



My Safe Bubble

LEARNING OPPORTUNITIES

Students will:

- use their creativity in movement
- demonstrate an ability to follow instructions
- work co-operatively

YOU WILL NEED

- open space for movement

OBSERVING FOR ASSESSMENT

Can the student:

- move with an awareness of the location of her or his classmates?
- understand the concept of the freeze signal and respond appropriately?
- co-operate with classmates?



As students work, model words that describe *how* they are moving (walk, sway, leap), the *size* of their movements (high, low, wide, narrow), the *timing* (fast, slow), the *tension* (tight, loose), and the *direction* (forward, backward, side-to-side, around).

Background

Before engaging in any class movement activities, always ensure adequate open space. Teaching children how to move safely around the classroom also includes establishing a standard signal that cues them to “freeze” in place. (Effective signals include handclapping or flicking the overhead lights.) Teach this signal at the beginning of the school year and review it throughout the year.

Getting Started

Explain to the children that they will practise moving around the classroom in a safe and respectful manner. Have children identify the open spaces in the classroom. Ask:

- How could you move safely in these spaces?

Ask children to move in the way suggested to a space where they can sit and be at least an arm’s length away from other children and objects. Introduce the idea of a “safe bubble”:

- Imagine you are in a bubble. It is big enough for you to sit in, but you can’t stand. Stretch your arms out. Feel the walls of your bubble around you. Extend your arms and swing them gently in all directions. Make sure you are not touching anyone or anything.

If necessary, have children adjust where they are sitting. Introduce signals for “go” and “freeze.” Play a short game to reinforce them.

Doing the Activity

Once children are responding promptly to the signals, practise moving around the classroom by introducing the exercise *Floating Bubble*, as follows:

- Imagine you can stretch your bubble. Gently push on the walls so your bubble is big enough for you to stand in. (Wait for everyone to stand.)
- There is a soft breeze. Feel it. On the “go” signal the breeze will make you move. (Give the go signal.)
- Move in your bubble around the open space slowly, silently, and carefully. The breeze blows you high up in the air. The breeze blows you slowly to the ground. The breeze has stopped. (Give the freeze signal.)

Signal the children to move and freeze several times. Encourage them to change direction, level, and path by interjecting voice-overs. For example:

- The breeze blows you so that you are moving in a circle.
- The breeze blows you back and forth until you rest in a clump of trees.

As children move about the classroom, offer positive comments on how they are keeping their eyes and ears open for their classmates and objects in the room.

Wrapping Up

Have children reflect on the experience by asking questions such as:

- Was it easy to imagine your bubble?
- How did it feel to be inside it?
- How did you make sure you were safe while you were moving?
- What do we need to think about when we are moving around?

Extension

Play other “go-and-freeze” games in the classroom and gym: *Red Light, Green Light, What Time Is It Mr. Wolf?*, and so on.



Move to the Music

LEARNING OPPORTUNITIES

Students will:

- use their creativity in movement and dance activities
- move in response to the tempo and mood of music
- identify feelings evoked by music

YOU WILL NEED

- a collection of musical instrumental pieces (see Kindergarten Audio CD Tracks 11–22, 24, 26)
- chart paper and marker

OBSERVING FOR ASSESSMENT

Can the student:

- express ideas and feelings through movement?
- experiment with movement techniques?
- communicate his or her responses to music?



Join the students in

moving to the music. Modelling movements can help the reluctant student feel more comfortable in engaging in movement activities. Point out that it is natural for people to have different responses or have different feelings when listening to a piece of music.

Background

Young children are quick to take us up on the invitation to move their bodies. Inviting them to listen to, and then move to, a variety of music engages them in creating movement that connects to something they are hearing. While the music defines the movement in one way, it does not limit children because they bring their own feelings to the movement. A variety of music selections should result in a wide range of movement.

Getting Started

Have the children explore and identify different ways of moving. Ask them to find and sit in their own Drama Space (a space in which they can move safely without touching others) and step inside their “Safe Bubble” (see page 115). Ask them to check that they have enough personal space by stretching out their arms in all directions. Explain that you will play some music and they are to listen, really listen, to how the music makes them feel; to how the music makes them want to move; and to how the music changes. Establish that they should move when the music is playing and stop when it stops.

Doing the Activity

Play a slow piece such as “Swan” (see Kindergarten Audio CD Track 15). After the children have stopped moving to the music, talk about how the music made them feel and about the different ways they moved. List the movement words on a chart.

Repeat, playing an instrumental piece that evokes a different response, such as “The Russian Cossack Dance” (see Kindergarten Audio CD Track 17).

Ask:

- How did the music make you feel?
- How did you choose to move to the music? Why?

Add any new movement words to the list.

As you guide children in the exploration of movement, share your observations by pointing out the following:

- the *size* of their movements (high or low? wide or narrow?)
- the *timing* of their movements (fast or slow, or in-between?)
- the *weight* of their movements (heavily stamping or lightly tiptoeing?)
- the *direction* of their movements (backward? forward? sideways? back and forth? zigzagging?)
- the *tension* of their bodies (loose or tight?)

Wrapping Up

After moving and listening to a piece of music, have the children reflect on the experience by asking questions such as:

- How did the music make you feel?
- How did you choose to move to the music? Why?
- When the music is fast (slow), which movements do you like to do?
- Which piece of music did you enjoy moving to most? Why?

Extension

Repeat this activity over time, using a variety of musical pieces. Keep the list of movement words posted. As it develops, you will gather such words as *walking*, *spinning*, *twirling*, *leaping*, *hopping*, *skipping*, and *tiptoeing*.

Consider moving to a large open space, such as a gym or outside, to allow children to express themselves in new and different ways.



I am a...

LEARNING OPPORTUNITIES

Students will:

- use their creativity in movement and mime activities
- experiment with movement techniques

YOU WILL NEED

- space for movement

OBSERVING FOR ASSESSMENT

Does the student:

- move in response to the narrative?
- use his or her creativity to act out situations?

Background

Before asking children to assume a role or act out a narrative, assess the appropriateness and familiarity of the topic. You might decide to do this activity following a concrete experience such as planting and growing seeds, popping popcorn, building a snowman, or hatching ducklings.

The example below focuses on growing and changing to prompt a variety of emotions and movements.

Getting Started

Gather the children together and engage them in a discussion about planting and growing seeds. If you have seeds and a flower, pass them around and let the children explore them with their senses. Talk about the characteristics of the seeds and the growing process by asking questions such as:

- What can you tell us about the seeds?
- What do plants need to grow?
- What will this seed grow into?
- What can you tell us about the (marigold flower)?

Doing the Activity

Explain to the children that you are going to tell a story about a seed growing. You will provide the words and they will make the pictures with their faces and bodies.

Ask children to find and sit in their Drama Space (a space in which they can move safely without touching others). Then say:

- I am a gardener. I am gently placing you, a tiny seed, in the ground. Make yourselves as small as possible. You feel safe tucked tightly in your hard seedpod.

But the soil is cold around you. It is dark and quiet. You feel sleepy and rest through the winter. You feel warmer as the spring sun warms the earth. You feel the water from the spring rain. You begin to feel stronger. You have more energy. You start to push against the walls of your pod. You break through and keep pushing up to the warmth you feel above you. With one great big push, you pop through the soil and see the sun and the world around you. Take a look and enjoy it. The warm sun and fresh water give you more and more strength to keep growing and changing as you stretch up higher and higher....

Continue the narrative as long as the children are interested.

Wrapping Up

Have children talk about the experience by asking questions such as:

- How did it feel to be a seed?
- How did it feel when you popped out of the soil and saw the sun?
- What was it like when you were under the ground?
- How did you use your body to show yourself as a seed?
- What did you do to show you were a growing flower? a grown flower blowing in the breeze?

Extension

On other days, have the children pretend they are other things that grow and change: a kernel of popcorn, a snowman melting, a bird hatching, a tadpole growing, ducklings hatching, and so on.



Animal Movements

LEARNING OPPORTUNITIES

Students will:

- use their creativity in movement and mime activities
- enact stories from their own and other cultures
- name different movements they can do

YOU WILL NEED

- space for movement
- a collection of animal folk tales and nursery rhymes

OBSERVING FOR ASSESSMENT

Can the student:

- express ideas and feelings through movement?
- communicate his or her responses to drama activities?
- move in and out of role easily?

TEACHING tip

To help students get into role, consider giving them animal masks or making them (see *Many Masks* activity, page 97). A mask can sometimes give the reluctant student the confidence to participate more freely in a given role.

Background

The following is an example of a narrative pantomime. This is a drama experience that involves children in listening to a story and assuming the role of a character; in this case, an animal. Children act out the story, without any props or sounds. They use only physical movements to enact what they believe their animal is feeling, sensing, and experiencing.

Getting Started

Ask children to find and sit in their Drama Space (a space in which they can move safely without touching others). Ask them to imagine they are an animal, any animal. Invite volunteers to share what they are. Have children close their eyes and picture themselves. Ask them to make pictures in their heads by asking questions such as:

- What do you look like? How big are you compared to the things around you?
- How do you move? Do you walk, crawl, swim, or fly?
- Where do you live? What does your home look like?
- What do you eat? How do you eat it?

Doing the Activity

After giving children time to make pictures in their head, review routines for movement, as well as their “go” and “freeze” signals.

Explain that you are going to tell a story about an animal. You will tell the story with words and they will provide the pictures with their faces and bodies. Have the children act out the story within their Drama Space.

Create your own narrative or adapt the following. Tell it slowly enough, and with enough appropriate pauses, that children can react and respond in their own way.

