

An Early Childhood Teacher Resource Guide for Using Art to Teach Preschool Students Language & Literacy Development



S

IS FOR SCULPTURE



Toledo Museum
of Art

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TIPS FOR USING THIS GUIDE

This resource was created in collaboration with a teacher professional development workshop designed for early childhood educators. It provides early childhood educators with teaching strategies for introducing pre-literacy activities and open-ended studio activities to reinforce learning.

Cover:

Alexander Calder (American, 1898-1976)

Stegosaurus

Painted steel, 1973

Gift of Marshall Field's, by exchange, and purchased with funds from the Libbey Endowment, Gift of Edward Drummond Libbey, 2000.67.

WHAT IS THE ABC'S OF ART?





ABC's of Art is a series of early childhood workshops which provide early childhood educators with tools and teaching strategies to help preschool students pre-literacy development through art. The materials presented here are from a collaboration between Toledo Public Schools and the Toledo Museum of Art.

WHY USE WORKS OF ART TO SUPPORT PRE-LITERACY DEVELOPMENT?

Research has shown that when works of art are a part of arts-integrated efforts to teach language and literacy development, students develop new connections to the material by absorbing the visual content and translating it into new knowledge. Arts exposure cultivates students' reflective and multi-sensory thinking, allowing for insightful connections to previous knowledge while stimulating students' creative and analytical thinking. Participating in hands-on guided experiences in the Museum allows students to take full ownership of their learning experience.

WHAT ARE THE BENEFITS OF LOOKING CLOSELY AT ART?

Taking the time to observe works of art develops the imagination while reinforcing learning through visual literacy. It encourages students to make meaningful connections with the artwork.

WHAT IS TIER TWO VOCABULARY?



T

ier Two consists of high frequency/multiple meaning vocabulary.

Some hallmarks of Tier Two are:

- Important for reading comprehension
- Characteristic of mature language users
- Contains multiple meanings
- Increased descriptive vocabulary
- Used across a variety of environments

Exposure to Tier Two Vocabulary has the power to bridge the “achievement gap” and make children better readers later in life. make children better readers later in life.

GOAL

The goal of this lesson is to introduce students to Tier Two vocabulary and open- ended studio activities that reinforce their learning through exploring the sculptures of Alexander Calder.

VOCABULARY

Spikes

Crimson

Sculpture

Mobile

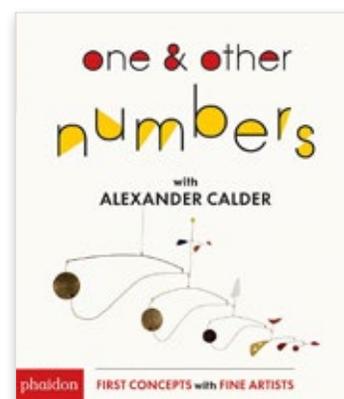
Stegosaurus

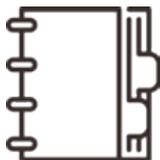
Massive

BOOK

Birds

by Kevin Henkes





EARLY LEARNING AND DEVELOPMENT STANDARDS ADDRESSED

- Domain:** Language and Literacy Development
Strand Listening and Speaking
- Expressive language
 - Reading comprehension
 - Receptive language and comprehension

- Domain:** Cognition and General Knowledge
Strand Cognitive Skills
- Symbolic Thought
 - Reasoning and Problem Solving

- Domain:** Approaches toward Learning
Strand Geometry
- Identify and Describe Shapes
 - Analyze, Compare, and Create Shapes
- Strand** Creativity
- Innovation and invention
 - Expression of ideas and feelings through art



CLASSROOM ACTIVITIES

*for Exploring
Sculpture*

CLASSROOM ACTIVITIES FOR EXPLORING NATURE

Supplies:

- Air-dry clay
- Pipe cleaners
- Buttons
- Bottle caps
- Hole punch
- Cardboard pieces
- Mat board pieces
- Markers/paint
- Wooden rods
- Colored tape

ACTIVITY 1: CLAY SCULPTURE WITH FOUND MATERIALS

Step 1

Gather a variety of interesting materials, such as natural items from outside and small, recycled materials. This can be a fun assignment for children to do with their families. Provide children with a brown paper bag to take home and collect items in and outside of their homes.

Step 2

Prepare air-dry clay by rolling it into small balls and placing it on trays or canvas squares to prevent adhering to the table. Provide a variety of clay tools for children to experiment with on their rolled balls.

Step 3

Once the clay is set up and the students have gathered the materials from Step 1, encourage students to explore the different ways clay can be manipulated. Demonstrate how to roll coils and add textures in the clay with the tools. Children can experiment with sculpting the clay, as well as adding their found materials to create unique sculptures.

Step 4

Once the clay dries and hardens overnight, students can add paint to their sculptures. For a nice glossy finish, add a layer of mod podge over the dried paint.

