

ACTIVITY GUIDE

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Welcome!

As the designer of the Arts For All art tools, I want welcome you to the wonderful world of Arts For All! In the following pages you find some great art activities designed for everyone. Our DVD will show you how to use the art tools, make a print plate, add paint, and lay paper. This guide is designed to give you ideas and get you started using the art tools in your unique setting. As with most other things, this guide will work best if you customize it to suit the individuals you work with -- their talents, abilities, and needs. As you become more comfortable with the art tools and activities, you will undoubtedly have some great ideas of your own. Please share them with us and we will share them with others. And remember, this is art, not rocket science. Have fun, get messy, be creative, and make art!

We love what we do and we hope that it shows. If you have any questions or just want to chat about art, please feel free to call the studio 269-254-8928.

Dwayne Szot



Why Teach Art?

A growing body of research points to the important role of the arts in improving students' academic achievement and preparing them cognitively for a world that demands creative solutions to challenging problems. There is also evidence that the arts in education can increase students' engagement in learning as well as their social and civic development.

Studies over the past several years have found that the arts, whether as part of the curriculum or as supplemental programs, can have the following benefits:

- Enhance learning for students who have special needs, including disadvantaged students, English language learners and students with disabilities
- Provide new challenges for students already considered successful
- Strengthening job skills and self-esteem in incarcerated youth
- Improve cognitive skills in all subject areas, reading, language development and mathematics
- Increase problem solving, critical and creative thinking skills; all of which serve students in school, at home, and in the workplace
- Motivate students to learn and become more involved in their schools and communities
- Increase student attendance and help reduce the drop-out rate
- Promote students' self-confidence and foster better relationships
- Nurture the curiosity, creativity, and individuality of students.

While there is terrific evidence of art's value to help improve instruction in reading, writing, math, science, and social studies, there is new vigor to ensure that schools do not lose sight of the value of the pursuit of artistic education for its own sake. State policymakers, educators and others are exploring ways to better motivate students to excel, become lifetime learners, appreciate different cultures, talents and beliefs, and instill a sense of commitment to their communities. Whether for stand alone or for educational purposes, the benefits of arts in the classroom can be tremendous.

Getting Started

There are probably infinite ways that the Arts For All tools can be used, and each way will be a unique artistic experience with results as unique as the people who use them. They are most often used in groups of 10 to 30, or one-on-one. Arts For All activities can fit into a limited amount of time, or can be set up as an “open studio,” where participants can flow in and out of the creative space over an extended period. The activities can be done indoors or outdoors, in schools or community centers or museums, by adults and children of all abilities.

These are some general considerations when beginning to plan your Arts For All activities. However, you don’t need to know all the answers to break out the tools and start using them.

- 1) Available **Space**.
- 2) Number and type of **Participants**.
- 3) Length of **Time** for Activity.
- 4) The Exact **Tools** Available.
- 5) The **People** Power Available.
- 6) The **Purpose** of the Activity.

Remember, there is no right or wrong way to make Arts For All art. It is likely that you will develop your own methods and list of considerations as you familiarize yourself with the equipment. This guide will provide examples of how you might approach some of these issues.

The Art Tools, Supplies, and Sample Layouts

In this section you will find photos of all the art tools, a list of the art supplies needed to use that art tool, and a sample layout for an activity using that art tool.



Pogo Paint Poles, Large and Little

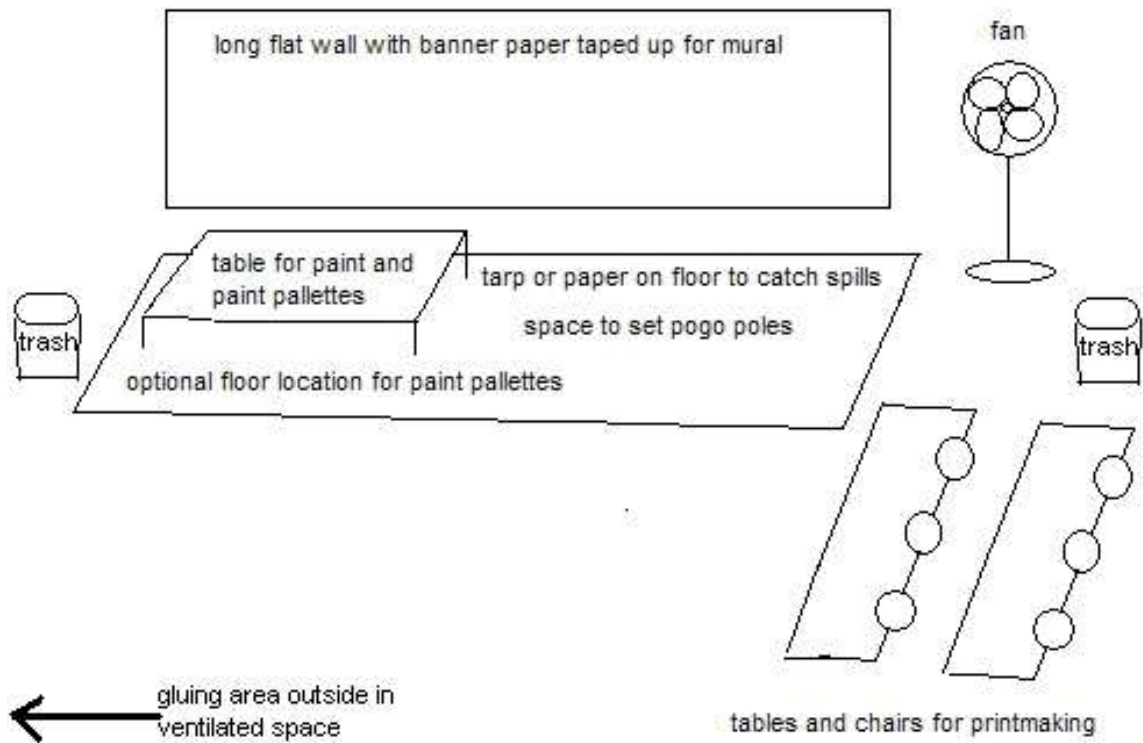


Pictured above are all the art tools and supplies that you will need for a Pogo Paint Poles activity. They are:

- Little Pogo Paint Poles set of three for Early Childhood up to age 7
- or
- Pogo Paint Poles set of three for older individuals
- Pogo Print Materials Set (25)
- Pogo Paint Palette Set (3)
- can of spray adhesive
- banner paper or bulletin board paper
- one roll masking tape
- tempera paint, scissors, and markers