- All the animals are very sleepy. You move along slowly until you find a safe and comfortable place to go to sleep. Sleep well. Everything is still and calm as you sleep. Suddenly, a loud noise wakes you. You look around for danger. You hear some rustling coming from far away. You wait. You listen. You are ready to meet danger. But the noise stops. You sense that the danger has passed. You relax and go back to sleep. When you wake up, you stretch. You feel hungry. You move around looking for food. You spot some and before long you are eating....

Continue the narrative as long as children are interested. Include events that evoke emotion as well as movement.

Wrapping Up

Have children reflect on the experience by asking questions such as:

- What animal were you?
- What are some different ways you moved? Why? How did it feel to move like that animal?
- What do you think woke you?
- How did you feel when you heard the noise? How did you show that?

Extension

Repeat the exercise, telling or reading different stories that have an animal as the main character. Many folk tales and nursery rhymes can provide a storyline for this type of pantomime.



My Machine

LEARNING OPPORTUNITIES

Students will:

- use their creativity in movement and mime activities
- name different movements they can do

YOU WILL NEED

- a collection of simple machines that have moving parts (garlic press, eggbeater, can opener, corkscrew, empty stapler)

OBSERVING FOR ASSESSMENT

Does the student:

- create and express new ideas?
- respond with appropriate actions and movements?
- express ideas through movement?

TEACHING tip

Before exploring simple machines, examine them for safety issues. Those that are safe can be passed around and handled freely by the students. Others may need to be used for demonstration only.

Background

This activity focuses on simple machines as a topic to engage children in physical pantomime. Children will be mimicking and interpreting the form, function, and movements of everyday objects. Children engaging in this type of activity are developing physical control as they explore using their bodies in different ways.

Getting Started

As children sit in a circle, display and introduce some simple machines. Select one for discussion, such as the garlic press. Ask children to tell what they know about it: what it looks like; how it works; what it is used for. You might wish to demonstrate by pressing a garlic clove. Tell the children to stay seated and pretend to be the garlic press. Say:

- Make your arms and upper body into the shape of a garlic press. Open wide. I am putting in the clove of garlic. Now press down. You feel the lump of the clove. You press down harder. You squeeze and squeeze. You feel the garlic oozing out through the holes. Smell the garlic fumes. You are putting a lot of energy into pressing down and squeezing the last bit.

Repeat, with children using just their faces and legs.

Doing the Activity

Select another simple machine, such as the eggbeater. After demonstrating and discussing its characteristics and purpose, ask children to find and sit in their Drama Space (a space in which they can move safely without touching others). Explain that they will be using their whole body to pretend to be the eggbeater. Have them think about their shape and the way they will move.

Review the routines for use of space, “go,” and “freeze” before beginning:

- I have cracked the egg into the bowl. I am ready to use the eggbeater. Make your eggbeater shape. Your blades are turning slowly. You feel the wet egg sticking to them. Your blades are turning a bit faster and faster and faster. The egg is mixed. Your job is finished. Well done.

Children will respond differently and with different parts of their body. When they have finished, comment on how and what they were moving.

Invite volunteers to share how they made themselves look like an eggbeater and how they put that shape in motion. Repeat on other days with different simple machines.

Wrapping Up

Have children reflect on the experience by asking questions such as:

- How did it feel to be an eggbeater? Did anyone feel differently?
- What part of your body did you use for the blades? the handle?
- How would you describe how (your legs) were moving?
- What was it like when your blades were moving really quickly?
- Would you do anything differently the next time you become an eggbeater?

Extension

Children might enjoy using their bodies to create their own machine. Suggest that they use their voices to make the sounds their machine would make.



Do What I Do

LEARNING OPPORTUNITIES

Students will:

- name movements they can do
- co-operate with others in movement activities

YOU WILL NEED

- space for movement

OBSERVING FOR ASSESSMENT

Does the student:

- identify some of the movements she or he can do?
- follow and mimic your actions?

Background

In this activity, children will be copying your movements. This type of imitation, where children have to think about how their bodies are moving, is a first step in learning to control body movements.

Keep in mind that your gestures and movements must be slow and deliberate. Children at this age need time to respond to each movement before you create another.

Getting Started

Ask children to sit in a group facing you. Explain to the children that they will practise copying your actions. Say:

- Watch me very carefully. Look at how I am moving and move just like me.

Begin acting out the actions for a familiar finger play such as “Eensy-Weensy Spider.” Move slowly so children can keep pace with you. Repeat, inviting children to use their voices this time as well as their fingers and arms.

Doing the Activity

Once children are comfortable copying simple actions, have them stand in their Drama Space (a space in which they can move safely without touching others). Tell children that you are going to do some actions and they are to do exactly what you do. Begin a series of simple actions, or act out a familiar action song such as “Head and Shoulders, Knees and Toes.” Ask:

- What are some of the different movements we just did together?

Repeat, inviting the children to add the words. Do this again with other action songs and rhymes as long as children are interested.

On other days, make this into a game. Tell the children that when you call out “Copycat Time,” everyone has to freeze on the spot and then copy your actions. Include actions that use different parts of the body moving at different speeds, in different directions, and in different ways. This game can become a wonderful routine for having children focus their attention on you. Play it during transition times while you are waiting for the children to gather together, or play it to settle the children after an active period.

Wrapping Up

After playing *Copycat Time* or after acting out an action rhyme, ask questions such as:

- What are some of the different movements we did?
- How would you describe how fast (the direction) we were moving?
- How else would you describe our actions?
- What was it like to be a copycat?

Extension

- Play *Copycat Time* in the gym. Invite volunteers to be the leader.
- Once children are familiar with the game, have them play it with a partner. One child leads and the other copies the actions. Remind the children that the goal is to do the same thing, not to trick their partner. Have the children switch roles and repeat.



Going on an Adventure

LEARNING OPPORTUNITIES

Students will:

- use their creativity in mime activities
- solve problems creatively
- play the part of a character in a story
- express ideas and feelings through mime and movement

YOU WILL NEED

- space for movement

OBSERVING FOR ASSESSMENT

Does the student:

- express her or his ideas and feelings through mime and movement?
- demonstrate awareness of the story and events?
- participate comfortably in role-play?

Background

In this activity, children listen to your story and respond using facial expressions and body movements only. They do not give any verbal response.

Consider carefully the story or situation that you describe. It must be a situation with which children are familiar or they will not be able to create a response. You might consider connecting your description to events that have occurred in the classroom, stories you have read aloud, or a current theme of study.

Getting Started

Ask children to sit in their Drama Space (a space in which they can move safely without touching others). Explain that you are going to tell (or read) a story. They can pretend to be in the story, using their bodies to act out what they are doing and feeling. Tell them they must not use their voices.

Set the stage for the story by asking children to close their eyes, listen to what you are saying, and make some pictures in their heads. (You can create your own setting or adapt the following.) Say:

- We are going on an adventure. This place is very hot and humid. There are mosquitoes flying around your head and strange noises coming from the marsh. You smell sweet flowers growing all around you. You see brightly coloured butterflies and birds. You feel a heavy knapsack on your back. Use your upper body and face to show how you feel about this place.

Ask volunteers to explain their responses.

Doing the Activity

Remind the children of the “go” and “freeze” signals (see page 115).

Then tell the story:

- Find the path that leads through the thick vines and tall trees. Start walking slowly. What do you hear? What do you see? How does it feel to be walking along this path? You start walking faster and faster. Freeze.

In the story, pose a challenge for the children to respond to. For example:

- You have come to a marsh filled with alligators. You need to get to the other side. Show how you will get across.

Continue the story, stopping occasionally to pose another challenge for children to respond to: encountering a rushing river full of sharp rocks, a steep mountain face, a rope bridge, and so on.

Wrapping Up

Engage the children in a discussion about the adventure by asking questions such as:

- Which part of the adventure was the most difficult for you? the easiest? the scariest? Why?
- How did you feel while you were (crossing the river)?
- What else could we include in our adventure story?

Extension

- Interested children might like to draw a picture to represent visually what they were imagining.
- On other days, tell other adventure stories set in different locations. Encourage children to offer suggestions that can be incorporated into the story.



Role-Playing

LEARNING OPPORTUNITIES

Students will:

- solve problems creatively
- enact a story
- play the part of a character
- identify feelings evoked by a role-play situation

YOU WILL NEED

- space for movement

OBSERVING FOR ASSESSMENT

Can the student:

- participate comfortably in the role-play?
- express ideas and feelings while in role?
- demonstrate an awareness of the dramatization?

TEACHING tip

Keep in mind that much of

the students' learning during role-playing is internalized. Students who are not playing a role may still be actively engaged and involved in the drama. In role-playing, active listening is as important as speaking.

Background

A key feature of role-playing is that it is an agreement between people to pretend together. Children in role make choices; they react and interact as their character. Differentiate between reality and the imaginary world by always signalling (clapping hands, for example) when you are about to begin a role-play, and signalling when the role-play is over.

Getting Started

Remind children that role-playing means pretending to be someone else. Explain that you are going to role-play with them. Create a story of your own, or adapt the following:

- I am your captain for today's space adventure. You are my clever and helpful crewmembers. Take your seats. Fasten your seat belts. Check the controls. Ten, nine, eight...blast off! Well crew, that was a successful launch.

In role, ask questions to prompt verbal and physical responses from volunteers:

- What do you see out your window?
- What are you doing with that equipment?
- How are you feeling about our flight?
- What do you think that thumping noise was?

Bring the journey part to a close by landing the spaceship on a planet.

Doing the Activity

Continue in role to set the stage and guide the movement. For example, say:

- What do you think we will see when we open the door of the spaceship?
- I would like you to go out and explore this planet and report back on what you saw or discovered.

