

1 VIDEO #1 Drawing and Finger Painting

Overview

The stages in the development of self expression from scribbling to realism are seen most readily in children's drawing with crayons, markers, colored pencils, and chalk. They recreate their world as they understand it. They work cooperatively, talking to each other about their drawings, and collaborate on a mural. The teachers describe other activities, paper selection, and material storage and display.

Finger painting is a very tactile and wonderfully messy experience for young children. In this module children are observed finger painting on paper using liquid starch and powder tempera. They are also seen finger painting directly on table surfaces using commercial finger paint, and making monoprints. The teachers describe other possible finger paint materials, tools to add, and cleanup. They also discuss how to help the child who is reluctant to engage in this activity.

Questions to consider

1. What is the importance of scribbling?
2. What kind of crayons and other drawing materials are most suitable for young children?
3. Why is the use of coloring books discouraged?
4. Why is finger painting a suitable activity for young children?
5. What happens to the child who is put off by messy activities such as finger painting?

Vocabulary

Read these terms with their definitions before viewing the program.

Collaborate to work together on a common project

Cooperate to share materials and space

Creativity creating something that is new for the individual and that has value for the individual

Disordered scribbling random marks made by the very young child

Mural painting or drawing on a wall

Ordered scribbling more controlled marks with emergence of circle form

Instructional objectives

When you have successfully completed this module you will be able to:

1. Describe the stages in the emergence of the human form in children's drawings and the age these usually appear
2. List appropriate materials for drawing
3. Describe appropriate storage of drawing materials
4. Discuss value of finger painting for young children
5. List appropriate and safe finger painting materials
6. Describe the most effective way to discuss children's art work with them

Self-Test

After studying the objectives and watching the video take the self-test to check your progress

1. State the stages in the emergence of the human form in children's drawing
 - a.
 - b.
 - c.
 - d.
 - e.

2. List appropriate materials for drawing activities
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.

3. Describe how drawing materials should be stored

4. Discuss the value of finger painting for young children

5. List 4 appropriate and safe finger painting materials
 - a.
 - b.
 - c.
 - d.

6. Describe how you will talk to children about their art creations

The Visual Arts:

Self-Test Answer Key

Video #1 - Drawing and Finger Painting

- | | |
|---|-----------------|
| a. disordered scribbling | 18 months |
| b. ordered scribbling | 2 - 2 1/2 years |
| c. child names scribbles | 2 1/2 - 3 years |
| d. human form appears as head with arms and legs attached to the head | 3 years |
| e. figure which is filled in, arms and legs emerge from trunk | 4 years |
- | | |
|----------------------|----------------------------|
| a. crayons | d. colored pencils |
| b. markers | e. chalk |
| c. oil based crayons | f. paper of assorted sizes |
- In your answer include:
open display shelves
shelves child size
materials stored in clearly defined containers
papers arranged neatly in order of size
- In your answer include:
sensory awareness
color mixing
cooperating with others
developing own creativity
- physical motion
learning control of material
helping with cleanup
emotional release
- | |
|-------------------------------------|
| a. commercial finger paint |
| b. liquid starch and powder tempera |
| c. shaving cream |
| d. soap flakes |
- In your answer include:
a. emphasize process, not product
b. talk about color, line, texture, shape, pattern
c. ask child to tell you about the work, rather than directly asking him/her to identify or name
d. keep empty praise to a minimum

Video #2 -Painting

- Include in your description the following points:
a. encouraging self expression
b. developing autonomy, children decide to participate, and when they have completed their activity
c. gaining confidence when work is displayed
d. learning to cooperate and collaborate with others
e. developing initiative when selecting, exploring and experimenting with materials
f. developing sensory awareness
- Select from the following list:

a. easel painting	e. floor paint
b. printing with objects	f. screen painting
c. water colors	g. painting with rollers
d. runny paint	h. painting with droppers
- In your list include:
a. type of paint
b. containers needed
c. tools (brushes, screens, droppers or objects)
d. paper (type and size)
e. clean up (sinks, smocks, pail of soapy water)
- Include in your answer:
a. age of children
b. messiness of activity
c. amount of supervision needed
d. previous experience children have had with the activity
e. space needed and available
f. drying paintings
- In your conversation with the child discuss the process not the product. Mention the colors she has used, the space covered on the paper, and the time she spent working on her painting.
- Language - discussions about monsters; reading
Mouse Paint
Science - mixing colors
Math - introducing shapes