- optional - Pogo Wheelchair Attachment

POGO PAINT POLES SAMPLE LAYOUT



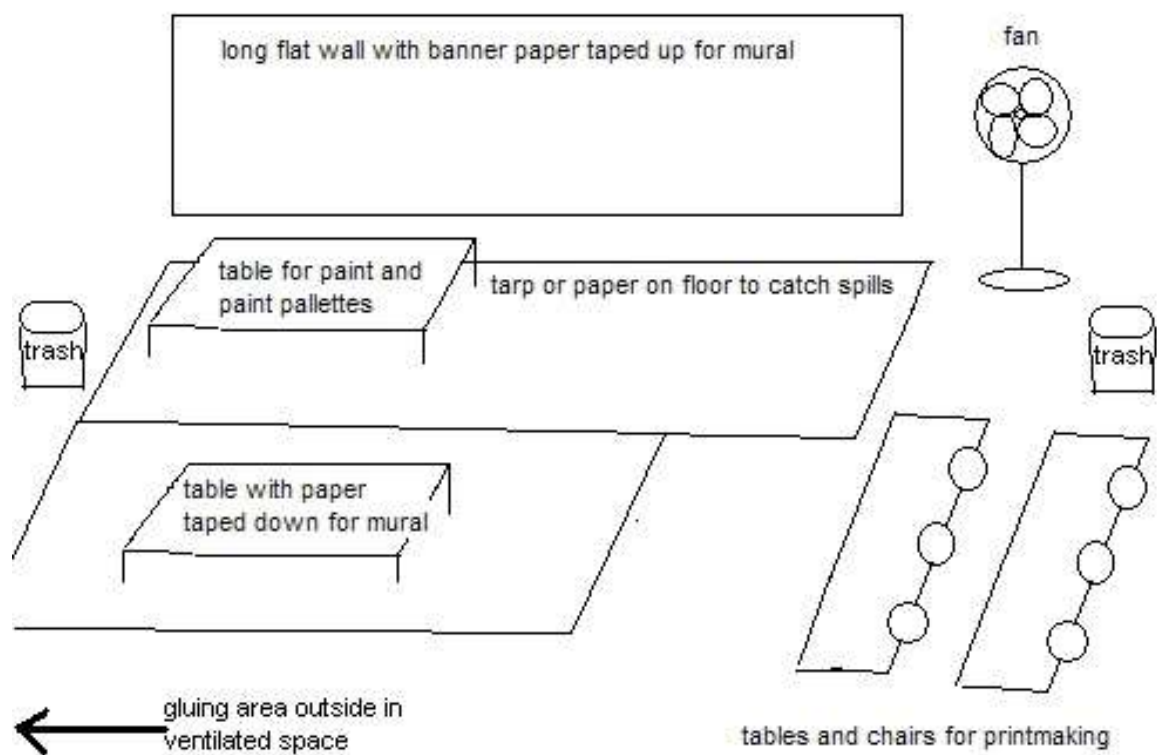
Notes:

Mighty and Mini Rollos



Pictured above are all the art tools and supplies that you will need for a Mighty or Mini Rollo activity. They are:

- Mini Rollos set of three
- or Mighty Rollos
- Rollo Print Materials Set (25)
- Rollo Paint Palette Set (3)
- can of spray adhesive
- banner paper or bulletin board paper
- roll masking tape
- tempera paint, scissors, and markers

MIGHTY AND MINI ROLLOS SAMPLE LAYOUT

Notes:

Art Rollers, Large and Little



Pictured above and below are the Art Rollers with interchangeable Push Handle, Wheelchair Bridge, and print materials.