Tell the children that they should start exploring over there. Point to their Drama Space (a space in which they can move safely without touching others). Give them time to get there and move around a bit before signalling them to freeze.

Ask volunteers to report back to you and the other crewmembers. Pick up on a child's comment to pose a challenge for them to consider. For example:

- So, some of you spotted a strange creature over there in the craters.

Prompt further role-playing by asking children to respond in role to questions such as:

- What did the creature look like? What was it like to come close to it? What do you think our plan should be? Why?

Continue the role-play as long as children are interested.

Wrapping Up

Come out of role and have a discussion about the role-play. Ask questions about your role and theirs, such as:

- The captain was a bit scared when she (or he) saw that creature. Did anyone feel the same? Was anyone not scared? Why?
- What do you think we could have done differently as the captain and crew of the spaceship?

Find ways to talk to children who are not ready to speak in role to confirm they understood the drama and were participating by observing.

Extension

Repeat with another role-play: being animals watching the hatching of an egg at a farm, or being people taking part in a parade.



Solving Problems Together

LEARNING OPPORTUNITIES

Students will:

- solve problems creatively
- decide who will take each role in classroom drama activities
- enact stories from their own and other cultures

YOU WILL NEED

- space for movement

OBSERVING FOR ASSESSMENT

Does the student:

- demonstrate an ability to solve problems creatively?
- participate in a role-play?
- follow instructions for moving in and out of role?



You may want to include

a prop such as a scroll declaring the queen's wishes, or wear a costume such as a red cape.

Background

Role-playing is an excellent tool for discussing everyday problems and sensitive issues (sharing, talking to strangers, being late). It allows children to explore different solutions and different points of view in a safe and non-judgmental way.

Initiate a group role-play. Try to take a low-key approach, allowing the children to develop the story on their own as much as possible. However, take an active role in guiding the role-play for those children who may not be comfortable or are having trouble concentrating.

Getting Started

Children explore different ways to solve problems as they engage in role-playing situations. Create your own story or adapt the one below.

Ask the children to sit in a circle. Explain that they are going to role-play a story. You are going to be the queen (or king) who lives in a large castle. Each child will be a villager or a member of the queen's court. Brainstorm different characters (gardener, jester, cook, knight, baker, blacksmith) before asking children to choose who they will be.

Doing the Activity

Signal (clap hands) that you are about to go into role, then say:

- Red is my favourite colour. I like red roses. I like red foods and I like red clothes. I have decided that everyone in the castle and the village will wear red from now on. Everyone will eat only red food and drink red drinks. Won't that be wonderful?

Clap to come out of role. Ask the children to express various solutions and opinions in role as people who live in the village and work in the castle. Invite them to approach the queen and try to convince her that this might not be a good idea. Clap your hands to go back into role, and say:

- If there is anyone who finds this a problem, let them present themselves.

Encourage children to speak to you in role. There will be a range of responses, some of which might include: boredom; unhealthy eating; people will be unhappy because they don't like red. Respond to the children's statements in role. Stop the role-play any time you feel is appropriate.

Wrapping Up

After the role-play, engage the children in a discussion by asking questions such as:

- What did your character think of the queen's request to wear red all the time? eat only red foods?
- What was it like when your character had to speak to the queen?
- How did your character feel when the queen decided that you could (eat and wear what you wanted)?

Extension

On other days, present other problems that might arise in the same setting (the queen wants people to move from their homes so she can plant more rose gardens), and different settings. Consider taping the role-play.



Acting Out a Story

LEARNING OPPORTUNITIES

Students will:

- make preparations for performances
- decide who will take each role in drama activities
- perform in a group
- play the part of a character
- name different elements of a performance

YOU WILL NEED

- space for movement
- chart paper and marker
- materials that will be determined by students' plans

OBSERVING FOR ASSESSMENT

Does the student:

- co-operate and collaborate with others?
- participate in preparations for the drama?
- perform confidently?
- name the different elements of a performance?

Background

Choose any story that children are engaged in and would want to take to a performance level. The emphasis should always remain on the planning process and the effort children put into planning, preparing, and problem solving. The actual performance is only a small moment in time and not where the learning and co-operation takes place. For this activity, *Let's Sing* has been chosen as the focus.

Getting Started

Explain that you are going to read (or tell) the story (*Let's Sing*) again. Create a list of the different characters with the children. Include the "song" the character sings beside its name. Post the sentences from *Let's Sing*.

Ask children to sit in their Drama Space (a space in which they can move safely without touching others) and mime the actions and reactions. Ask them to think about which character they would like to be. Begin telling the story. Narrate slowly enough, and with appropriate pauses, so children are able to explore their own physical movements and enact the story. As you include one of the posted sentences in your storytelling, point to it and invite children to join you in the reading.

Doing the Activity

Engage children in planning a performance of the story. Ask children to look at the list of characters and decide who they would like to be. Then ask:

- What do you need to do to get ready to be that character?
- Where does the story take place? What do we need to make or do to show the farmyard?

Guide children in carrying out their plans. Some children may want to make up a dance or select music for their character (see the activity *Music with Feelings*, page 75). Some may want to rehearse saying their lines in an appropriate voice (see the activity *Investigating Our Voices*, page 72). Others may want to make masks (see the activity *People Masks*, page 97), or a mural backdrop (see the activity *Making Scenery*, page 107).

Once children have prepared their production, have a dress rehearsal. Act as the narrator while a group of children act out and read/sing their lines. Gather an audience (the rest of the class or an extended group) and let the children share the results of their hard work.

Wrapping Up

After the children have presented their play, have them reflect on the experience by asking questions such as:

- What did you enjoy the most about the performance?
- What problems did you have? How did you solve them?
- If you did another play, what would you do the same way? differently?
- What was it like performing in front of an audience?

Extension

If children select to perform for an extended audience, consider making invitations, tickets, and posters.

Acting out a story doesn't have to lead to a performance. Simply repeat the Getting Started part of this activity with any story (*The Three Billy Goats Gruff*, *The Tortoise and the Hare*, *The Little Red Hen*, *Clap and Clang*, and so on).



Sing Along

LEARNING OPPORTUNITIES

Students will:

- perform in a group
- recall and repeat familiar songs
- adapt songs

YOU WILL NEED

- simple musical instruments like tambourine, xylophone, drum
- a recording of “In the Morning” (see Kindergarten Audio CD Track 1)

OBSERVING FOR ASSESSMENT

Does the student:

- participate in singing and doing the corresponding motions?
- recall the songs and rhymes introduced?
- demonstrate the ability to listen carefully and concentrate?

TEACHING tip

You can identify any of the songs that students know to be a special song that acts as a signal for them to stop what they are doing and focus their attention on you for direction. Tell the students that when they hear the song they should stop what they are doing and softly join in.

Background

A young child’s first instrument is her or his voice. Many children have learned a lot of their early language by singing. Singing allows children to learn new vocabulary, focus on pattern and sequence, and develop listening skills. Children learn songs through repetition but also just by having songs playing in the background. In addition to singing with children, play a variety of songs and instrumental pieces as they work and play (see [Kindergarten Audio CD](#)).

Getting Started

Establish singing routines by teaching the children a song that is easy to remember. A song with motions gives everyone a way to participate, for example, “If You’re Happy and You Know It” or “Head and Shoulders, Knees and Toes.” Encourage children to do the motions. When children are comfortable with a song, have them sing it in different ways. For example, they might sing very fast, or very slow, using a sad voice, or using a happy voice.

Doing the Activity

Teach a song that may be new to many children. “In the Morning” is a good choice as it has a somewhat predictable storyline to it and involves children in using their bodies as well as their voices (see [Kindergarten Audio CD Track 1](#)). Before introducing the song, ask children to talk about the things that they do in the morning before they leave for school. Play the song or sing it. Children can join in from the start by doing motions to represent the actions and singing the *lalalala* refrain.

Repeat several times, encouraging children to join in. To maintain interest,

suggest children sing the song different ways. They can change the volume, the pitch, or the tempo. You can also divide the class so that some children are singing the words, others the *lalalala*, while others do the motions.

Wrapping Up

Have children work as a group to adapt the song to become one about activities in the evening. Brainstorm things that children do after school and make up new verses about that time of day. Children can sing the new version with motions. When children are comfortable singing the adapted version, you can tape or videotape them so that they can hear themselves perform.

Extension

- Provide shakers, tambourines, small drums, triangles, and so on. Make sure everyone gets a turn accompanying the songs that they’ve learned.
- Ask children to share their favourite songs. Invite them to introduce the songs to their classmates.
- Teach children a song that will become a special cue — hearing the song will signal that they should assemble in a special classroom meeting place. Make sure children are aware of the importance of moving safely (see page 115). Then say:
 - Let’s practise getting from different parts of the room to (the Meeting Place). Remember, we must move safely.
 At first, have just yourself and a few child volunteers move to the location. Start again, and ask for a few more volunteers to join in. Keep adding children until the entire class is moving together.



Singing with Actions

LEARNING OPPORTUNITIES

Students will:

- explore the concept of a verse and a chorus within a song
- participate in group singing
- create a class song
- co-operate and collaborate with others to adapt a song

YOU WILL NEED

- chart paper and marker
- a recording of “Six Little Ducks” (see Kindergarten Audio CD Track 3)
- a recording of “Twinkle, Twinkle, Little Star” (see Kindergarten Audio CD Track 8)

OBSERVING FOR ASSESSMENT

Can the student:

- demonstrate understanding of the difference between a song’s verse and its chorus?
- participate in a group singing activity?
- listen and respect the work of others?

