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Designed by Paul Sealey Design, Services, 3 Wentworth Drive, Thornton, Lancashire.

First Published January 2007.

ISBN: 978-1-905509-48-5

Drawing 3

Changing Tools and Joining Marks Together

Learning Intentions

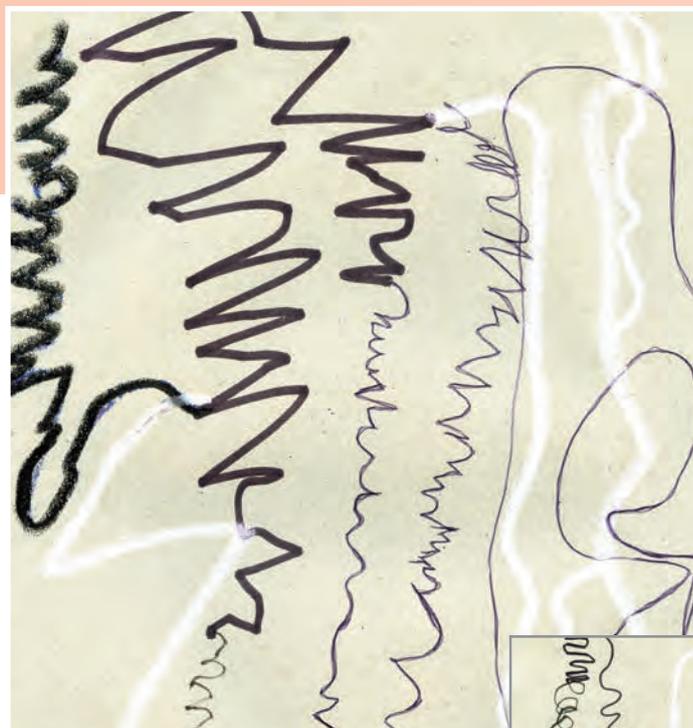
Children learn to make decisions and choices about the tools they use, understanding that each choice needs to be different from the one before.

Equipment Needed

Long thin strips of white paper (20 x 6 cm approx.). Black drawing pencils (4B-6B), black biros, black felt tip pens, black crayons and charcoal or chalk pastels.

Do

- Ask the children to make their fingers walk anywhere on the table. Say **stop** when you want them to stop and **go** when you want them to continue. Now ask them to do the same but this time on a piece of paper.
- Look at the different tools and ask the children to name each sort. Choose a tool and ask them to find one that is **different**. Repeat this several times.
- Ask the children to choose a tool and to start drawing a line on a strip of paper and to stop when they hear the word **stop**. They must now choose a different tool to continue their line when you say **go**. This line needs to join or touch the previous line.
- Continue the sequence until the line has travelled all over the page using the different tools. The same tool can be used more than once but not adjoining a previous mark made with it.



Watch

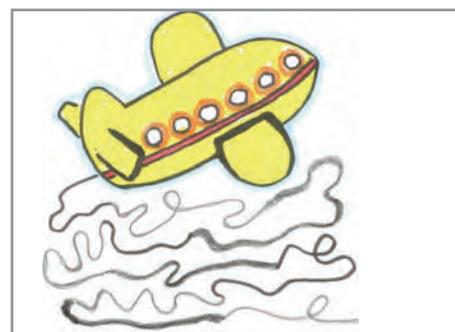
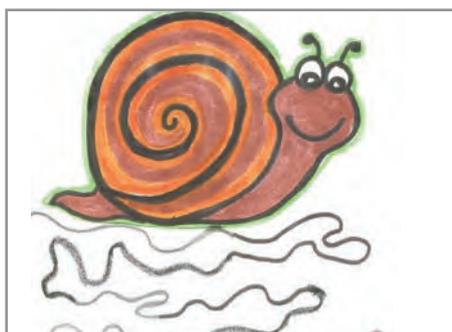
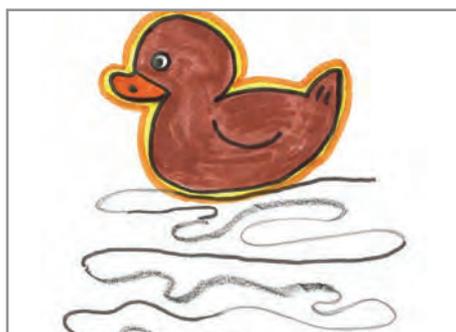
- That the children change tools each time.
- That each new line joins or touches the previous one and that the lines the children make cross the paper in any direction - up and down, side to side etc.