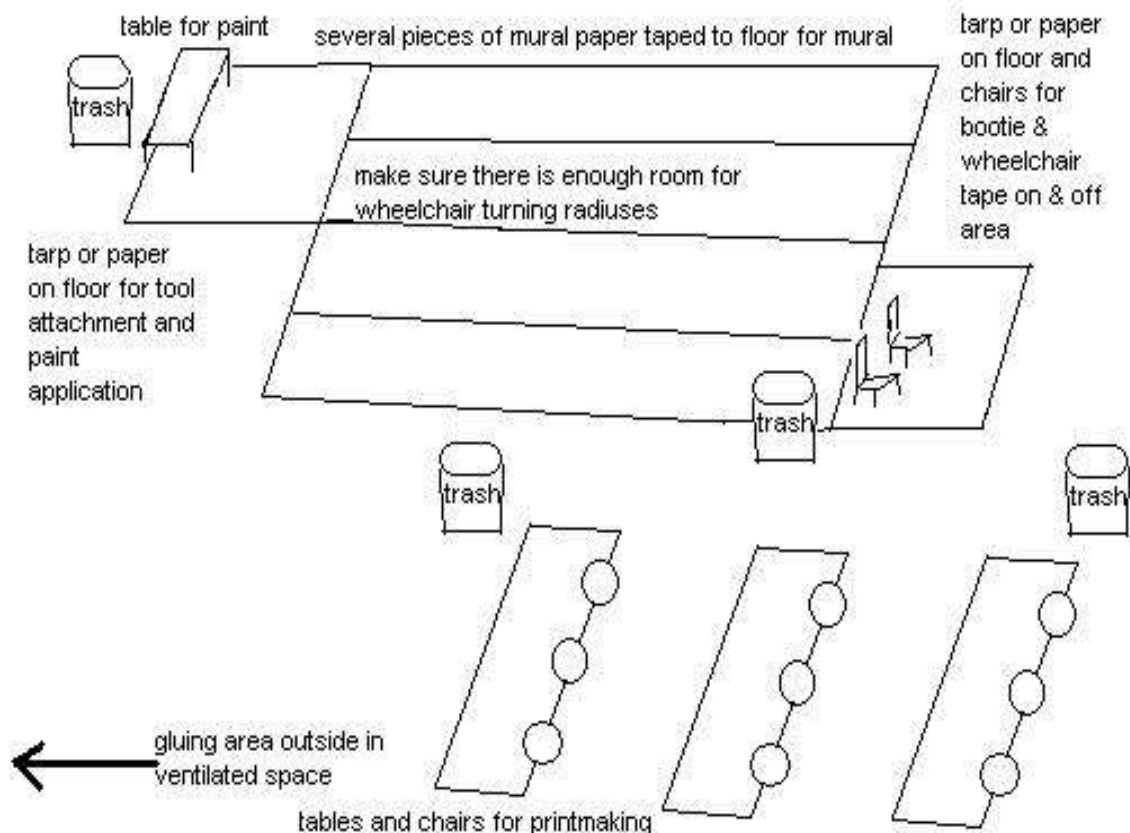


The art

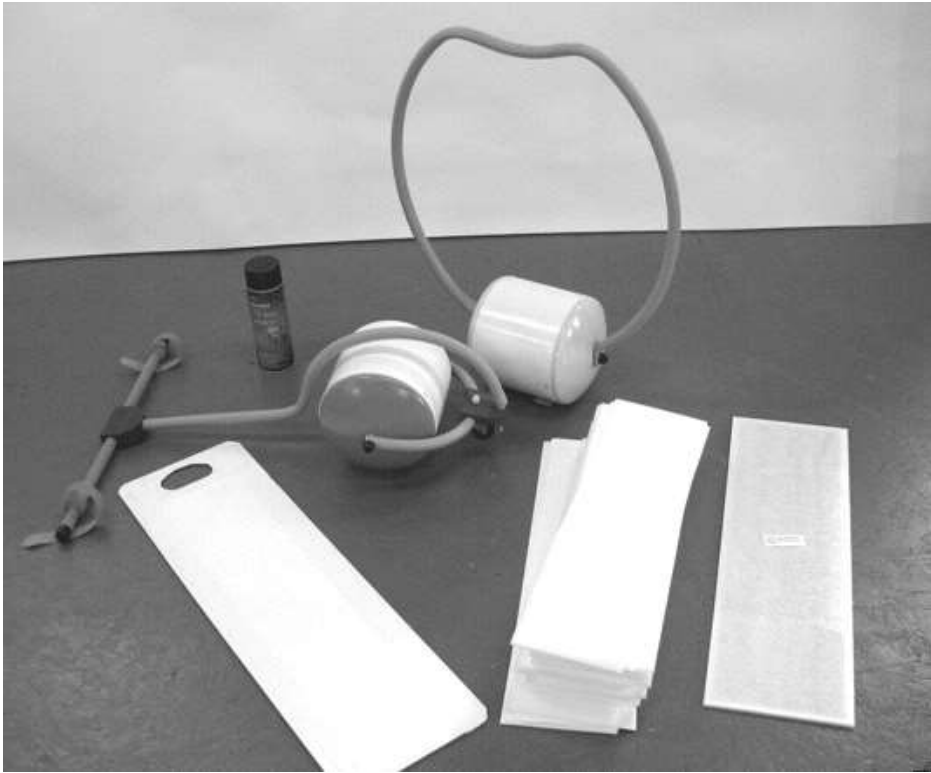
supplies and tools needed for mural painting are:

- Art Roller and paint tray with Push Handle for ambulatory individuals
- Art Roller and paint tray with Wheelchair Bridge for individuals using wheelchairs
- New Forms Print Material set of 25 pieces of print foam and 25 backing sheets
- Freeze Frame Print Paper set of 25
- Mural Paper, 48" x 100'
- Spray Adhesive
- Shoe Covers
- Wheel Cover Tape
- Duct and Masking Tape
- Tempera Paint, scissors, and markers

ART ROLLERS, LARGE AND LITTLE, SAMPLE LAYOUT



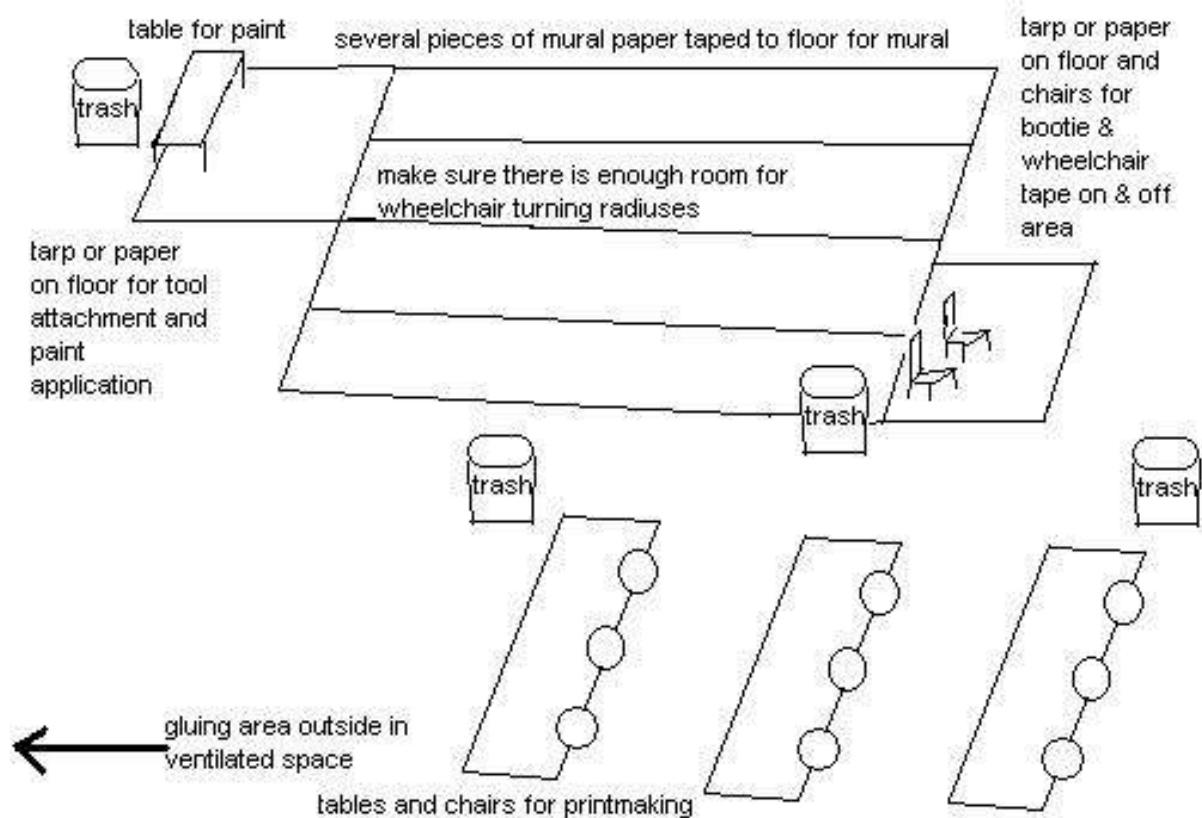
Little Art Rollers



Pictured above is a Little Art Roller with Push Handle and a Little Art Roller with Wheelchair Bridge. These art tools are for Early Childhood up to age 7. The art tools and supplies you will need for floor mural painting are:

- Little Art Roller with Push Handle for ambulatory individuals
- Little Art Roller with Wheelchair Bridge for individuals using wheelchairs
- Little Print Material set of 25 pieces of print foam and 25 backing sheets
- Little Paint Palette set of 3
- Little Palette Backer Board set of 3
- Mural Paper, 48 " x 100'
- Spray Adhesive
- Shoe Covers
- Wheel Cover Tape
- Duct and Masking Tape
- Tempera Paint, scissors, and markers