Background

Many songs for young children have actions that naturally accompany them (“Head and Shoulders, Knees and Toes” and “If You’re Happy and You Know It” are good examples). Young children love to move and act out to music. Asking them to substitute actions for specific words engages them in listening intently and adds to the fun. Children who are reluctant singers have a very welcoming entry into “singing” the song.

Getting Started

Teach the children the song “Six Little Ducks” (see [Kindergarten Audio CD Track 3](#)). Posting the words adds to the classroom print environment.

Six Little Ducks

Sing verse 1.

Six little ducks that I once knew
Fat ones, skinny ones, fair ones too

Sing the chorus.

But the one little duck with the feather in
his cap

He led all the others with a quack, quack,
quack.

Quack quack quack, quack quack quack
He led all the others with a quack, quack,
quack.

Sing verse 2.

Down to the river they would go
Wibble-wobble wibble-wobble to and fro

Repeat the chorus.

Sing verse 3.

Back from the river they would come
Wibble-wobble wibble-wobble ho hum hum

Repeat the chorus.

Doing the Activity

Sing “Six Little Ducks” (you can sing along to the recording) and encourage children to join in when they feel comfortable.

Ask:

- Did you hear words that were repeated? These words are called the *chorus*.

Sing the song several times so that children learn the chorus. Together, establish some movements to accompany the chorus (holding up one finger for the word *one*; waving fingers behind the top of heads to show the feather; making motions with hands to show a beak opening and closing for the *quack*; and so on).

When children are familiar with the song, decide together which words you will only mouth and show motions for (for example, only make the quacking motions but not the sound). Repeat, replacing other words with the motions.

Wrapping Up

When children know the “Six Little Ducks” song, invite them to adapt it so that it becomes their very own special song. Ask:

- What kind of duck should we have in our song? (Focus on the chorus and suggest changing the number of ducks, the adjective *little*, or what the duck looks like or is wearing.)
- Where else might the ducks go? What could they do? (Focus on adding verses.)

Learn the adapted song. You might want to post the new words for reference and to keep ideas brewing.

Extension

Write a completely new song about ducks. Brainstorm words that describe ducks. Choose a familiar tune like “Twinkle, Twinkle, Little Star” (see [Kindergarten Audio Track 8](#)) for the new song. It is simpler to create the chorus first, then the verses.

LEARNING OPPORTUNITIES

Students will:

- use critical thinking and problem-solving strategies to create, make, and present music
- make pitch distinctions by distinguishing between high and low sounds
- relate to others through a question-and-answer format
- perform in a group

YOU WILL NEED

- a xylophone or simple keyboard
- recordings featuring high and low sounds (see Kindergarten Audio CD Tracks 27 and 30)
- recordings of chanting (see Kindergarten Audio CD Track 6)

OBSERVING FOR ASSESSMENT

Can the student:

- demonstrate a willingness to experiment?
- demonstrate understanding of high versus low sounds on a xylophone or keyboard?
- demonstrate an ability to listen to your pitch and match that pitch with his or her own voice?

Background

Children need to pay attention to pitch, volume, and tempo as they participate in this activity. Consider introducing children to the activities on [Tracks 27 and 30 on the Kindergarten Audio CD](#) if you have not already done so.

Getting Started

Begin by using a xylophone or simple keyboard to play two pitches and have the children compare the two. Use notes far enough apart that the difference between high and low is obvious.

Play one note several times, saying:

- Here is a sound. Now listen to it again.
- Here is a second sound. Is it higher than the first sound? Raise both hands in the air if you think it is higher. Keep both hands in your lap if you think the second sound is lower.

Confirm the correct answer, and repeat the exercise with these two notes several times as reinforcement.

Doing the Activity

Introduce the word *echo*, explaining that an echo is a copy of sounds. Ask children to describe any times they have heard echos and explain that they will now have the chance to play an echo game that asks them to copy the way the voice sounds.

On chart paper, list several questions that children can answer as a group:

- What day is today?
- What is the weather like today?
- How are you today?

Together, decide on answers to these questions and make a matching chart:

- Today is Tuesday.
- It is sunny today.
- I feel good today.

Then say:

- I'm going to ask one of these questions. Can you answer me in the same kind of voice?

Ask a question by "singing" it, using a natural child's chant such as "Rain, Rain, Go Away" (or any chant that is easy for children to understand and reproduce). Together, practise chanting questions and answers. Once children are comfortable mimicking your pitch, add body movements such as clapping or tapping to emphasize the rhythms inherent in the chant.

Wrapping Up

After having children echo responses, ask:

- Do you like making echo voices?
- Are any of the voices hard to copy? Which ones are easy?
- Can you think of a different way to play an echo game?

Follow up on children's suggestions for other echo games.

Extension

- Divide the class into two groups, and ask one group to chant a question, while the other group chants an answer. Provide the question (for example, "Do you like singing?") and the answer ("Yes, I like singing.") until the children are ready to make up their own.
- Children can sing the familiar chant "Rain, Rain, Go Away" (see [Kindergarten Audio CD Track 6](#)). One group can chant it using a high, low, loud, or soft voice and the other group can echo the chant in the same voice.



Voices All Over

LEARNING OPPORTUNITIES

Students will:

- recognize different vocal ranges: high, medium, and low
- use gestures and tone to convey meaning

YOU WILL NEED

- a selection of classic stories from your classroom library

OBSERVING FOR ASSESSMENT

Does the student:

- use the agreed-upon vocal range for the character he or she is portraying?
- make appropriate suggestions for the voice type to be used by characters in a story?

Background

With children, emphasize the need for them to be careful with their voices. Speaking in the extremes — too high, too low, or overly loud — can cause sore throats and vocal damage. Talk about how we need to treat our voices with respect, just as we do all the other parts of our body.

Getting Started

Choose a classic story that has several characters. Some stories that work well with this activity are *The Three Little Pigs*, *Goldilocks and the Three Bears*, and *The Three Billy Goats Gruff*.

Gather the children in your class meeting place. Read the story aloud to them, using distinctly different voices for different characters. One way you might want to differentiate between voices is to make one high, one medium, and one low. Another way is to use a whispering voice or a growling voice.

Doing the Activity

After you have read the story once, talk about each voice. Say something in the voice of the first character and ask:

- What makes that voice special? Is it high? low? soft? loud?

Have children mimic the voice.

Demonstrate the second voice you created, and discuss its characteristics. Once you've revisited each voice, break the children into groups and assign a particular vocal style to each group. Reread the story aloud and have each group use its distinct vocal characteristics to read the dialogue of their character.

Ask the children:

- Can you think of another kind of special voice? Say something in that special voice.

As a class, enjoy playing with the voices.

Have a discussion about why we choose certain voices for some characters. Ask:

- Why should Daddy Bear have a lower voice than Goldilocks?
- Why should the Big Bad Wolf sound more gruff than a Little Pig?

Talk with children about why using different voices helps to make stories more exciting.

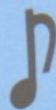
Wrapping Up

On chart paper, create a two-column chart. In the left-hand column, list each character in the story. Ask children to describe what the voice of each character sounds like, and record their descriptions in the right-hand column beside each character's name.

Extension

Choose another classic story and read it aloud using your own voice throughout. Talk with children about what voice might be appropriate for each character, and, as a group, decide on a type of voice for each character in the story.

Assign one story character to each group. Read the story aloud, with each group using its distinct voice when reading its character's dialogue.



Sounds Around Us

LEARNING OPPORTUNITIES

Students will:

- identify familiar objects and instruments by sound
- use some simple terms (name objects or instruments) correctly
- explore concepts through discussion and experimentation

YOU WILL NEED

- classroom objects like pencils, books, tin cans
- simple musical instruments like tambourine, triangle, xylophone, shaker, drum
- recordings of sound effects (see Kindergarten Audio CD Track 28)

OBSERVING FOR ASSESSMENT

Can the student:

- describe and compare different environmental sounds?
- demonstrate the ability to listen carefully and concentrate?

Background

During this activity, children become more aware of the many different types of sounds present in their environment. They discover even when no one is talking and everyone is listening, there are all sorts of “small” sounds. As children listen to sounds and try to identify their source, they develop listening skills and find out that sounds can give them a lot of information about their world.

Getting Started

Ask children to sit as quietly as they can and just listen for about a minute. Ask:

- What sounds did you hear? What made the sounds?

Take the children to another location (the schoolyard, the library, the hallway outside the office) to listen for sounds. Ask children to be as quiet as they can and to listen. Back in class, ask:

- Did you hear any sounds that you didn't hear in class?
- Which sounds are pleasant? unpleasant? loud? soft?

Doing the Activity

Explain that you are going to play a game called *What's That Sound?* Place a collection of familiar objects (pencils, books, tin cans, blocks) in clear view. Have children close their eyes as you choose an object and use it to make a sound (tap pencils together, drop a block into the can, fan the pages of a book, tap a pencil on the desktop). Have children open their eyes and ask:

- What kind of sound did I make? How do you think I made it?

Children can demonstrate their responses. As you continue to play, volunteers can take on the role of making the mystery sounds.

On another day when you play the game, focus on the sounds you can make with your body (clapping, snapping, and so on) or with simple musical instruments. (See Kindergarten Audio CD Track 28 for support in this activity.)

Wrapping Up

Each time you play *What's That Sound?*, ask children to think about the type of sounds they hear. Ask:

- Which sounds are soft? loud? high? low? pleasant? unpleasant?
- When it's very quiet and you close your eyes and listen, what sounds can you hear?

Extension

Children can explore how a series of sounds can combine to make music. Have children use familiar objects, hand clapping or snapping, or simple musical instruments to create a series of sounds like those heard at the end of Track 28 on the Kindergarten Audio CD.



