use one size of bubble wrap. After children have explored the qualities of the bubble wrap include additional materials to paint and print. Have children make predictions about what the print will look like. Talk with children about many different tools to paint with. Create a list and encourage children to try out the items on the list.
**Creative Arts Activities: Visual Arts, Music, Movement and Dance, and Dramatic Play and Theater**

**Making Clay Beads**

**5-39w**

**GOALS:** To increase visual arts concepts; to encourage problem solving; to encourage creativity

**STANDARDS:** VA 1 Understand and apply media, techniques, and processes; VA 4 Understand the visual arts in relation to history and cultures; VA 6 Make connections between visual arts and other disciplines.

**MATERIALS:** Clay, paint, string or thread, drinking straws or wire, bead necklaces, a book such as J. Power, 200 Tips, Techniques and Trade Secrets (New York: St. Martin’s Griffin, 2009).

**PROCEDURE:** During group time, show children the book on making bead necklaces and other jewelry. Show them some bead necklaces as well. Talk with children about how these necklaces are made, and explain that that is what they will be doing and that their necklace will be made of clay. Make the clay and encourage children to explore it. Let them create what they wish, kneading it well. Talk more about how people make jewelry. Lay out the bead necklaces and discuss their characteristics. Create a ball large enough to push a hole through it with a straw. Encourage children to make many balls with holes. Let the clay dry overnight. The next day, give children paint and small paintbrushes to decorate their beads. Let them dry overnight. The next day have children create necklaces or bracelets with their beads.

**ACCOMMODATIONS AND INTEGRATION:** Have children make larger beads, help them make the hole and provide additional beads for painting if they have not made enough. Encourage children to experiment with different shapes of beads. Talk about the difficulty of painting several beads the same way. Children can create jewelry to wear by doing steps of a complex activity over several days.

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**Creative Arts: SMALL GROUP**

**5-40w**

**Playdough Beads**

**GOALS:** To increase visual arts concepts; to identify and understand patterns and relationships; to improve sensory motor integration

**STANDARDS:** VA 1 Understand and apply media, techniques, and processes; VA 6 Make connections between visual arts and other disciplines; M 7 Classify objects and count the number of objects in each category.

**MATERIALS:** 1 cup cornstarch, 2 cups baking soda, 1½ cups water (food coloring can be added if desired), yarn or wire for stringing

**TO MAKE:** Mix ingredients. Cook until mixture looks like mashed potatoes and begins to form clumps. Turn onto a plate and cool. Knead when cool. Roll into a “noodle” and cut off pieces (be sure these are large enough to allow for a hole) or roll out flat and cut into shapes with kitchen knife or small cookie cutters. Make holes for stringing by inserting a cutoff straw in each piece. Dry in sun (may take a day or two) or preheat oven to 200 degrees, turn it off, and then put beads in to dry. Flip over to dry other side.

**PROCEDURE:** Have children color the beads with watercolor markers if they have not yet been colored. Provide yarn or wire for stringing. (Taping one end of the string or dipping it in glue and allowing the glue to harden makes stringing easier.) Make a pattern and string the beads based on the pattern.

**ACCOMMODATIONS AND INTEGRATION:** Have children color and string only one kind of bead or make a simple pattern on the table before stringing the beads. Encourage children to design repeating patterns that have two or more beads, count the number of patterns, and make more complex patterns. Children can solidify concepts from math and science while sharing an experience with others. If children have made beads from clay, have them compare and contrast the experience with the two media.

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**Creative Arts: SMALL GROUP**

**5-41w**

**Corrugated Collage**

**GOALS:** To increase visual arts concepts; to encourage problem solving; to improve cause-and-effect reasoning

**STANDARDS:** VA 1 Understand and apply media, techniques, and processes; VA 2 Use knowledge of structures and functions.