ART ROLLERS, LARGE AND LITTLE, SAMPLE LAYOUT



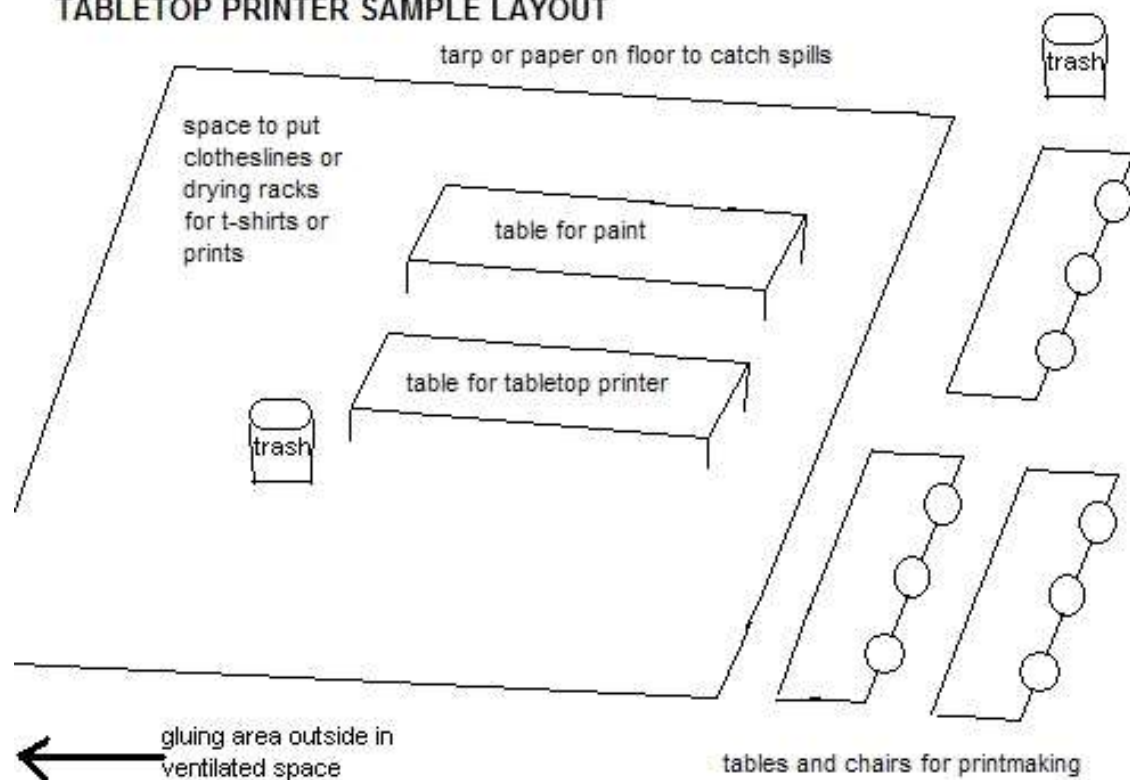
Notes:

Table Top Printer



Pictured above is the Table Top Printer and the print materials needed for a Table Top activity. You will need:

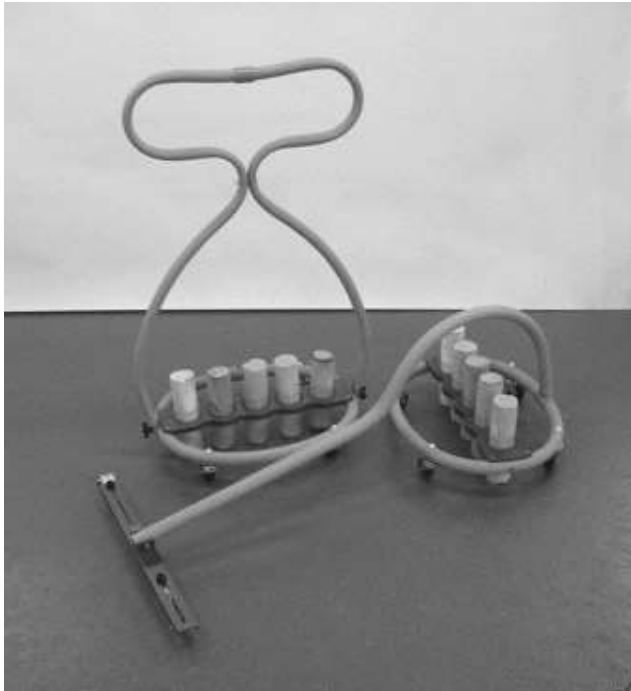
- Table Top Printer with no-skid mat and paint tray
- New Forms Print Material set of 25 pieces of print foam and 25 backing sheets
- Freeze Frame Print Paper set of 25
- Spray Adhesive
- Masking Tape, scissors, and markers
- Tempera Paint for paper, Acrylic Paint for textiles

TABLETOP PRINTER SAMPLE LAYOUT

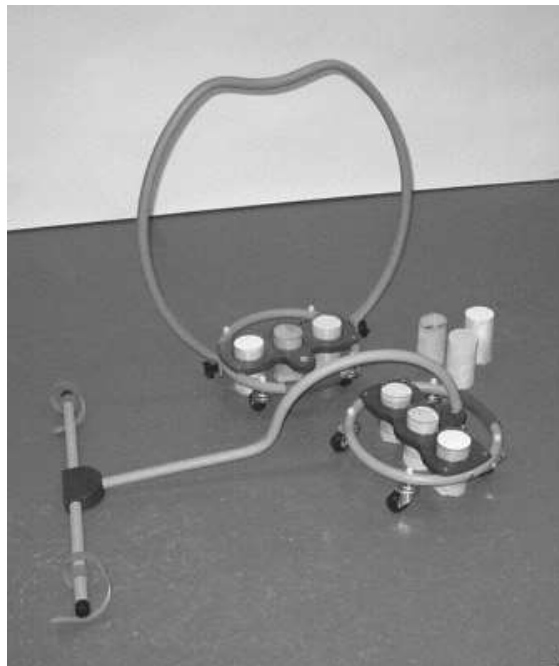
Notes:

Chalk Drawers, Large and Little

The Chalk Drawers pictured here can be used at a moments notice. All you need is the art tool and a case of chalk.



Large Chalk Drawer with
Push Handle
Large Chalk Drawer with
Wheelchair Bridge



Little Chalk Drawer with Push Handle
Little Chalk Drawer with Wheelchair Bridge

Major Bubbles and Give It A Whirl



Major Bubbles attaches to wheelchairs and walkers.
Give It A Whirl attaches to wheelchairs.



The Art Activities



Beginners

Grades: Pre K – 3rd Ages: 3-9 Yrs



Shapes and Lines In Motion

Duration

One hour session or two half-hour sessions

Learning Objectives

Visual Arts/Dance/Movement:

- To recognize lines and shapes as elements of art.
- To understand lines and shapes as an element of form and movement.
- Perform a dance that uses shapes and lines.
- Create prints using lines and shapes.
- Create a mural that represents lines and shapes in motion.