Loud and Soft

LEARNING OPPORTUNITIES

Students will:

- identify loud and soft sounds that are created by classroom materials, musical instruments, and musical recordings
- create their own loud and soft sounds
- perform in a group

YOU WILL NEED

- chart paper and marker
- a cassette player
- recordings featuring loud and soft sounds (see Kindergarten Audio CD Tracks 6, 27–28)

OBSERVING FOR ASSESSMENT

Can the student:

- demonstrate understanding of complex concepts?
- solve problems creatively?
- respond to the voices of others?

Background

For this age group, understanding why something is *loud* or *soft* can be difficult to grasp, so spend time exploring with children the meaning of these relative terms. In general, the concept *loud* is easier for children to understand than the concept *soft*, because *soft* can also refer to a texture's feel to the touch (soft mittens). You can discuss with children how the word *soft* can mean *quiet* as well as *gentle to the touch*.

Getting Started

On chart paper, create a two-column chart, labelled *loud* on the left and *soft* on the right. Ask the children:

- What does *loud* mean? (It hurts my ears. It's noisy. I can't hear other things.)

Ask children for examples of some loud sounds (a car horn, a big truck driving by, someone playing the drums, someone yelling, an elephant's call). As children call out responses, record them.

Then ask:

- What does *soft* mean? (It's very quiet. I can hardly hear it. You have to listen carefully.)
- What sounds are soft? (a bird chirping, my mom whispering, a kitten meowing, someone tiptoeing)

Record all responses.

Ask children to close their eyes for a minute to listen for sounds. Ask them to tell the sounds, and if they were loud or soft, then add the sound to the chart.

Doing the Activity

Focus the children's attention on how they can control their voices to be loud or soft. Have a volunteer use a very soft voice and say a sentence that you think children will enjoy, for example:

"She sells seashells by the seashore." Ask another child to repeat the sentence using a voice that is a little bit louder. Continue asking volunteers to repeat the sentence, getting a little louder each time, until a child is saying it quite loudly. Then have all the children whisper the sentence together and continue on your signal to say that same sentence again and again, getting louder each time.

Have children sing familiar songs using soft and loud voices. For example, you can begin by singing "One Elephant, Deux Elephants" (see Kindergarten Audio CD Track 5) softly. As additional elephants join the song, the children sing louder and louder.

Wrapping Up

Establish three different signals: one that means whisper, one that means soft, and one that means loud. Have children sing a familiar song (see Kindergarten Audio CD Tracks 1–7) and follow your signals that indicate volume for their voices.

Extension

- Ask the children to use familiar classroom objects (pencils or blocks) or classroom instruments to make sounds. Have children make loud or soft sounds following your signal.
- Have a volunteer close her or his eyes while you hide something in the room. That child then looks for the object. Everyone joins together to make a humming sound, getting louder if the searcher is near the object.



High, Low

LEARNING OPPORTUNITIES

Students will:

- demonstrate an ability to identify and create high and low sounds
- recall and repeat familiar songs
- participate in and adapt finger plays using high and low sounds

YOU WILL NEED

- a recording of “The Eensy-Weensy Spider” (see Kindergarten Audio CD Track 4)
- recordings featuring high and low voices (see Kindergarten Audio CD Tracks 2, 7, 27)
- chart paper and marker

OBSERVING FOR ASSESSMENT

Does the student:

- understand directions about vocals?
- join in the singing?
- follow the adapted versions of the songs and finger plays?

Background

When children (or adults) engage in vocal extremes by using a “squeaky” high voice or a “growly” low voice, they must be careful to not speak or sing too loudly, which can be hard on the vocal cords.

Getting Started

Teach the children the familiar finger game “The Eensy-Weensy Spider” (see Kindergarten Audio CD Track 4) by following these instructions:

Line 1: *The eensy-weensy spider went up the water spout.*

(to represent a climbing motion, touch thumb of left hand to forefinger of right hand; reverse by touching thumb of right hand to forefinger of left hand)

Line 2: *Down came the rain and washed the spider out.*

(slowly lower arms to represent rain)

Line 3: *Out came the sun and dried up all the rain.*

(make a circle with forefinger and thumb and raise it slowly to represent the sun)

Line 4: *And the eensy-weensy spider went up the spout again.*

(repeat the Line 1 movement)

Doing the Activity

On chart paper, sketch a picture of a small spider with the label *Eensy-Weensy Spider* and a picture of a large spider with the label *Great Big Spider*. Demonstrate how children can use the palms of their hands to make the motions for a big spider. (Clap palms together with fingers extended and then rotate the hands in opposite directions.)

Invite children to do the finger game “Eensy-Weensy Spider” using high squeaky voices. Then have children do “Great Big Spider” using low, growly voices.

On another day, have children sing other familiar songs using both their high and low voices. You might choose “The Old Woman Who Swallowed a Fly” (see Kindergarten Audio CD Track 2). Demonstrate how moving your arms high in the air signals them to use their high voices and moving your arms at waist level signals using low voices. Interested children may want to be conductors.

Wrapping Up

After singing in high and low voices, ask:

- Do you like singing with a low voice or a high voice?
- Which song do you know that you think we should try singing in a high voice? a low voice?
- Do you know anyone who has a low voice? a high voice?

Extension

- Play recordings of high and low speaking and singing voices found on Kindergarten Audio CD Track 27. Discuss responses to the questions posed.
- When you chant or sing other songs and finger plays, ask children to decide whether they want to do so in high or low voices.



Move to the Beat

LEARNING OPPORTUNITIES

Students will:

- communicate their thoughts and feelings about the music they listen to
- move in response to the tempo and mood of the music
- name different movements they can do

YOU WILL NEED

- an open area for movement
- a variety of instrumental music (see Kindergarten Audio CD Tracks 11–22, 24, 26, and 29–35)

OBSERVING FOR ASSESSMENT

Can the student:

- recognize changes in music?
- change her or his movements in response to a change in musical style?
- identify the different movements they can make when moving to music?

Background

Before engaging in any movement activities, ensure adequate open space. You will be asking children to march, skip, tiptoe, and run. If possible, book a gymnasium or other large open area.

Remember that teaching children how to move safely includes establishing a standard signal that cues them to “freeze” in place (see page 115).

Getting Started

Tell children that they are going to move to different kinds of music. Ask:

- What kind of music do you think would make you want to run?
- What kind of music do you think would make you want to tiptoe?

Doing the Activity

Demonstrate how to march in place, using your arms as well as your feet. Ask:

- Who do you know that marches? (soldiers, marching bands)

Have children practise marching in place.

Play a march drumbeat (see Kindergarten Audio CD Track 31) or a standard march such as Herbert’s “March of the Toys” (see Kindergarten Audio CD Track 12).

Begin to march in place and say:

- Everyone, move to the music.

At the end of the music, ask:

- Did that sound like marching music? (Yes)

Play a swing jazz tune (see Kindergarten Audio CD Track 26), a traditional world music selection (see Kindergarten Audio CD Tracks 19, 21, and 22), or lyrical classical music (see Kindergarten Audio CD Tracks 11 and 15) and ask:

- Did that sound like marching music? (No)

Demonstrate skipping, and ask children to practise skipping in place. Repeat the process above, first playing a standard rock-and-roll tune with a beat that inspires skipping (see Kindergarten Audio CD Track 24), and follow this by a lyrical classical selection ill-suited to skipping (see Kindergarten Audio CD Tracks 11 and 13).

You can continue by demonstrating how to tiptoe, and ask children to tiptoe to a well-suited classical selection (see Kindergarten Audio CD Track 16) and to an ill-suited drumming selection (see Kindergarten Audio CD Tracks 31–35). Again, you can ask them to run to a well-suited classical selection (see Kindergarten Audio CD Tracks 17 and 18) and to an ill-suited classical selection (see Kindergarten Audio CD Track 15).

Wrapping Up

After moving to different selections, ask:

- How do you like to move to fast music? slow music?
- What type of music do you think is good for marching? for skipping? for running?
- What kind of music do you like listening to? moving to?

Extension

Tell children that you are going to play some songs, and they can move to each in whatever way they want. After putting on each song and having children move to it, discuss with children the choices they made and their reasons.



Guess My Animal

LEARNING OPPORTUNITIES

Students will:

- enhance their listening skills
- move in response to differences in tempo, volume, and dynamics
- use their creativity in movement
- explore links between music and movement

YOU WILL NEED

- a collection of classical musical selections based on animals (see Kindergarten Audio CD Tracks 13–15 and 18)
- children's songs about animals (see Kindergarten Audio CD Tracks 2–5 and 29)
- a collection of general classical music unrelated to animals
- chart paper and marker

OBSERVING FOR ASSESSMENT

Can the student:

- make conceptual links between musical sounds and animal characteristics?
- express ideas through movement?
- demonstrate a tolerance for different points of view?

Background

Just as writers tell stories with words, composers can tell stories through sounds. With children, you can explore classical musical selections related to all types of musical pictures, including the world of animals. Pieces to consider include *Carnival of the Animals* by Camille Saint-Saëns (see Kindergarten Audio CD Tracks 13, 14, and 15), “The Flight of the Bumblebee” by Nicolai Rimsky-Korsakov (see Kindergarten Audio CD Track 18), “Peter and the Wolf” by Sergei Prokofiev, “Symphony No. 3 (3rd Movement)” by Gustav Mahler, and “The Birds” by Ottorino Respighi.

Getting Started

Choose one classical selection, and tell the children the name of the piece and the name of the composer. For example, you might choose “Elephant” from *Carnival of the Animals* (see Kindergarten Audio CD Track 13). Explain that the music was written about an animal (in this case an elephant). Identify the animal and have children tell you what they know about that animal. To encourage a rich description, ask:

- How big is the animal? What colour is it? What kind of sound does it make? Does it have fur, or feathers, or scales? How does it move?