**MATERIALS:** A 6 × 9 inch or larger piece of corrugated cardboard (such as a box divider or packing separator), a variety of yarns, glue or paste, fabric, popsicle sticks, pipe cleaners, crayons, and markers

**PROCEDURE:** Give children time to explore the new medium and talk about its characteristics and what would happen if they were to color or glue the surface. Encourage children to experiment with making collages with a piece of corrugated cardboard and materials they can glue. Help the children see that the glue goes naturally into the corrugations, making it easy to glue the yarn but difficult to glue cloth.

**ACCOMMODATIONS AND INTEGRATION:** Encourage children to explore the media. Use only glue and pipe cleaners, as these are easiest to control. The corrugated cardboard provides an interesting and challenging change and expands children’s experience with different media. It gives children with visual impairments tactile feedback and a definite boundary as they work.

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**Creative Arts: SMALL GROUP**

**5-42w**

**Clay**

**GOALS:** To increase visual arts concepts; to encourage problem solving; to improve cause-and-effect reasoning

**STANDARDS:** VA 1 Understand and apply media, techniques, and processes; VA 2 Use knowledge of structures and functions.
String Painting

**GOALS:** To increase visual arts concepts; to encourage creativity; to improve sensory motor integration

**STANDARDS:** VA 1 Understand and apply media, techniques, and processes; VA 3 Choose and evaluate a range of subject matter, symbols, and ideas; VA 5 Reflect on and assess the characteristics and merits of their work and the work of others.

**MATERIALS:** Pieces of string, yarn, or cord of various thicknesses approximately 9 inches long, paper, two or three colors of tempera paint in pie pans

**PROCEDURE:** Give the children a variety of pieces of string, cord, or yarn, and help them think about what their design will look like. Show them how to dip the string in the paint, and allow them to make a design by applying the paint on paper with the string.

**ACCOMMODATIONS AND INTEGRATION:** Put the yarn or string through an empty spool to make it easier to grip. This is a creative visual process, and if children use thick paint, they will be able to feel the ridges the string makes. They can match the ridges to the thickness of string used. Encourage children to experiment with different techniques such as holding string taut between two hands versus holding one end and swirling. Encourage children to use different thicknesses of string in the same picture and to compare different techniques. Help children compare string painting with other types of painting relative to the control they have and the outcome.

**Mood Colors**

**GOALS:** To increase visual arts concepts; to express feelings, to increase comprehension

**STANDARDS:** VA 1 Understand and apply media, techniques, and processes; VA 6 Make connections between visual arts and other disciplines; R.L 7 Describe the relationship between illustrations and the story in which they appear.


**PROCEDURE:** Read (or tell) the class a story with a definite mood. Have the children draw pictures about the story in dark or light colors. Use obvious moods until children get the idea. Discuss the relationship between moods and colors and how one uses color. Discuss some of the color stereotypes (fire engine red: hot; sky blue: cool; white: aseptic, clean, sterile) related to moods.

**ACCOMMODATIONS AND INTEGRATION:** Start with happy, sad, angry, and surprised. As children become more aware, make the moods subtler. Have them consider the different reactions and moods of each character in the story and how these might be portrayed. Talk with children about how their mood influences what they want to do. This helps children use visual environmental cues for information as well as expression. It also helps them realize that all people have moods and moods vary.

**Clouds**

**GOALS:** To increase music concepts; to increase comprehension; to identify and understand patterns and relationships

**STANDARDS:** MU 6 Listen to, analyze, and describe music; MU 7 Evaluate music and music performances; MU 8 Understand relationships between music, the other arts, and disciplines outside the arts.