Mathematics:

- To analyze characteristics and properties of two- and three-dimensional geometric shapes.
- To specify locations and describe spatial relationships using representational systems.
- To use visualization, spatial reasoning, and geometric modeling to solve problems.

Key Vocabulary: Line, Shape, Circle, Square, Triangle, Rectangle, Straight, Curve, Thick, Thin

What You Need:

- * Pogo Paint Poles
- * Pogo Art Supplies (see Art Tool Section, Pogo Paint Poles for supply list and sample activity set up)

* A CD or tape player and a selection of classical music.

Tips for Including All Learners:

Differentiate lesson for each artist/participant's level. For cognitive disabilities, break the activity down into small, clear steps, and keep choices of shapes and colors limited. For limited manual dexterity, consider a variety of pre-cut foam shapes for artist/participant to choose for their design.

Introduction to the Activity:

Begin with a discussion of shapes. Activate vocabulary about shapes, and identify shapes in the environment. Discuss lines. Identify types of lines (jagged, straight, and curved). Then, talk about how a person can make shapes with their own bodies. Make triangle and circle shapes with fingers. Make them with arms. Make them with your whole body. Make them with a partner. Then, make lines by moving across an area, back and forth. First, move in a straight line, then in a curvy line, then as wobbly or jagged as can be. Add changing directions (forward, sideways, and backwards). Students should be aware of how much space they are using. Engage students in brief discussion about how they moved.

Then with some calm classical music (Bach, Beethoven), tell group that you will make a dance using two kinds of shapes. With very young, small or shy groups, have the whole group work together. With older groups, this works well for small groups of 4-6 participant-artists. Have a rehearsal where the group decides what shapes and lines to use, how their bodies will make the shapes and lines, and in what order you will perform them. Then, have a little performance with the music without stopping, either just as a whole group, or for each other. Engage students in brief discussion about their dances, and what they saw happening in other's dances

Making Art:

Using the Arts For All equipment, begin the printmaking with special attention to shapes and lines. Instruct artist/participants to focus on the same shapes and lines that they chose to use in the dance.

Once students have completed their print designs, allow them to “paint up” with the color that most reflects how they felt during their dance. Then, bring them to a mural, either on the floor or a wall. Explain to students that they should put the shapes on the mural in the same way that they danced the shapes. Encourage group discussion about where and how many to put their shapes before they place them. Allow students some time to decide.

Allow each student to make a freeze frame stamp of their shape and/or line, and sign it with their name.

Talking About Art:

After all participants have placed their stamped image, engage students in discussion about the connections between the mural and the movement. Ask students, do they see movement in the mural? What lines and shapes do they see lines and shapes in the mural? Which ones? Are they the same or different than ones they saw in the dance?

Sharing Art:

The mural can be displayed in a room or hallway, or cut up into sections to be taken home with the student’s name, with a dictated or written note that finishes the following: I like this SHAPE or LINE (circle one) because it reminds me of _____.

Variations:

Mighty Rollos or Art Rollers could also be used for this activity.



Beginners

Grades: Pre K – 3rd Ages: 3-9 Yrs



Finding Patterns In the Air

Duration

One hour session or two half-hour sessions

Learning Objectives

Visual Arts:

- To recognize and create visual pattern.

Language Arts/Music:

- To recognize and create patterns in sound.

Mathematics:

- To recognize simple series through patterns.
- To identify simple quantities of single digit groups of objects.

Key Vocabulary: Pattern, rhythm, repeat, series, beginning, end.

What You Need:

- * Pogo Paint Poles
Pogo Art Supplies (see Art Tool Section, Pogo Paint Poles for supply list and sample activity set up)
- * Percussive musical instruments, such as clave sticks, tambourines, triangles.

Tips for Including All Learners:

For limited manual dexterity, consider instruments that be attached to wrists with Velcro strips.

Introduction to the Activity:

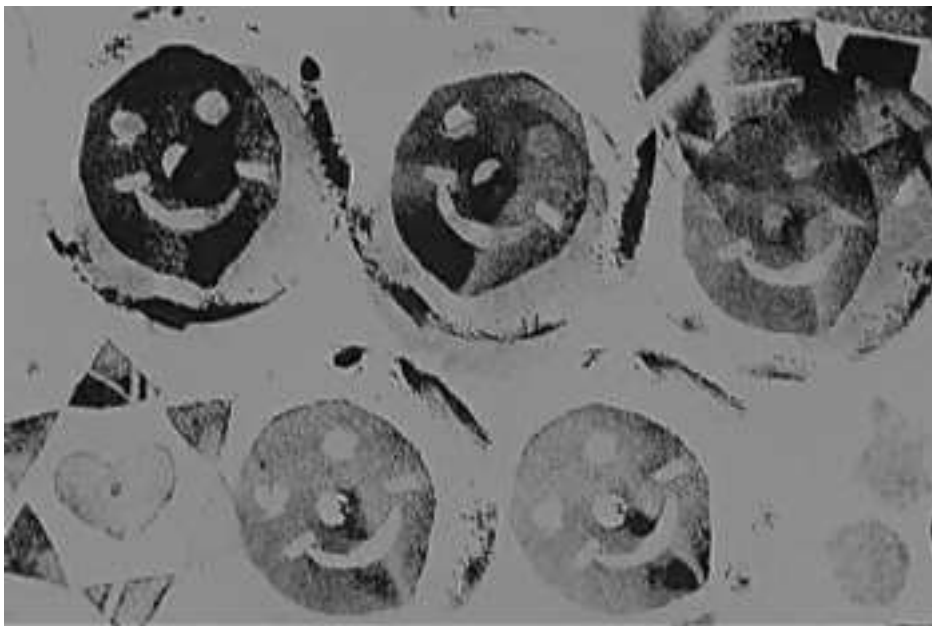
Begin by introducing the musical instruments and talking about their different shapes and sounds. Have participants sit in a circle and distribute the instruments. Begin by everyone playing their instrument one at a time, one after another, going around the circle. Then, have them try a second sound. Then, skip every other person. Start to be conscious of the rhythm that develops as the sound moves around the circle. Then, with or without play along music (Such as Ella Jenkins' "Play Our Instruments And Make A Pretty Sound"), have the entire group make a beat of repeating single sounds. Then, introduce the concept of silence. One beat on (number), then one beat off (X). Then try the following patterns: 1 2 X X, 1 2 X X: 1 X, 1 X; 1 2 3 X, 1 2 3, X; 1 X 3 4, 1 X 3 4; and so forth. It could also be written in shapes, $\Delta \Delta 0 0$, in more traditional music notation using lines and dashes, || — —. You can count these out as you go, and write them on the chalk board to support.