You might want to record their responses in the form of an animal web.

Doing the Activity

Explain that you are going to play the music and you want them to sit still, close their eyes, and picture an elephant in their minds. Have children move to a space so that they can extend their arms and legs and not touch anyone (see the Stand-Alone Activity: *My Safe Bubble*, page 115).

Play the music and ask children to become the elephant as they move. When the selection is finished, the children should freeze in position. Comment on the shapes you see and then ask them to sit. Ask:

- How did you move?
- Did the music seem to be about an elephant? Why? Why not?

On another day (or if children appear ready, continue), play another of the selections based on an animal. Before playing the music, say that this piece of music was written about either a (give two names of animals, one being the animal the music inspired). Play the music and have children tell which animal they think it is about, and why.

Review the characteristics of the animal, then play the music and have the children move to it as if they are the animal that inspired the selection.

Wrapping Up

Together, choose an animal that you haven't yet explored through music. Ask children to describe its appearance. Have volunteers demonstrate how the animal moves. Ask:

- What kind of music would be best to describe this animal? Should the music be fast or slow? high or low?
- What musical instruments do you think should play the music?

Extension

Explore some children's songs about animals, including “One Elephant, Deux Elephants” by Sharon, Lois, and Bram (see Kindergarten Audio CD Track 5), “Six Little Ducks” (see Kindergarten Audio CD Track 3), and “The Eensy-Weensy Spider” (see Kindergarten Audio CD Track 4).



Music Tells a Story

LEARNING OPPORTUNITIES

Students will:

- make connections between words and music
- participate in a creative visualization
- express their ideas in a variety of media
- identify feelings evoked by music

YOU WILL NEED

- chart paper and marker
- a range of classical instrumental pieces with “story-telling” titles (see Kindergarten Audio CD Tracks 12–18)
- a range of recordings of instrumental music (see Kindergarten Audio CD Tracks 19–22, 24, and 26)
- materials for drawing and making sculptures: paper, crayons, markers, paint, scissors, fixers, clay

OBSERVING FOR ASSESSMENT

Can the student:

- demonstrate understanding of the concept of a “title”?
- express ideas creatively?
- show respect for the ideas of others?

Backgrounder

In this activity, you are going to play classical musical selections with titles interesting to children, and together you can make connections between the titles and the music. Such pieces include selections from *Carnival of the Animals* by Camille Saint-Saëns (see Kindergarten Audio CD Tracks 13–15), “March of the Toys” by Victor Herbert (see Kindergarten Audio CD Track 12), “Dance of the Sugar Plum Fairy” by Peter Tchaikovsky (see Kindergarten Audio CD Track 16), and “The Flight of the Bumblebee” by Nicolai Rimsky-Korsakov (see Kindergarten Audio CD Track 18).

Getting Started

Remind children that one of the really neat things we are able to do is to make pictures in our minds. Ask them to close their eyes and picture a cat. Say:

- How big is your cat? What colour is it? Does it have stripes? Does it have short hair or long hair?

Ask children to open their eyes. Have children take turns describing the cat they see in their mind and list each basic description on chart paper. Repeat this process by stating other objects for children to picture in their minds, such as “flower” or “musical instrument.”

Afterward, talk about why it is natural for different people to come up with different pictures in their minds. Remind children that all of their ideas for pictures are equally good.

Doing the Activity

Explain that, just like books, songs have a title. Discuss how a title is just like a name. In the same way that people have names, songs have names too.

Ask:

- What other things have a title? (books, movies)
- Sometimes titles can tell us what is “inside” a song, a book, or a movie. What do you think the song “Twinkle, Twinkle, Little Star” is about?

Say that you are going to play a game.

- I’ll tell you the title of a song. Then I’ll play the song. You can close your eyes and let the title and the music make a picture of something in your mind. When the music stops, you can make the thing that you pictured in your mind.

Post the title of the music on chart paper. Set the children up at Art Centres, where they can access a wide range of materials for creating drawings, collages, clay models, and sculptures. Repeat the music a number of times while they are working on their art. Over the course of several days, you can repeat this process with different songs.

Wrapping Up

Have children explain to the class how the song title and the sound of the song inspired them. Ask children to also tell what they like about each artwork. Create a classroom gallery for the artwork.

Extension

Play a number of instrumentals (see Kindergarten Audio CD Tracks 19–22, 24, and 26) and have children create titles. Ask children to give their reasons for choosing the titles.



Collage Creations

LEARNING OPPORTUNITIES

Students will:

- experiment with materials
- identify and describe colour and texture
- show skill in cutting and pasting
- use familiar materials in new ways

YOU WILL NEED

- collage bases: large sheets of stiff paper, cardboard boxes, lids, cylinders, etc.
- collage materials in separate containers: feathers, pieces of tissue paper, paper, coloured foil paper, fabric, confetti, tinsel, string and yarn, cellophane, small muffin cups, cotton balls, paper shreadings, toothpicks, ribbons, etc.
- scissors and glue

OBSERVING FOR ASSESSMENT

Does the student:

- select a variety of materials to create a collage?
- identify and describe the colours and textures used?



An endless variety of materials can be used for collage. Provide separate containers filled with small pieces of material. These containers can be stored on a shelf or tray when not in use. Use a high quality glue so materials are well adhered.

Background

By having access to a rich collection of colours and textures, children are given lots of choice and opportunity to create a design that is individual and unique. Allow children time to experiment and explore the materials and develop skill in handling the tools.

Getting Started

Present a collection of collage materials that vary in colour and texture. Explain to the children that they are going to create a collage with these materials. That is, they are going to glue their choice of materials onto stiff paper to create their own design.

Select one set of materials to pass around the circle. Ask children to silently look at and feel the objects. Ask:

- What can you tell us about the (cellophane papers)?

Encourage a variety of responses that include colour, size, shape, texture, design, material, and so on. Repeat with other materials that offer different textures and characteristics, as long as interest lasts.

Doing the Activity

Place the containers of textured materials at the Collage Centre. Each child can take a large sheet of stiff paper, a cardboard box, and a cylinder or a lid as a collage base.

Demonstrate how to cover one space at a time with glue, then select a textured material and secure it to the glued area. Have the children repeat this process until the collage base is rich in colour and texture, and they are pleased with the design.

As children are working, ask questions to focus their attention on the various textures of their work:

- Close your eyes and look at your collage through your fingers. Let your fingers touch very lightly the top of the materials on your collage. What do you feel?
- What are some of the smooth (hard, soft, shiny, prickly) materials you have used?
- Where is the (bumpiest) part of your collage?

Give them ample time to create their collages. Some children may return to the same base on other days, adding other collage materials, or adding details with paint or drawing materials.

Wrapping Up

As volunteers share their work, encourage them to describe some of the materials, colours, and textures they used. Post the finished collages to create a “wall of texture.” Ask:

- Are any of the collages exactly the same?
- Is there anything you might do differently next time? Why?

Extension

- Children can create collages from natural materials such as seeds, dried leaves, pine needles, sand, wood shavings, tiny shells, and so on.
- Children can use pictures cut from magazines or drawings to represent an idea that has to do with a current topic of interest or discussion, such as animals, emotions, or colours.



Brush Paintings

LEARNING OPPORTUNITIES

Students will:

- show skill in painting
- experiment with brush techniques
- use familiar materials in new ways

YOU WILL NEED

- large sheets of paper
- a collection of brushes: nailbrush, hairbrush, scrub brush, pastry brush, nail polish brush, toothbrush, house paint brush, etc.
- paint in shallow trays

OBSERVING FOR ASSESSMENT

Does the student:

- experiment with a variety of brushes?
- use art tools and materials appropriately and safely?

teaching tip Do not expect a "picture." Many students will be experimenting with the brushes and will use their paper as a worksheet. Others may make a design, a pattern, or a representation.

Background

Conversations about the elements of art can spring from the children's work with different tools and materials. In this activity, children use different brushes to spur their creativity and exploration. The results will give you an opportunity to talk about line and technique.

Getting Started

Present a collection of different brushes that vary in size and type. Explain to the children that they are going to use these brushes at the paint table.

Select one of the brushes and pass it around the circle. Ask:

- What can you tell us about this brush?

Encourage a variety of responses that include colour, size, shape, texture, purpose, material, and so on. Repeat with other brushes as long as interest lasts.

Doing the Activity

At the paint table, place several different types of brushes with each tray of paint. Remind the children to keep the brushes with their paint so the colours do not mix. Each child can select a large sheet of paper and use the different brushes to explore the various effects given by each one. Some children may create a picture, others a design. Some may make random markings on their paper as they explore what each brush can do.

As children are working, you might ask questions to focus their attention on the various lines and brush techniques:

- What is the thickest (thinnest) line you made? Which brush did you use?
- If I want to make a really thick line, which brush should I use?
- What other types of lines did you make?
- How did you make these marks? Did you use that brush in another way?
- What happens when you rub the hairbrush back and forth? up and down? along the page? How else can you use the hairbrush?

Give children ample opportunity to create their paintings and explore these and other brushes.

Wrapping Up

As volunteers share their work, encourage them to describe some of the brushes they used and how they used them. Post the finished brush paintings, then play *I Spy*. For example:

- I spy a painting that has a blue wavy line and two thick, red, straight lines. What do I spy?
- I spy a painting that has a big green circle and lots of thin zigzag lines. What do I spy?

Extension

Fingerpainting is another fun way to explore line. Interested children can use their fingers (or plastic combs, or craft sticks) to create different lines and patterns with finger paints.