**MATERIALS:** CD and CD player; “Nuages” (Clouds) by Claude Debussy; book such as T. DePaola, *The Cloud Book* (New York: Holiday House, 1984) (680L); cotton balls; paste; construction paper; crayons, markers

**PROCEDURE:** Read *The Cloud Book* before playing the selection. Discuss different types of clouds with the children. If possible, go outside and have the children lie down on the ground and watch the clouds as they listen to “Nuages.” Have children try to find shapes in the clouds. Have children move as if they were clouds as they listen. Then ask them to describe how they moved and what in the music made them feel that that was how to move. Discuss the musical title with children and decide if it is a good match for the music. Encourage children to make a cloud drawing. Put *The Cloud Book* on the table as a reference.
ACCOMMODATIONS AND INTEGRATION: Play only a portion of the selection if children get restless. Have some of the children listen a second time and move as if they were clouds. Encourage children to make pictures of clouds and write about their feelings. Children can develop another way of enjoying and thinking about nature. They can begin to tie sound, whether in nature or as an interpretation of nature, into a context.

MUSIC: LARGE GROUP

5-46w Mitch the Fish

GOALS: To increase music concepts; to improve cause-and-effect reasoning; to improve sensory motor integration

STANDARDS: MU 2 Perform on instruments, alone and with others, a varied repertoire of music; MU 3 Improvise melodies, variations, and accompaniments; MU 8 Understand relationships between music, the other arts, and disciplines outside the arts.

MATERIALS: Tambourines (one for each child) or other musical instruments; story “Mitch the Fish,” in J. Feldman, Transition Time: Let’s Do Something Different (Silver Springs, MD: Gryphon House, 1995, p. 242), or Google “Mitch the Fish.”

PROCEDURE: Tell the children about a fish you know that can change colors when he wishes. Read “Mitch the Fish.” Give the children the background of how he changes color (i.e., “I’m Mitch the fish, I swim and I swish, and I can change my color if I wish”). Let the children know that Mitch needs help to change his color and that they can help him. Give each child a tambourine. (Require the tambourine to stay on the floor until the appropriate part of the story.) When the time comes, let the children shake their tambourines saying, “I’m Mitch the fish, I swim and I swish, and I can change my color if I wish.”

ACCOMMODATIONS AND INTEGRATION: Read “Mitch the Fish” and have the children clap their hands at the appropriate time. Encourage children to think of other times in the story when they could add music and what it would be (e.g., when the black shark threatens to eat Mitch). Let the children develop their own stories for which they can use their tambourines or other instruments. After reading the story, set out the tambourines to allow the children to explore them.

MUSIC: LARGE OR SMALL GROUP

5-47w Musical Colors

GOALS: To increase music concepts; to move creatively; to improve sensory motor integration

STANDARDS: MU 6 Listen to, analyze, and describe music; MU 8 Understand relationships between music, the other arts, and disciplines outside the arts.

MATERIALS: A variety of colored shapes, one for each child, backed with cardboard, and placed in a circle. Have simple shapes (square, triangle, rectangle) and more difficult shapes (oval, cross, trapezoid) in shades of colors (pink, violet, etc.)

PROCEDURE: Play music and have the children listen to and describe the music. Based on the music, have them plan how they will move or dance around the outside of the circle of colored shapes. When the music stops, have the children sit on the nearest shape. Ask them to name the color and the shape. As a variation, use numbers, letters, or phonemes instead of colors and shapes. Have children move like various animals around the circle.

ACCOMMODATIONS AND INTEGRATION: Choose slower music and give children time to find a color to sit on. Only ask a few children to name the colors and shapes they are sitting on. Foster a spirit of cooperation, not competition. Include more unusual shapes and colors. This is an adaptation of musical chairs based on color and shape recognition but without the mad scramble. Because speed is not important, all children can play and think about how to respond to the music, and no one is eliminated.

MUSIC: LARGE GROUP

5-48w Tempo

GOALS: To increase music concepts; to improve sensory motor integration; to move creatively

STANDARDS: MU 6 Listen to, analyze, and describe music; MU 8 Understand relationships between music, the other arts, and disciplines outside the arts.

MATERIALS: Drum, piano, or CD and CD player

PROCEDURE: Have the children lie down on the floor, spaced so that they can stretch and not touch each other. As they are lying there, tell them that you want them to listen to the beat and move according to how fast or slow the beat is. They can move any body parts they want in any way as long as they remain in one place on their backs. Start with a slow beat so you can watch and make comments to the children about their movements.