Making Art:

Instruct the students to select two shapes, one that will represent sound, and one that will represent silence. Have them choose their favorite musical pattern, and use that as an inspiration for a pattern for the print design.

Talking About Art:

After all participants have placed their stamped image, engage students in discussion about the connections between the mural and the sound activity. Ask students, do they see patterns in the mural? Does it reflect the sounds that they made with the instruments? In what way? Is there anything that they would have done differently?



Sharing Art:

The mural could be displayed with the names of its creators, with a list of their inspiration patterns. Have them each finish the phrase: This pattern makes me feel _____.

Variations:

Mighty Rollos or Art Rollers could also be used for this activity.

Beginners

Grades: Pre K – 3rd Ages: 3-9 Yrs



Alphabet Safari

Duration

One hour session or two to three half-hour sessions

Learning Objectives

Visual Arts:

- Identify colors and forms in the environment.
- Arrange items intuitively to create artworks

Language Arts:

- Letter recognition.

Key Vocabulary: Names of all the letters, basic colors.

What You Need:

- * Pogo Paint Poles
- * Pogo Art Supplies (see Art Tool Section, Pogo Paint Poles for supply list and sample activity set up)
- * Magazines with colorful layouts
- * Children's books of all kinds
- * Posters and other printed media

(You might consider going to a library for the first part of this activity)

Tips for Including All Learners:

For children with visual impairment, make letter shaped blocks, stencils, or toys with raised letters available.

Introduction to the Activity:

Explain that today; you're going to look at the letters of the alphabet in a different way. Ask participants to imagine that the letters of the alphabet are animals, hiding all over the environment. Tell them that you are going to go on an alphabet safari, where you are going to search for letters in the environment and take pictures of them with your imaginary camera. Start off by giving some well planted examples. Like, "Can you find a Green Letter B? Raise your hand if you see one." Then, have the student get up and point at the Green Letter B, and take a picture of it with their imaginary camera. Repeat this a couple of times as a group activity, and then, allow the entire group to go and find the letter animals as you suggest them. With more advanced groups, you can let them search for their favorite letter animal. Bring the group back together and ask them "what letter animals did you find? Can you tell us about them? What color were they? Did they have any spots or stripes or other markings?"

Making Art:

Instruct the students to choose their favorite letter. Then, have them draw it on their foam. Then, have them draw a line all the way around it, about a finger length out. Then they will cut it out with scissors. Let them try this several times, so that they end up with several letters.

Then, at the mural, tell them that you are making a huge picture of all the letter animals you found in your environment. Think about where they were found, and that could help decide where they should go in the picture. Let the students go back and change their letter several times. More advanced groups may discover that they can create words...Let things happen as they may. Make sure you have freeze frame paper so that the students can keep a record of their own letters.

Talking About Art:

After all participants have finished all their letters, engage students in discussion about their work. Ask students, do they see patterns in the mural? Does it reflect the sounds that they made with the instruments? In what way? Is there anything that they would have done differently?

Sharing the Art:

Consider using the mural for a background for a display about books. With markers, have students draw in the environment around their letter animals. Have them each dictate or write to fill in the phrase: This letter is like a _____ (name of an animal), because of _____.





Number Safari

Note: This entire activity could be done with numbers, addition, subtraction, and equal symbols, instead of letters. Call out a math problem, and have each student come up when they hear their name or symbol. Together, solve the problem. The participants with the answer come up and add it to the paper.



Beginners

Grades: Pre K – 3rd Ages: 3-9 Yrs



Making Faces

Duration

One hour session or two half-hour sessions

Learning Objectives

Visual Arts:

- Identifying familiar shapes in the environment and reproducing them.

Physical and Social Education:

- Identifying Parts of the Face.

Key Vocabulary: eyes, nose, mouth, eyebrows, hair, ears
--

What You Need:

- * Pogo Paint Poles
- * Pogo Art Supplies (see Art Tool Section, Pogo Paint Poles for supply list and sample activity set up)
- * Wall or table mural, with large head shapes with nothing inside.

Tips for Including All Learners:

For those with limited mobility or those with cognitive disabilities, consider precut shapes.

Introduction to the Activity:

Discuss the parts of the face. Show pictures of faces, both photographic and representational (graphic art, children's books, cartoons, etc). Consider showing Picasso pictures and other cubists that separate elements of the face for powerful effect. Have the participants close their eyes and touch their own faces, or the face of a doll. Ask them to notice the shapes of different parts.

Making Art:

Direct each participant to make ONE part of a face: A left eye, or a right eye, or a nose, or a mouth, or hair. Then, have each participant, one at a time, add a face or mouth or nose or eye to the mural. Repeat until the mural is completed.

Talking About Art:

Ask the artist participants what they notice about the faces that they created. Are they happy looking? Sad looking? What do you see that makes you say that? What else do you notice, perhaps about the colors, or the shapes that you see?

Sharing Art:

Consider cutting out the heads and giving one to each student to write a story about or display in their own way.

Intermediate**Grades: 4th – 8th****Ages: 10-14 Yrs*****Symbols, Signs, and Flags*****Duration**

One hour session or two half-hour sessions

Learning Objectives**Visual Arts:**

- Understanding the Visual Arts in Relation to History and Cultures

Healthy and Safety:

- Understanding common symbols, signs, and flags

Key Vocabulary: sign, symbol, flag, semaphore, direction, danger, stop, help

What You Need:

- * Books and pamphlets that show common symbols, signs, and flags from around the world.
- * Pogo Paint Poles, Rollo, and/or Art Roller tools and supplies (see Art Tool Section for supply list and sample activity set up)

Tips for Including All Learners:

Keep the selection of materials limited, and explain clearly that a sign is something that stands for something else.

Introduction to the Activity:

Introduce the concept of signs, symbols, and flags. What are their purposes? Why do they exist? Sort whatever reference material you have into different categories: Street and Traffic signs, Marine signs and flags, Flags from around the World, Universal signs, signs that mean poison, danger, or stop. Introduce each kind of sign, symbol, or flag and explain what context it might be used in. Ask the artist/participants if they can think of any other signs or symbols that they know of: company logos might be one, or cultural signs such as peace signs or skull and crossbones might be others.

Making Art:

Have each artist participant pick a sign, symbol, or flag and make a print plate with them. Have them pick an appropriate color (be sure to include red and black paint options with this activity), and contribute to a large mural about signs, symbols, and flags. Make sure to allow freeze frame options so each artist participant has something to keep of their own—option: have t-shirts available for each artist/participants original print.