Making Murals

LEARNING OPPORTUNITIES

Students will:

- use a variety of tools and materials in creating artwork
- use pictures and collages to represent ideas
- co-operate and collaborate with others on artistic projects

YOU WILL NEED

- a sheet of mural paper
- paint and brushes
- drawing materials
- scissors and glue
- craft materials (papers, cotton, fabric, tissue, wool, straw, etc.)

OBSERVING FOR ASSESSMENT

Does the student:

- independently create images or designs that reflect her or his experience or ideas?
- co-operate and with others in planning and preparing the mural?
- use art tools and materials appropriately and safely?

Background

Select a current theme, topic of interest, or book as a springboard for creating a wall mural. It could simply be a creative and collaborative expression of colour and design, or it might be a means of communicating experiences, responses, or interpretations. In the example below, the mural is based on the experience of a trip to a farm. Whatever the motivation, a mural is a wonderful opportunity for a group to bring their individual creativity, ideas, and work together into a collaborative piece of artwork.

Getting Started

Establish the topic for the mural. Explain to the children that they are going to make a group picture, as big as the bulletin board, to show lots of people at a farm. Tell them that the picture is called a *mural*. First they can paint a background on a large sheet of paper, and then they can use a variety of different materials to add all the things they want to show.

Involve the children in planning and preparing for the mural. As part of this discussion, brainstorm all the things the children would like to represent in their farm mural (the animals, the buildings, the machinery and tools, and the people). List children's responses on a chart for reference as the project unfolds.

Doing the Activity

Spread out a sheet of mural paper on a long table or on the floor. Together, plan the layout of the farm (fields, gardens, farm buildings) and the sky. Invite some children to begin painting the different areas. When the paint is dry, ask volunteers to present and describe the different areas.

Invite the other children to draw or paint pictures that represent something on the farm. Assist children in cutting out pictures and mounting them on the painted background.

Collage techniques may also be used by providing cut-and-paste materials such as papers, fabric, and craft materials.

Wrapping Up

From time to time while children are working, draw their attention to the mural. Ask

- What else do you still want to make?
- Where would you like to put it?
- Does anyone want to make a (horse)? How will you make it?
- What would you like to put out here in the fields? in the barnyard?

Once the mural is complete, ask:

- If you could step inside our picture, where would you like to go? Why?

Extension

- Consider writing a caption, or a summary of the trip, to accompany the mural.
- Plan a showing of the mural to an extended audience.

TEACHING tip

Some students may not know much about what a farm looks like. Have students share what they know. Show pictures of farms (perhaps from different countries) from magazines or books (see *Let's Sing*).



Shape Pictures

LEARNING OPPORTUNITIES

- Students will:
- experiment with materials
 - identify and describe elements of visual images: colour and shape
 - show skill in cutting and pasting

YOU WILL NEED

- sheets of paper
- paper shapes in three different sizes and many different colours
- paper for cutting
- scissors and glue

OBSERVING FOR ASSESSMENT

Can the student:

- select a variety of shapes to create his or her picture?
- identify and describe the colours and shapes used?

When the display is dismantled, some students may choose to place their work in their portfolios.

Background

A cut-and-paste activity gives most children access to representing their ideas. Transforming a simple shape like a circle into a picture of something engages children in thinking about the shape of objects in their environment. They begin to develop an awareness that shape is an important element in representing their ideas.

Getting Started

Present a collection of paper shapes in different sizes and colours. Explain to the children that they are going to use these shapes in any way they wish to create their own picture or design. Present a shape (a circle). Ask:

- What is this shape?
- Imagine this circle could turn into anything you wanted it to. The only rule is that the thing must still have the circle shape. What could the circle be?

You might encourage children to look around the classroom for ideas.

You may wish to list children's responses on a chart. Keep the list posted and add to it as children present new ideas. Repeat with the other shapes (square, rectangle, triangle).

Doing the Activity

At a Cut-and-Paste Centre, provide separate containers filled with similar shapes in different colours and sizes. (These containers can be stored on a shelf or tray when not in use.) Have at hand sheets of paper, some paper for cutting, scissors, and glue.

Children can arrange some shapes in a picture or design of their choice. When they are satisfied with the arrangement, they can glue the pieces in place.

Encourage children to tear or cut paper into shapes to add to their work.

As children are working, you might ask questions to focus their attention on the various shapes and their relationships to each other.

- What shapes did you use to make your (wagon)?
- What are some of the different ways you used the circles?

Give them ample time to create their paper-shape pictures. Some children may return to the same picture on other days to add other collage materials, or add details with paint or drawing materials.

Wrapping Up

Post the shape pictures. Ask volunteers to share their work, and encourage them to describe some of the shapes they used. Ask:

- What are some different ways to use a rectangle?
- Is there anything you might do differently next time? Why?

Extension

- Play a game of *I Spy* with the posted pictures. For example:
 - I spy a picture that has one big red circle and two small blue circles and two yellow rectangles. What do I spy?

Invite children to assume the role of leader.

- Have some children work together to make one of the shapes with their bodies. Ask them to freeze their shape in a tableau (frozen picture). Invite the others to describe the shape the group created.

TEACHING
tip

Shapes can be cut from construction paper. Consider adding shape stickers or shapes cut from tissue paper, wrapping paper, or magazines to create more of a collage effect.



Sponge Prints

LEARNING OPPORTUNITIES

Students will:

- express ideas and feelings through a variety of media
- experiment with techniques and materials
- use a variety of tools and materials in creating artworks or making presentations
- identify elements of visual images, such as variations in shape and size

YOU WILL NEED

- sponges cut into different shapes (circles, triangles, squares, and rectangles)
- paint in foil plates
- paper

OBSERVING FOR ASSESSMENT

Can the student:

- use materials following the method demonstrated?
- describe the shapes created in their work?



Thick sponges will give small hands a better grip.

Background

Exploring how a three-dimensional shape can create a two-dimensional shape interests and surprises young children. Children can also explore to see how they can combine shapes to form other images. This activity is directly linked to the mathematical idea of connecting three- and two-dimensional shapes.

Getting Started

Display the sponges that you have cut into different shapes. Pass them around so that children can turn them and see the different sides. Explain that children will be painting one side of each sponge and then pressing it on paper to make designs, pictures, or patterns. Ask:

- Which of these sponges would you use if you want to make a circle shape? a triangle shape, like a slice of pizza?

Demonstrate how to apply paint to one side of the sponge by pressing the sponge into paint that is spread over a foil plate. Have children use their finger to draw in the air the shape they think they will see. Then press the sponge down on a piece of paper. Display the created print and ask children to describe its shape.

Doing the Activity

Set the sponges, tempera paint, and paper at a Paint Centre. Encourage children to visit the Centre to explore printmaking with sponges.

After children have experimented with the technique and understand which shapes they can create, they may be interested in using the sponges to represent a specific idea. You may have an idea that you want them to pursue, perhaps one related to a current theme (for example, an animal, a building in the neighbourhood, a scene from an identified story).

Wrapping Up

Display the completed prints. Ask questions like these to promote observations and comparisons:

- Do any of the prints remind you of something?
- What shapes can you find in this print? Is there another print with the same shapes?
- Do you wish you had other shapes? What new sponge shapes should I make for you to use?

Encourage children to think of titles for their prints. Add the titles to the display.

Extension

- Children can add details to their dry prints. They can draw with crayons or cut and paste cutouts of their choosing.
- Tape an old white sheet to the floor surface. Children can use the sponges to print directly on the sheet. This is a group project, so remind children to consider the work already done before adding their own elements to it.



Mystery Prints

LEARNING OPPORTUNITIES

Students will:

- express ideas and feelings through a variety of media
- experiment with techniques and materials
- use a variety of tools and materials in creating artworks or making presentations
- identify elements of visual images, such as variations in shape and size

YOU WILL NEED

- a collection of objects for printmaking: Lego blocks of different sizes and shapes, apple corers, potato mashers, slotted spatulas, garlic presses, whisks, etc.
- paint in foil plates
- paper

OBSERVING FOR ASSESSMENT

Does the student:

- use materials following the method demonstrated?
- describe the shapes created in their work?

tip As you collect objects for making prints, look for things that are made of metal or plastic, as they are easy to clean. At the end of each session, clean the objects by soaking them in soapy water.

Background

Many fabrics and wall hangings have rich and varied shapes that reflect natural objects and in many cases are created with them. Perhaps some of the families of your students have interesting materials from their cultures that can be displayed before and during this activity to inspire and engage children.

Getting Started

Display a collection of objects that you have collected for printmaking. Ask children to identify them. (Name and demonstrate the use of any unfamiliar materials.)

Show how the materials will be used for printmaking. Press the object (for example, a large Lego block) into paint in a foil plate and then press the painted surface onto a piece of paper. Before lifting the Lego block, ask children to say what they think the imprint will look like.

Explain that the collected objects will be available for printmaking. Ask:

- Are there any other objects that you think we should add to the collection?

Try to follow up on reasonable requests.

Doing the Activity

Set the printmaking objects, tempera paint, and paper at a Paint Centre. Encourage children to visit the Centre to explore printing with the collected objects. After discovering the type of shapes that the objects create, children can combine them to create pleasing designs and patterns. Some children might enjoy the challenge of creating something like a fantastic machine, a vehicle, a book cover, a party invitation, or a fantasy creature.

Wrapping Up

Display the completed prints. Ask questions like these to promote observations and comparisons:

- What title would you give to your print?
- Does your print remind you of anything you have ever seen?
- What object do you think (child's name) used to make this shape? this shape here? this small blue one?
- Do you like using objects like these to make prints?
- How is this print the same as the one you made? different from it?