ACCOMMODATIONS AND INTEGRATION: Warn children before you change the tempo. If they move with you, make finer gradations to your changes and make them more abrupt. Change the beat frequently and introduce some intermediate tempos. Also, vary the loudness and sometimes use more difficult rhythms or patterns: soft but fast, or loud but slow. See whether the children can focus on the tempo. This activity can be used to quiet excited children. Pace your periods of vigorous beat so that the children don’t become too tired. Unless you want excited children, be sure to end on a slow tempo.

SMALL GROUP

5-49w Reeds

GOALS: To increase music concepts; to improve cause-and-effect reasoning; to improve sensory motor integration
ACCOMMODATIONS AND INTEGRATION: Have children make short straws and see whether they can get a noise out of the straws. If children are intrigued with this, have them make a series of straws and arrange them by pitch. Expand children’s understanding of pitch by having someone play a reed instrument and talk about how they are tuned and how they change the pitch.

MUSIC AND MOVEMENT: LARGE GROUP
My Bonnie

GOALS: To increase music concepts; to identify and understand patterns and relationships

STANDARDS: MU 1 Sing, alone and with others, a varied repertoire of music; MU 3 Improvise melodies, variations, and accompaniments.

MATERIALS: None

PROCEDURE: Sing the song, “My Bonnie Lies over the Ocean” with everyone standing. Each time you sing the word Bonnie, if the children are standing, they squat; if they are squatting, they stand. Use other songs that have this repetitious quality (for “The Ants Go Marching,” move up on hurrah, down on hooray) and encourage the children to decide on other patterns of movements (e.g., raising and lowering their hands).

ACCOMMODATIONS AND INTEGRATION: Model the movements for the children as they learn the song. If you do not move with the children, it is more difficult for them. Activities like this help children think about repeating patterns in a musical context.

MUSIC: SMALL OR LARGE GROUP
Magician

5-51w

GOALS: To increase music concepts; to improve listening skills; to encourage creativity

STANDARDS: MU 2 Perform on instruments, alone and with others, a varied repertoire of music; MU 3 Improvise melodies, variations, and accompaniments.

MATERIALS: None

PROCEDURE: The adult plays the magician and “changes” a child into a noisemaking instrument by whispering into the child’s ear what object he is to be, or gives the child a picture of the object. The child then pretends to be the instrument by making the noise, and the other children guess what the instrument is.

ACCOMMODATIONS AND INTEGRATION: Have the instruments or pictures of the instruments in sight. In addition to making the sound, have children pretend to be or use the instrument; for example, for a piano, have the child pretend to play the keys if “piano” is not initially guessed. Children need to tune in to their environment and need support gaining the skills to do this.

MUSIC AND MOVEMENT: LARGE GROUP
Movement Songs

5-52w

GOALS: To increase music concepts; to improve sensory motor integration; to increase body awareness

STANDARDS: MU 1 Sing, alone and with others, a varied repertoire of music; MU 3 Improvise melodies, variations, and accompaniments.

MATERIALS: None

PROCEDURE: Sing the song “Put Your Finger in the Air.” Once children know the song, help them explore their bodies by putting their finger on their knee, cheek, shoulder, ankle, and so on. Then go on to various other combinations, like “Put your nose on your shoulder, leave it there until you’re older.” The repetition in the songs makes them easy for children to learn. Modify some songs by having the children put an object (e.g., beanbag) on the body part named: “Put the beanbag on your knee, on your knee,” and so on. Other songs designed to increase sensory motor integration include “Heads, Shoulders, Knees, and Toes” (tune: “Oats, Peas, Beans”), “My Head, My Shoulders, My Knees, My Toes” (tune: “Mulberry Bush”), “Clap Your Hands,” “The Hokey Pokey,” “The Wheels on the Bus,” “Eensey-Weensey Spider,” “Johnny Hammers with One Hammer,” “I’m Being Swallowed by a Boa Constrictor,” and “Where Is Thumbkin?”
ACCOMMODATIONS AND INTEGRATION: Sing the song more slowly and model the motions. Start with shorter, easier songs and sing fewer verses. When children know the songs, have them sing with their eyes closed. These songs teach body parts, use both auditory and tactile senses, and provide an opportunity to experience success and a sense of group belonging.