Talking About Art:

Ask artist participants why they picked the symbol, sign, or flag they did. How does it make them feel? Why did they put it on the mural where they did? How does the whole mural make them feel? What do they see in their mural? What does it symbolize overall, or what symbol is used most often, or is most noticeable?

Sharing Art:

Write a sentence(s) about your sign and it's significance.

Intermediate

Grades: 4th – 8th Ages: 10-14 Yrs



Scene Murals

Duration

One hour session or two half-hour sessions

Learning Objectives

Visual Arts:

- Understanding the Visual Arts in Relation to Science and Nature
- Beginning to understand scale and proportion

Science and Geography:

- Understanding environments and habitats.

Key Vocabulary: landscape, habitat, environment, buildings, plants, animals, geography

What You Need:

- * Source material for your selected environment or habitat.
- * Pogo Paint Poles and/or Rollos and supplies for a wall mural
Art Rollers and supplies for a floor mural (see Art Tool Section for supply list and sample activity set up)

Tips for Including All Learners:

Make sure that you provide adequate time for learners to understand the environment or habitat that you are focusing on. Pictures, books, music, and sounds can all be a point of entry to the selected environment.

Introduction to the Activity:

Explain that the artist participants will work together to “make a scene.” Some ideas for you to consider when you are planning this activity include:

- ocean scape (above/below water)
- cityscape
- desert
- mountains

Show source material and point out distinguishing features, including things that are living, and things that are non-living. Talk about scale: about what is big, and what is small.

Making Art:

You might decide to pre-determine which areas of the mural are to be above water or below water, OR, where the "horizon line" is, and draw it on the mural paper. You might also put ONE item on the paper before they begin, to help the artists/participants better judge scale and size. Otherwise, instruct participant artists to make a design on their print plates that belongs in this habitat. Have them paint it on the mural as they finish.

Talking About Art:

Ask if they think the location is clear. What else, if anything is needed? What would the title of the mural be?

Sharing Art:

Consider putting the mural in a public location, with a caption about where the location is, and some scientific facts about that type of environment or habitat, and the artists' names.



Intermediate**Grades: 4th – 8th****Ages: 10-14 Yrs*****Sadako and the Thousand Paper Cranes*****Duration**

This is an extended activity and will take several class periods.

Learning Objectives**Visual Arts:**

- Understanding art as a vehicle of human expression
- Understanding the artists' role as commentator of world events

Language Arts:

- Communicate effectively and creatively using varied methods of expression
- Understand the symbolism of the crane

General:

- To follow directions in folding the cranes
- To increase eye-hand coordination and fine motor control in folding the cranes.

Key Vocabulary: mural, Hiroshima, kimono, leukemia, origami, radiation, memorial, ancestors

What You Need:

- * Pogo and Rollo equipment and supplies (see Art Tool Section, Pogo Paint Poles and Mighty Rollo, for supply list and sample activity set up)
- * Book *Sadako and the Thousand Paper Cranes* by Eleanor Coerr

Tips for Including All Learners:

Students with limited manual dexterity can tear design shapes and help generate words for the wall mural. Some inclusion students may be able to help with folding the large paper cranes by pressing down the creases and folds with a bone folder or wooden ruler. Consider having students in wheelchairs assist the folding process by placing the paper cranes between large sheets of corrugated cardboard and having students roll their wheelchairs across the cardboard, pressing the cranes flat.

Introduction to the Activity:

Sadako and the Thousand Paper Cranes is a true story about a girl named Sadako who lived in Hiroshima, Japan when the atom bomb was dropped in 1945. Ten years later, she developed leukemia as a result of exposure to radiation. According to Japanese legend, if a sick person folds one thousand paper cranes, they can regain their health. Sadako attempts to fold one thousand paper cranes in an effort to become healthy.

Read and discuss the story with students. Introduce the concept of symbolism and how it applies to the paper cranes.

Making Art:

Explain to students that they are going to create a design based on the story and that their design will become part of a wall mural about *Sadako and the Thousand Paper Cranes*. Brainstorm some design ideas and words from the story to get them started, and then have students draw their designs and words directly onto the print foam and make their print plates.

Remember, words and images do not need to be reversed before gluing in order to print correctly.

Create a long wall mural in a hallway or other suitable space using the student's designs and words. Make sure that the mural is long enough to generate enough large paper squares so that students can work in small groups and fold their paper cranes. The size of the paper squares for folding will be determined by the width of the wall mural paper. For example: wall mural paper that is 40 inches wide will make folding paper that is a maximum of 40 inches square. Working with large squares of paper is a nice way to include all learners in the group in the folding process.

If space is tight, students can create more than one mural. Tape several layers of wall mural paper over another, removing the top layer when that painting is finished to reveal the one underneath and continuing the painting.

When dry, cut the mural into large squares. Give students a small squares of origami paper to fold practice cranes before they fold their large crane from the mural painting. Working in small groups, have students fold their large cranes.

Talking About Art:

Have students stand back and take a good look at the mural before it is cut up into squares. What does the mural tell someone about the story?

After making their cranes, gather the class to talk about how they felt making their cranes. How do they think Sadako felt as she folded her cranes? Discuss what the cranes meant to Sadako.

Sharing Art:

These large paper cranes can be hung from the ceiling in the classroom, library, even the office. Photos of the class creating the mural and folding the cranes, along with a description of how the cranes were created, would be a great addition to the display of cranes.

***There are many cross-curricular activities that can accompany this book. **Children's Literature Across the Curriculum Ideas**, Created by students

at the University of North Carolina Charlotte, has several lesson plans that integrate science, social studies, math, literature, and drama. Look for them on the Internet.



Intermediate / Advanced

Grades: 4th – 12th Ages: 10+ Yrs



Self Portraits

Duration

One hour session or two half-hour sessions

Learning Objectives

Visual Arts:

- Understanding the importance of line, contour and space.

Key Vocabulary: reductive, linear, contour, space, Henri Matisse.

What You Need:

- * Table Top Printer and supplies (see Art Tool Section, Table Top Printer, for supply list and sample activity set up)
- * Black tempera
- * Print paper
- * Small mirrors
- * Art books featuring works by Henri Matisse, see Resources Section

Tips for Including All Learners:

Visually impaired students may benefit from tracing their faces and features with their fingers to reinforce the shapes. Black tempera and white print paper provide a high contrast that can be helpful for

someone with a visual impairment. Individuals with limited dexterity can tear shapes -- torn shapes can just as easily represent a face as cut shapes.

Introduction to the Activity:

Share reproductions of Matisse's drawings and prints of faces such as *La Pompadour*, *Visage Sure Fond Rouge*, *Grande Tete de Katia*. Tell students that they will be making their own facial portraits in the style of Matisse. Give students mirrors to examine their faces, looking for the dominant lines of their features. They will need paper to work out their designs before they draw and cut their shapes out of the print material.