Extension

- Children may be interested in printing with objects from nature. Go on a nature walk to collect things such as pine cones, acorns, small rocks, pine needles, and sticks. Add some shells to the collection, if possible. Place these objects at the Centre and encourage experimentation.
- Children can add details to the completed prints using crayons, markers, paint, or chalk.



A Scene of Sculptures

LEARNING OPPORTUNITIES

Students will:

- take turns working on specific tasks in making things
- share materials in visual arts activities
- use sculpture to represent ideas
- use a variety of tools and materials in creating artworks or making presentations
- solve problems creatively

YOU WILL NEED

- paper boxes and tubes of different sizes
- construction paper and tissue paper
- craft materials (pipecleaners, craft sticks, plastic wire, feathers, etc.)
- paint and brushes
- modelling clay

OBSERVING FOR ASSESSMENT

Does the student:

- show respect for the ideas of others and add to them in a considerate manner?
- share materials and offer help as asked?
- use materials in a creative manner?
- work towards a solution to problems and seek help when needed?

Background

Children have used materials like blocks from a young age to create scenes and represent their ideas. Here they have the opportunity to build with, and transform into structures, everyday objects that typically are discarded to the recycling bin. The co-operative nature of the activity engages children in considering and respecting the vision of others.

Getting Started

Children can create different structures, models, and figures to add to a large scene. Decide on the scene that children will create. While “The Neighbourhood” is suggested here, you might want to create a scene related to a theme of study (for example, a farm, a space station, a village, or a setting of a favourite story).
Ask:

- Let’s say we decided to work together to make a large model of our neighbourhood. What buildings would we need to make? What kind of houses? Would we need any signs? Would we need any things that grow in the ground? Are there any other things that you can think of?

At this point you might decide to go on a short walk around the neighbourhood to find other things that the children should consider including in the model.

Doing the Activity

Set the materials for model making at a centre. Posting a chart with words and simple sketches of the things children have identified as belonging in the neighbourhood scene can act as a reference and inspiration for children.

Models can be painted at a Paint Centre.

Have children place their completed models in the area you have set aside (a large floor space, or a couple of tables covered in mural paper).

Wrapping Up

From time to time, have children meet at the site of the model neighbourhood and invite them to make decisions and adjustments. Ask:

- What new things do you see in the neighbourhood?
- Do any of the buildings look like they should be moved to another spot?
- Who made this (refer to a model)? What materials did you use? What did you do first? and after that? Did you have any problems making it? What? How did you solve the problem?
- What do we still need in our neighbourhood?
- Are there any materials you wish we had for your creations?

Extension

- Children can use modelling clay to create small figures that they think would like to live in or explore the scene. They can place the completed figures in the scene.
- As a group, write a story about landing in the scene and discovering all of the interesting things in it.



Clay Creations

LEARNING OPPORTUNITIES

Students will:

- use sculptures to represent ideas
- experiment with techniques and materials

YOU WILL NEED

- ingredients for making play dough (see recipes)
- mixing bowls
- containers with lids, or sealable plastic bags
- rolling pins and cookie cutters

OBSERVING FOR ASSESSMENT

Can the student:

- create a sculpture?
- find new techniques for working with play dough?

Background

As young children work with play dough, they experience different textures. It is a very pliable material, so children can manipulate it and revise their creations with ease.

Getting Started

Make play dough with the children. (Two recipes are given below.) Have them share in the responsibility of measuring and mixing. Make several batches so that you can create dough in different colours.

Doing the Activity

At a Modelling Centre, put the dough in plastic containers with lids, or in large resealable plastic bags. (Play dough stored in the refrigerator will last longer.)

Put rolling pins and cookie cutters at the Centre for children to use. Visit children to demonstrate techniques for working with play dough. For example, you can show children how to roll long snakes and then form these into coils to make pots. Or, show children how to take a small ball of clay and press into it with a thumb to create a pinch-pot effect.

After children have had time to explore creating with play dough, you might invite them to represent an object or idea. For example, children might create models of themselves, a character from a story you have all enjoyed, an animal, plants for a model garden, and so on.

Wrapping Up

Provide time for children to share their play dough creations. Ask:

- What did you make? Tell us about how you made it. Are you pleased with it? Is there something that you would like to change?

- How would you describe the shape?
- What do you want to make next?

Any creations that children want to keep can be left to air dry.

Extension

- Show children books by the artist Barbara Reid. Talk about how she uses Plasticine to make her artwork. Children can try to create flat pictures using play dough or Plasticine.
- Adding some peppermint or vanilla extract to the play dough creates a pleasant scent and engages the children's sense of smell.

Play Dough

- 2 cups flour
- 1 cup salt
- 1 cup water
- 2 tablespoons oil
- 1 teaspoon food colouring

Put flour and salt in bowl.

Mix water, oil, and colouring and combine with dry ingredients. Knead well, adding extra flour or water if necessary.

Kool-Aid Play Dough

This play dough is colourful and has a fragrance that children like, but **IT CANNOT BE MIXED IN THE CLASSROOM BECAUSE OF THE DANGER FROM THE BOILING WATER.**

- 1/2 cup salt
- 2-1/2 cups flour
- 2 packages Kool-Aid
- 3 tablespoons oil
- 2 cups boiling water

Mix dry ingredients. Add oil. Add water and knead.



Fold, Open, Imagine

LEARNING OPPORTUNITIES

Students will:

- experiment with techniques and materials
- identify elements of visual images, such as colours and variations in shape and size

YOU WILL NEED

- red, yellow, and blue paint
- egg cartons
- brushes and paper

OBSERVING FOR ASSESSMENT

Can the student:

- identify shapes and colours in the artwork created?
- make reasonable predictions based on their experimentation?
- try out new techniques for working with paint and paper folding?

Background

In this activity, children have the opportunity to see the effects of mixing primary colours. They can then use their imaginations to create a picture using a colourful shape as the inspiration. Symmetrical shapes, which are pleasing and used in many designs and patterns, are formed when the paper is unfolded.

Getting Started

Place the three primary colours of paint (red, yellow, and blue) in separate compartments of an egg carton. Fold a piece of paper in half and then open it up and lay it flat. Place two or three blobs of paint close together (but not touching) on one side of the fold and then refold the paper. Ask:

- What do you think we will see when I open the paper? How will the paint have changed? What colours do you think you will see? What shapes do you think you will see?

Open the paper and display it. Ask children to describe the shape and colours that were formed. Show children how you can continue to add small and large blobs and refold and open the same sheet of paper.

Doing the Activity

At the Paint Centre, place egg cartons with the three primary colours, brushes, and paper. (Since folding paper in half can be a challenge for young children, you can fold the paper sheets ahead of time.) Encourage children to experiment with folding blobs of paint in two or three primary colours. With experience, children will be able to predict the shapes and colours that result.

After they have had the opportunity to experiment, ask children to create a blob painting that they would like to use as a basis for a picture. After letting the blob painting dry, they can think about what the shape reminds them of, then use crayons, paint, or markers to add the detail to create the image they picture in their minds.

Wrapping Up

Display the completed pictures. Ask:

- What will you call your picture?
- What colours did you discover doing these paintings?
- Which pictures seem to have shapes that are the same?

Extension

- Have children cut out their blob shapes and then work together to combine these shapes on a large sheet of mural paper. Encourage the children to create an interesting scene.
- To explore symmetrical shapes further, children can cut shapes out of folded paper and, before opening the cutout, describe (verbally or by sketching) what they think the shape will look like.



Art Appreciation

LEARNING OPPORTUNITIES

Students will:

- use pictures to represent ideas
- identify feelings evoked by art forms
- identify elements of visual images, such as colours and variations in shape and size
- describe some aspects of visual art forms from a variety of cultures
- select pieces of art for their portfolios

YOU WILL NEED

- drawing and painting materials
- a variety of artwork (picture books, paintings, prints)

OBSERVING FOR ASSESSMENT

Have students review their artwork and select pieces for their portfolios. Explain that their portfolios should contain work that they are proud of.

Background

Art is one way that we can communicate our ideas. Young children start by communicating on paper through their drawings and scribbles. Initially their work is often difficult to interpret without their verbal support. As they experiment and try out new techniques, they are able to tell stories and express their ideas through their artwork in a way that is understandable.

Getting Started

Arrange for children to see artwork created by a variety of artists. Consider any or all of the following ways to expose children to art outside their classroom:

- Picture storybooks are wonderful sources of artwork. Choose a variety of artists with different styles (e.g., Eric Carle, Kim Lafave, Maryann Kovalski).
- Walk through the school and look for wall murals and artwork done by children or adults.
- Visit buildings (banks, offices, malls) in the neighbourhood that may have artwork on display.
- Take a trip to the local library to view books on artists.
- Visit a local art gallery.

Doing the Activity

As you look at artwork, ask children questions like these:

- Describe what you see. What colours did the artist use? What shapes? What kind of lines?
- What kind of feeling does the painting give you?
- Imagine being in the painting. Where would you be? How would you feel? What would you hear?

- This painting has a lot in it. What part of it do you think the artist wants you to really take a good look at?
- Do you like or dislike this artwork?
- What story do you think the artist is telling?

Back in the classroom, give children drawing materials and invite them to use these to “tell” a story. Some children may feel more comfortable retelling a familiar story.

Wrapping Up

Display the children’s completed artwork and have volunteers tell aloud the story that they drew. Encourage children to ask each other questions about their artwork. Modelling questions helps give children ideas. For example, ask:

- What is your picture about? Who is that boy? Is he happy? What happened just before this part in the story? What happens next?

Extension

Play music for children to listen to as they create their artwork (see *Kindergarten Audio CD Tracks 11–24, 26, and 31–35*). Some children may want to “paint” a piece of music.