Say

- The **stop/go** sequence described above.
- Remind the children what touch and join means as they start each new mark.
- Useful words such as - across, up, down, along, next to, over, meeting, joining, touching, different, change, stop, go, slow etc. plus the names of the tools they are using.

Using the Idea

- As ripples on a pond.
- As snail trails.
- As trails in the sky.



Painting 5

Primary Colour Patterns

Learning Intentions

Children learn the names of the Primary Colours and what makes them special - Primary Colours (red, yellow and blue) are found and cannot be mixed and made.

Equipment Needed

Red, yellow and blue paint, paintbrushes and triangles of white or grey sugar paper.

Do

- Explain what the Primary Colours are and what makes them so special.
- Put out the paint plus several brushes for each colour. Put the blue paint plus brushes on a piece of blue paper, the red paint plus brushes on red paper and the yellow paint plus brushes on yellow paper.
- Ask the children to describe what shape their paper is and tell them that they are going to cover and fill this shape with a pattern (lots of shapes) using just the Primary Colours.
- Remind them that when they have finished using a colour they need to return the brush to the right colour of paper before getting a new brush for a new colour. Tell them to paint until their paper is completely filled.

Watch

- For children who forget to change brushes.
- For children who mix the colours together on their paper rather than putting them next to each other.
- For children leaving gaps on their paper and not filling all the spaces.



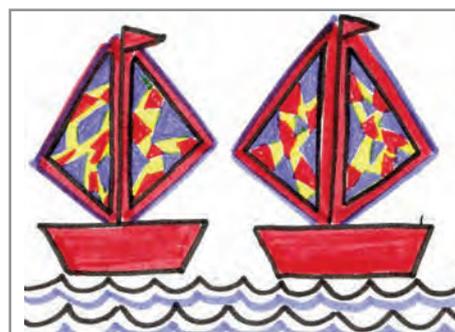
Say

- Ask them what pattern is and where they can see patterns on their clothes and in their setting.
- Ask them to describe the shapes they have used in their patterns.
- Useful words such as - triangle, shape, pattern, special, found, made, red, blue, yellow, next to, touching, carefully, slowly, same, different, change, return, cover, all over etc.



Using the Idea

- As flags.
- As kites.
- As sailing boats.



Printing 6

Big Dots and Little Dots

Learning Intentions

Children learn that similar shapes print similar marks and if these shapes vary in size then so do the marks.

Equipment Needed

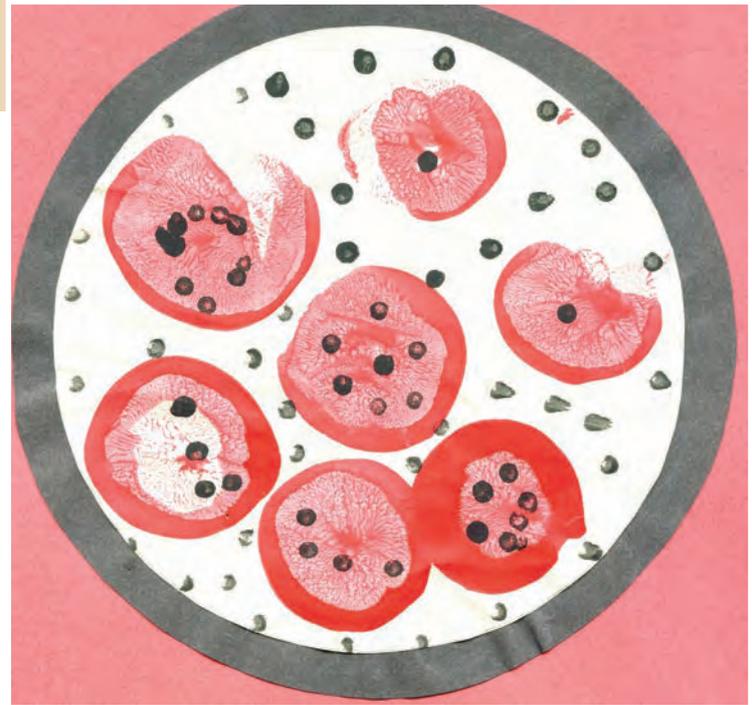
Plastic balls that can easily be held in a child's hand, cotton wool buds, paint in shallow trays, white paper (20 x 20cm approx.).