MOVEMENT AND DANCE: SMALL OR LARGE GROUP

5-53w Movement Exploration

GOALS: To move creatively; to understand dance; to increase body awareness

STANDARDS: D 1 Identify and demonstrate movement elements and skills in performing dance; D 3 Understand dance as a way to create and communicate meaning.

MATERIALS: None

PROCEDURE: Ask the children to move in unusual ways such as using any three body parts:

1 hand, 2 feet; 2 hands, 1 foot; 1 hand, 2 knees; holding your feet with your hands and pretend they are connected

moving across the floor without touching your feet on the ground

ACCOMMODATIONS AND INTEGRATION: Encourage children to make up ways to move and add music. Help children think about the message they convey through their movements and to put words to the message. Have children move in pairs. Encourage children to verbally describe their adaptations. After one child has responded to a request, see whether children can respond to the same request in a different way. Given appropriate choices, all children may be very skillful in moving in different ways. With discussion, others may become aware of the challenges of not being able to use one or more limbs.

MOVEMENT AND DANCE: LARGE OR SMALL GROUP

5-54w Be It

GOALS: To move creatively; to understand dance; to improve cause-and-effect reasoning

STANDARDS: D 1 Identify and demonstrate movement elements and skills in performing dance; D 3 Understand dance as a way to create and communicate meaning.

MATERIALS: Pictures of things that move: airplanes, windmills, trains, helicopters, birds, worms, animals, kites, dancers

PROCEDURE: Show the children the pictures of objects, animals, and dancers moving. Discuss how they might make their body move like those in the pictures. Talk about the environment in which the animal lives or the object is used and the type of dance, and discuss why their movements are particularly useful. Have children move like the pictures.

ACCOMMODATIONS AND INTEGRATION: Point out salient characteristics of the pictures to give children hints to how they move (fast, slowly, in air, on water, over land). Encourage creativity by pointing out differences in the children’s interpretations without making judgments. Add pictures of unusual objects (hovercraft) or objects and people from other cultures and encourage children to figure out how they move and why the movements are useful. This activity requires children to integrate visual and auditory stimuli and translate them into active physical movement. Think about appropriate ways to stop the children’s movements: airport, train station, heliport, music ends.

MOVEMENT AND DANCE: LARGE OR SMALL GROUP

5-55w Weighty Movements

GOALS: To understand dance; to move creatively; to improve sensory motor integration

STANDARDS: D 4 Apply and demonstrate critical and creative thinking skills in dance; D 5 Demonstrate and understand dance in various cultures and historical periods; MU 8 Understand relationships between music, the other arts, and disciplines outside the arts.

MATERIALS: CD player and CDs such as Putumayo Kids Latin Playground, African Playground, and World Playground, or drum

PROCEDURE: Talk to the children about how they move. Talk about the weight of their movements. Ask them to stomp across the floor, and then tiptoe across the floor. Have them say which was light and which was heavy. Have them demonstrate other heavy and light movements. Then have them combine heavy and light movements in a rhythmic fashion, using heavy movements to accent the beat (light, light, heavy, light, light, heavy). Add music and see whether they can accent the beat with their movements. Initially, count out the beats for the children: ONE, two, three, four; ONE, two, three, four. Count slowly. Use dance music with a definite beat, such as a tango, and have them accent the beat. Use rhythm patterns that represent different music and cultures.

Dramatically model the differences in movement. Count out the rhythm. Use music with different beats and see whether children can hear the beat. Encourage children to dance to the music while keeping the beat. This emphasizes the rhythmic nature of movement and dance, especially when it is paired with music. It shows children a repeating pattern that is not related to vision.

