



DESCRIPTION

Paint, mold, squish, and swirl as you bring color into our world. Create your own critter using clay and accessories. Use mirrors and paint to create your own self-portrait. Work on your designing skills by making wearable art pieces!

Student Learning Goals

- IELG: Children demonstrate the ability to convey ideas and emotions through creative expression.
- IELDS: Investigate, begin to appreciate, and participate in the arts

Intended Outcome

PopArt provides an inclusive art experience that combines sensory exploration with fine and gross motor activities, literacy, and social-emotional development. Explore various properties of art, including color, texture, and design using a variety of materials

Materials

Table Top

- Grimms puzzles
- Legos
- Felt board
- Books:
 - “Mix it Up”
 - “The color collector”

Floor

- Korxx Blocks
- Ring stack
- Touch and Feel sensory Boxes
- Soft blocks
- Sensory floor tiles
- Magnifying glasses

Art tables

- Create a critter, Wearable art, Self-portraits

Facilitation

There are no specific activities associated with any of the PopUp materials. DCM’s model of play encourages free exploration, without predetermined boundaries or schemas. The “theme” of the PopUp is a loose suggestion of play ideas to get kids started. It is NOT required that they create the critter, collect all the colors of the rainbow, use the magnifying glass on the art, but if a child is having trouble getting started in their play, those are good suggestions to offer. The overall goal for this PopUp is to explore the properties of art and creativity, but the bigger goal is to have FUN!

Ways to Play–Infants <2

- Name the colors you see around you and how they make you feel. Ex. “This soft blue cloth makes me feel calm,” or “This bright green makes me smile!”
- Encourage children to reach in front, to the side, and above them while fingerpainting
- Sort block pieces by color
- Use the magnifying glasses to examine art prints up close, texture of fabrics, etc.
- Retell stories using the felt board and storytelling pieces. Encourage children to put on and take off the pieces.
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Ways to Play–Toddlers 2-3

- Identify the colors of the Grimms puzzles and practice putting them together, sort pieces by colors, sort by how each color makes you “feel.”
- Encourage children to identify their features and create a self-portrait using paints/other art supplies
- Examine the art prints and let them inspire their own creations
- Place blocks inside the tunnel and encourage children to collect all the colors of the rainbow
- Play a guessing game by placing assorted items inside the Touch and Feel boxes

Ways to Play–Big Kids 3+

- All of the above +
- Recreate art prints using available materials
- Create 3d representations of art using blocks
- Encourage children to tell their own color stories using the felt board and storytelling pieces

Ways to Play–Caregivers

- Invite adults to get messy while using the art supplies–this ensures that the child is able to keep playing when you move elsewhere.
- Keep wipes and paper towels nearby and visible. Utilize caregiver help for cleaning up/resetting by modeling how to put pieces back where they came from. Ask the child for help too!
- Invite caregivers to sit across from their children. Invite participants to create a portrait of the person sitting across from them.
- Encourage caregivers to use the Grimms puzzles 3 dimensionally as well as flat on the table. The 4 Elements puzzle especially makes interesting structures when upright.

Tips and Tricks

- Model positive interactions by using specific praise. Ex. “I see you thinking and planning!” or “I see you wondering!” Praise the effort!
- Utilize caregiver help for cleaning up/resetting by modeling how to put pieces back where they came from. Ask the child for help too!
- Be forgiving when you see a caregiver who might seem “disengaged.” This is a sign that you have created a safe environment for their child to play in, and they can relax for a few minutes. However, DO make sure that each child has a grownup they are with.