Do

- Give the children a plastic ball each and a piece of paper. Tell them to hold the ball tightly in one hand and dip it into paint before pressing it on to their paper and lifting it off to show a mark. Tell them to make several prints each time before returning for more paint.
- Give the children a cotton wool bud and a new piece of paper. Tell them to hold one end of the bud and dip the other into a tray of paint before pressing it on to paper and lifting it off to show the mark it has made. Tell them to make several prints each time before returning for more paint.
- Finally ask the children to cover a new piece of paper with prints using both a plastic ball and a cotton wool bud.

Watch

- How the children are holding and using the balls and cotton buds to print.
- That the children make several prints before returning for more paint.
- For children smearing the paint on the paper rather than printing.



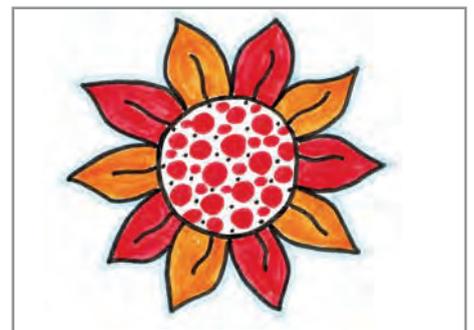
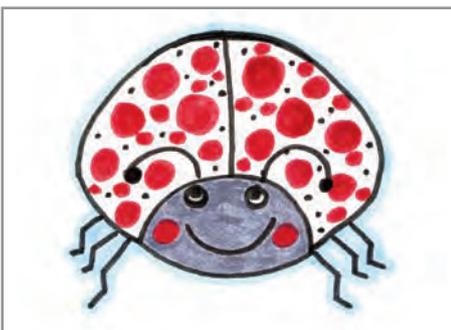
Say

- Ask them how the balls and buds are similar and how they are different.
- Ask them to describe the marks the balls and the cotton buds print and what is similar about them and what is different.
- Discuss where they are making each print, next to, between, on top of, under etc. whilst they are filling their paper.
- Useful words such as - round, circle, dot, big, large, small, similar, different, same, shape, hold, dip, press, lift off, cover, next to, between, around, on top of, under, beside etc.



Using the Idea

- As mini- beasts.
- As fruit.
- As flower centres.



Collage 1

Tear it Big and Tear it Small

Learning Intentions

Children tear paper into pieces that vary in size.

Equipment Needed

Glue (either glue sticks or pots of glue plus glue spreaders), strips of coloured paper and pieces of white paper (20 x 20 cm approx.).

Do

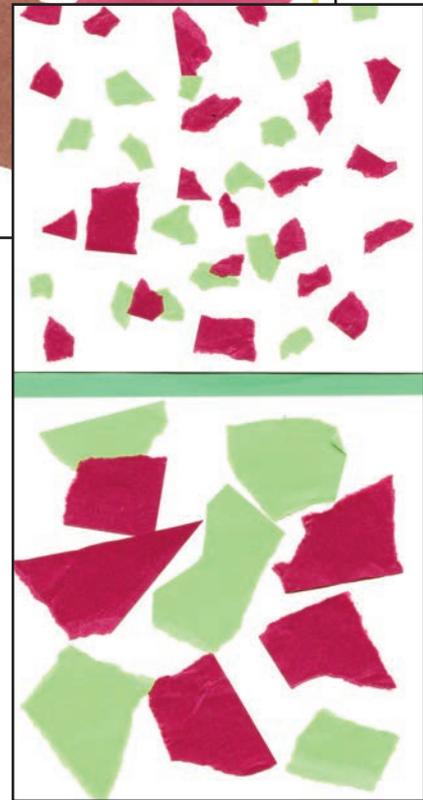
- Demonstrate how to tear a paper strip into pieces. Ask the children to show you which pieces are big and which pieces are small.
- Show them where to put glue to stick the torn pieces on to a background.
- Tell the children to choose some coloured paper strips, tear them into small pieces and stick them all over a piece of white paper.
- Tell the children to choose further coloured strips, tear them into big pieces and stick them all over a new piece of white paper.
- Finally tell them to tear coloured strips into both big and small pieces and to stick both sizes all over a new piece of white paper.

Watch

- For children having difficulty tearing. Help by starting the tears for them to complete until they become competent.
- That the strips they tear are the size asked for each time
- How the children are handling glue - how much they use and where they put it.

Say

- Ask the children to name the colours they have chosen and used.



- Ask them to show you where they have stuck big torn pieces and where they have stuck small ones.
- Useful words such as - big, small, same size, different, tear, across, along, long, short, cover, next to, touching, near, between.

Using the Idea

- As self-portraits.
- As spiky shapes.
- As bird shapes.