DRAMATIC PLAY AND THEATER: SMALL GROUP

5-56w Dentist’s Office

GOALS: To perform roles; to play creatively; to increase awareness of roles people play

STANDARDS: TH 2 Act by assuming roles and interacting in improvisations; TH 3 Design by visualizing and arranging environments for classroom dramatizations.
MATERIALS: Props for a dentist’s office:

<table>
<thead>
<tr>
<th>dental floss</th>
<th>lab coat</th>
<th>cloth for around neck</th>
</tr>
</thead>
<tbody>
<tr>
<td>table</td>
<td>tongue depressors</td>
<td>small mirrors</td>
</tr>
<tr>
<td>cups</td>
<td>pretend drill</td>
<td>disposable gloves</td>
</tr>
<tr>
<td>mask</td>
<td>chair</td>
<td>glasses</td>
</tr>
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PROCEDURE: Set up a dentist’s office. Allow children to play the dentist, dental hygienist, nurse, receptionist, patient, parent of patient, and so on. Encourage them to explore the different materials and how they are used. Also talk about why it is important to go to the dentist. Precede (or follow) this with a trip to a dentist’s office and some information on teeth and food. Talk about the care of the teeth and mouth area as well as their function in speech. Support children in cooperative play and role-playing. Provide them with pictures and additional equipment. Have them use the mask and disposable gloves and talk about why these are used. Talk about the dentist and their feelings about going for a dental checkup.

ACCOMMODATIONS AND INTEGRATION: Encourage children to explore the equipment and materials. Have these out for several days if the materials are unfamiliar to children. Talk about teeth and their role in health. If appropriate, talk about teeth that “fall out.” Discuss the role teeth play in speech. Some children may not have been to the dentist’s office. They may have many questions. For children who are fearful of trips to the dentist, this activity might help them work through some of their concerns. Be sure that all materials that might get into children’s mouths are disinfected and disposable ones are thrown away immediately.

DRAMATIC PLAY AND THEATER: SMALL GROUP

Charades

GOALS: To perform roles; to play creatively; to increase awareness of roles people play

STANDARDS: TH 2 Act by assuming roles and interacting in improvisations; R.L 4 Ask and answer questions about unknown words in a text; S&L 3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

MATERIALS: A book such as Moses Sees a Play* or Taking Hearing Impairment to School*, pictures of or simple statements about people, animals, or objects doing something: drinking, going outside, getting a cookie, getting in the car, putting on a coat

PROCEDURE: Read a book about children who have a hearing impairment, and discuss with children the techniques they use to communicate. Tell children about the game charades and how it works. Give the child a picture or tell the child what to pantomime. Give hints and suggestions to both actors and guessers until the children catch on. Make the pictures more difficult. Include titles of books that children know. Teach them some of the codes that charade players have developed.

ACCOMMODATIONS AND INTEGRATION: Encourage children to work in small groups to decide how to act out the object or action. Encourage awareness of nonverbal communications and how difficult it is to communicate accurately without speech. Begin to introduce children to some conventions that people have developed to share meaning without words. Expand this into a discussion of American Sign Language.

EDUCATIONAL RESOURCES

Aunt Annie’s Craft has good craft ideas that are simple but work. www.auntannie.com/

Bright Ideas for Learning is a publishing company with the motto “it’s the process, not the product.” They list art activities taken from the books they sell as a way to preview the books. www.brightring.com/Fun%Activities.html/

Everything Preschool has lesson plans, games, activities, and product reviews that focus on art, music, and crafts. www.everythingpreschool.com/themes/music/art.htm/

I Know That has ideas for art and music as well as other curriculum areas. To use it without the advertisements, you have to subscribe. www.iknowthat.com/com/L3?Area=L2_TheArts/

Kinderart Littles is a website designed especially for preschool children. It provides activities, information on books, music, videos, and more. It also provides teaching tips and the opportunities to share ideas. www.kinderart.com/littles/index.html/