ACTIVITY 2: ABSTRACT CARDBOARD SCULPTURE

Step 1

Gather a variety of different sizes and shapes of cardboard. Pieces can be torn or cut from boxes. Paper towel tubes and corrugated cardboard are also a great addition to this activity. It is a good idea to hole punch some of the pieces ahead of time, as it may be challenging for preschool students to do on their own.

Step 2

Provide primary paint colors for students to paint the pieces should they choose to do so. Instead of giving students all the colors of the rainbow, encourage students to mix their own primary colors together to create secondary colors. Once the paint is dry, students can begin assembling their sculptures.

Step 3

Students can experiment with a variety of different ways to assemble the cardboard. You can pre-cut slits in the cardboard for students so that they can combine the cardboard in creative ways. They can also use thin wooden rods or sticks to slide in the hole punched cardboard. Once the wooden rod is through, students can stick the rod into a ball of the air-dry clay to strengthen the bottom of the sculpture and allow the sculpture to stand on its own.

Step 4

When their sculptures are finished, encourage students to talk to one another about their creations. Ask open ended questions about their artwork; this will stimulate their discussion and give students self-confidence. Some examples are:

- How did you make your artwork?
- What title would you give your artwork?
- How did you feel when you were creating your artwork?

CLASSROOM EXTENSIONS



CLASSROOM EXTENSIONS

Large Group Activities

- Visit the Toledo Museum of Art.
- Read the Read-Aloud Book. Present TMA poster of art piece. Look at and discuss poster to reinforce Tier Two words from tour.
- Creative movement to the song “My Name Is Stegosaurus.”
- Have students connect like a train. Have the leader act as a very small stegosaurus head, the middle students raise their hands clasped above their heads like spikes, and the last child acting as the spiked tail, all together forming a massive stegosaurus.

Small Group Activities

Language and Literacy

- Reinforce target words through play
- Discuss opposites, such as: massive/tiny; big/little; long/short, etc.
- Use color words emphasizing crimson

Math and Science

- Dinosaur Bingo, reinforcing the words spike, stegosaurus, and crimson
- Dinosaur Dominoes
- Introduce triangles and trapezoids as possible shapes for plates/spikes on the stegosaurus' back. Count the spikes

Sensory

- Mold kinetic sand into peaks to make “spikes”
- Encourage Water Play in crimson colored water
- Sculpt red play dough with toothpicks or other spiky objects
- Trace the letter “S” in either sand, crimson finger-paint, mud, etc.

Social Emotional

- Work cooperatively with a partner to join cardboard pieces to create a stegosaurus sculpture

Classroom Extensions (continued)

(Small Group Activities)

Art

- Make stegosaurus sculptures with clothespins on wire baskets/ frames to practice fine motor skills, reinforcing the words spikes and sculpture
- Add crimson pipe cleaner spikes to crimson bowl
- Cut triangles for spikes
- Sculpt clay to form small dinosaur heads and spikes
- Rub art using dinosaur forms

Technology

- Watch YouTube videos on an iPad; review video-taping of Toledo Art Museum tour on the iPad

Outdoor Experiences

- Pretend crawl/march like stegosaurus while walking to the playground
- Make construction paper crimson cones to wear on heads as spikes
- Go on a hidden dinosaur hunt outside

Family Partnerships

- Invite parents to meet class at TMA to join in the tour
- Share highlights of TMA tour in newsletter

WOW! Experiences

- Tour of Alexander Calder's *Stegosaurus* sculpture at the Toledo Museum of Art
- While viewing dinosaur figures, focus on "close looking" to examine the figures' similarities and differences



SOME EXAMPLES OF OPEN-ENDED QUESTIONS EMPHASIZING TIER TWO VOCABULARY:

- This sculpture is *massive*.
What else is *massive* around us?
- The name of this sculpture is *Stegosaurus*.
Here is a picture of a *stegosaurus*. Does this picture look like the *sculpture*?
- What are the things that look the same?
Do you see the *spikes* on top of this sculpture?
- How many spikes do you see? Let's count them together.
Can you make a spike with your hand?
- What color would you call this *massive sculpture*?
Crimson is another color name for bright red.
Can you think of anything else that is *crimson*?





Museum Hours of Operation

Tuesday and Wednesday

10 a.m.–4 p.m.

Thursday and Friday

10 a.m.–9 p.m.

Saturday

10 a.m.–5 p.m.

Sunday

Noon.–5 p.m.

Closed Mondays, Independence Day, Thanksgiving Day, and Christmas Day

Admission

Admission to the Museum is always free. Special exhibitions or events may require purchased tickets. Members are admitted free to all exhibitions and receive free admission and discounts for special programs, events, and Museum Store purchases.

Location

The Museum is just west of Toledo's downtown business district, directly off Interstate 75, at 2445 Monroe Street at Scottwood Avenue.

 **419.255.8000**

 **toledomuseum.org**

Our Mission

We believe in the power of art to ignite the imagination, stimulate thought, and provide enjoyment. Through our collection and programs, we strive to integrate art into the lives of people.



More teacher resources from the Toledo Museum of Art are available online at **toledomuseum.org**