3D and Mouldable Materials 4

Rolling and Squashing

Learning Intentions

Children learn how to use a tool to flatten mouldable material.

Equipment Needed

Soft mouldable material e.g. salt dough or playdough (plasticine tends to be hard and stiff for small hands) and rolling pins.

Do

- Show the children the rolling pins and demonstrate how to hold one and roll it on a work surface. Ask the children to do the same.
- Ask them to put a piece of mouldable material on a work surface and roll the rolling pin over it several times, pressing down whilst they work.
- Tell the children to make several balls of mouldable material, arrange them closely together and run the rolling pin over them to flatten and join them together.
- Next tell the children to make several sausages of mouldable material, arrange them closely together and run the rolling pin over them to flatten them and join them together.
- Finally tell them to make several balls and sausages, arrange them closely together or on top

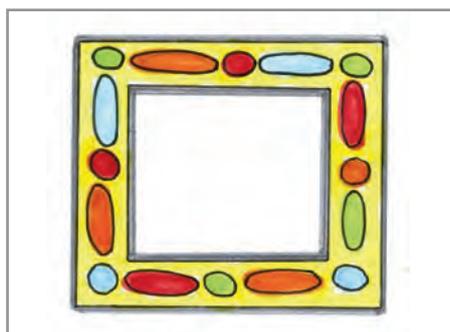
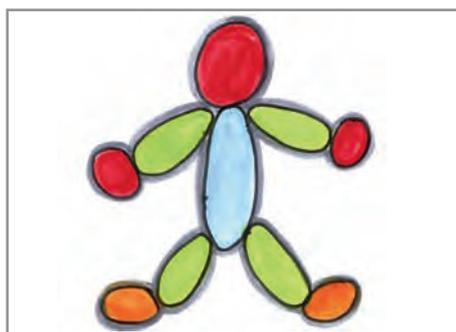
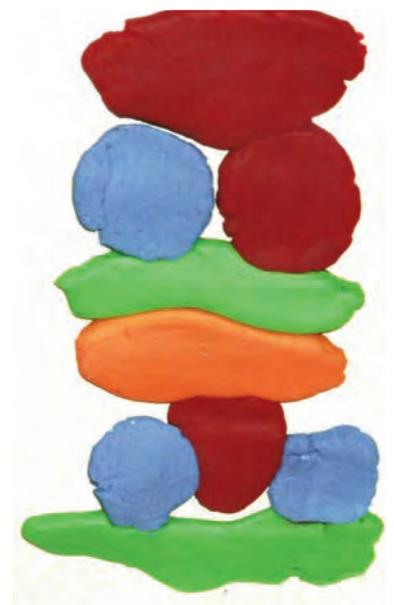
of each other and run the rolling pin over them to flatten them and join them together.

Watch

- For children having difficulty holding and using a rolling pin.
- That they press down as they roll to flatten the mouldable material.
- That they are rolling shapes with their hands before flattening them.

Say

- Ask them to describe what happens to the mouldable material when they use a rolling pin.
- How do balls and sausage shapes change when they are squashed.
- Useful words such as - roll, end, push, press, squeeze, squash, flatten, thinner, longer, touching, joining, shape, big, small, similar, different, size etc.



Textiles 5

Patterned and Plain

Learning Intentions

Children learn to tell the difference between fabric that is patterned and fabric that is plain.

Equipment Needed

Small pre-cut squares of both patterned and plain fabric, strips of white paper (24 x 10 cm approx.), glue (either glue sticks or glue in a pot plus glue spreaders).

Do

- With the children look at and handle the pre-cut squares of fabric, discuss the colours and the different patterns and sort the squares into groups one of patterned squares and one of plain.
- Ask the children to choose several plain fabric squares and a strip of paper. Demonstrate where to put glue on a fabric square and where to stick it down on the paper and ask the children to do the same on their paper. Tell them to stick the rest of their plain fabric squares in a row on their paper.
- Now tell the children to choose several patterned squares and stick them in a similar way on a new strip of paper. Finally they could combine both patterned and plain squares on another strip of paper.

Watch

- For children combining plain and patterned squares when initially it should be just one or the other.



- How the children handle glue - how much they use and where they put it.

Say

- Ask them to describe the difference between patterned squares and plain ones
- Ask them to show you their row of plain squares then their row of patterned ones.
- Useful words such as - pattern, plain, stripes, checks, flowers, lines, criss cross, up, down, all over, rows, next to, touching, colours, similar, different etc.

Using the Idea

- As bookmarks.
- As caterpillars.
- As tall thin people.