Making Art:

Students will have the opportunity to print their facial designs on print paper. Consider having print paper of various colors for students to choose from for their final prints.

Talking About Art / Sharing Art:

Matisse's faces look "simple." Are they? Why or why not? What was the most challenging about creating a design/image of your face? Display the self-portraits. Have students create elegant or fancy or modern cut paper or torn paper frames for the self-portrait gallery.



Advanced Grades: 9th – 12th Ages: 15+ Yrs



Multiple Layer Prints

Duration

One hour session or two half-hour sessions

Learning Objectives

Visual Arts:

- Understanding Texture and Color in Visual Arts

Key Vocabulary: repetition, layering.
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What You Need:

- * Pogo Paint Poles and/or Mighty Rollo or Table Top Printer and supplies (see Art Tool Section, Pogo Paint Poles, Mighty Rollo, or Table Top Printer, for supply list and sample activity set up)
- * Five sheets of high quality, heavyweight print paper for each participant, approx. 11 x 17 each

**Note: If using the Table Top Printer, larger sheets of print paper will be needed.

Tips for Including All Learners:

For students who are visually impaired, make sure each color is clearly marked.

Introduction to the Activity:

Show examples of commercial and fine arts prints using a multiple plate, single color process. Explain that the artist participants will have a chance to make five prints, or "editions," using four colors and four print plates of their own design. They will have to envision how each layer of color and shape will overlap with the next. Suggest that they draw or sketch it out to work out a design. The subject can be anything of their choosing.

Making Art:

Each artist participant will have four sets of print materials. They will create a print plate for each layer, and then print it once on each of the five sheets of heavy paper using a single paint color, followed by the next layer and another color, followed by the next, and the next. It's wise to let the layers dry in between printings. This project may take several days to complete.

Talking About Art:

Discuss the process with the artists. Then, let them select their best print and make a gallery showing. Have the entire group observe all the prints, then guide a discussion about each one. What's going on in this print? What makes you say that? What does it mean?

Sharing Art:

Consider framing the prints and numbering each one in the corner. They can be given as gifts, donated to a silent auction, entered in a competition, and/or sold.

Advanced Grades: 9th – 12th Ages: 15+ Yrs



Embellished Prints

Duration

Three 50 minute sessions or several half-hour sessions

Learning Objectives

Visual Arts:

- Understanding Texture and Color in Visual Arts

<p>Key Vocabulary: embellishment, decoration, guild, baroque</p>

What You Need:

- * Pogo, Rollo, and/or Table Top Printer tools and supplies (see Art Tool Section, Pogo Paint Poles, Mighty Rollo, or Table Top Printer, for supply list and sample activity set up)
- * Additional collage materials, such as feathers, sequins, magazines, specialty papers
- * Paints
- * Two sheets of high quality print paper for each participant

Tips for Including All Learners:

For people with limited dexterity, keep the materials in separate trays and/or offer assistance in applying to the print. Be sure to ask first before helping, and let the artist participant make as many choices, from material to placement, as possible. Remember, an aide's job is to guide and assist.

Introduction to the Activity:

Explain the concept of embellishment: to add on to what is already there. Encourage the artist participant to select a theme on which to base their print, keeping in mind that they will be embellishing their prints or grounding objects with the materials provided.

Making Art:

Have the artist create the original print plate, and print it on both pieces of paper. Then, have them embellish one with all kinds of collage materials. Encourage the artist participant to go as far as they can with their imagination to decorate their theme or grounding object.

Talking About Art:

Discuss the process. Discuss the art. See if artists can guess each other's theme or grounding object without being told by the artist.

Sharing Art:

Display both the plain and embellished print together with an intriguing title.



Advanced Grades: 9th – 12th Ages: 15+ Yrs



Fabric Print Designs

Duration

Two 50 minute sessions or four half-hour sessions

Learning Objectives

Visual Arts:

- Understanding relationship of fine art and functional design

<p>Key Vocabulary: Art Deco, modern, form and function, design</p>

What You Need:

- * Pogo, Rollo and/or Table Top printers (see Art Tool Section, Pogo Paint Poles, Mighty Rollo, or Table Top Printer, for supply list and sample activity set up)
- * White muslin fabric, pre-washed and ironed.
- * Fabric paints

Tips for Including All Learners:

Provide physical support and assistance as needed.

Introduction to the Activity:

Discuss the concept of design as a component of the craft and manufacturing world. Discuss the development of common designs, such as fabric and wall paper, back into the past. Show examples of traditional fabric designs, such

as tartan plaids from Scotland, French provincial prints, and Indonesian rug design.

Making Art:

Instruct the students to make a design for a fabric. If it is to be repeating, consider using the Rollo or running the fabric sideways through the Table Top Printer. If it is to be occasional, Pogo Paint Poles may be the best choice. Then, consider designing a garment or object for the fabric to be used for: a shirt, bag, tablecloth, placemat, curtain or shade. Design it with the help of someone who can use a sewing machine, or, construct it using glue or iron on fusing. The fabric paint will need to be heat set in a clothes dryer.

Talking About Art:

Discuss the process. Evaluate the effectiveness of the application of fabric paint, how it might be refined for large amounts of fabric. Discuss the construction process, how it might be adapted for mass production.

Sharing Art:

Have a fashion/trade show of the items your group has created.

Advanced Grades: 9th – 12th Ages: 15+ Yrs



Mixing Print and Text

Duration

Two 50 minute sessions or four half-hour sessions

Learning Objectives

Visual Arts:

- Developing conceptual art from textual material

Language Arts:

- Identifying major themes in human expression

Key Vocabulary: Theme, statement, poem, cliché, proverb, saying

What You Need:

- * Table Top and/or Rollo or Pogo tools and supplies (see Art Tool Section, Pogo Paint Poles, Mighty Rollo, or Table Top Printer, for supply list and sample activity set up)
- * Selection of books of quotes, great sayings, etc.
- * Print paper the size of the rollo or Table Top, two sheets for each participant.

Tips for Including All Learners:

Provide physical support and assistance as needed.

Introduction to the Activity:

Have the student artist write or find a short piece of text for inspiration.

Making Art:

Use the Arts For All tools and materials to create the text in letters (remember, they can be right side up). Have the student artist design visuals that illuminate this theme. Combine them all in the print plate layout. Allow them to make at least two prints.

Talking About Art:

Discuss the process. Discuss how the artists decided to place the text and the images in the layout. Discuss the formation of the letters: does it contribute to or detract from the saying's meaning? Does the image support or contrast with it?

Sharing Art:

Have a gallery showing of the results, perhaps in a local library or restaurant. Decide if there is an overriding theme that could be the show's title.





Zot Artz, Arts For All Activity Guide

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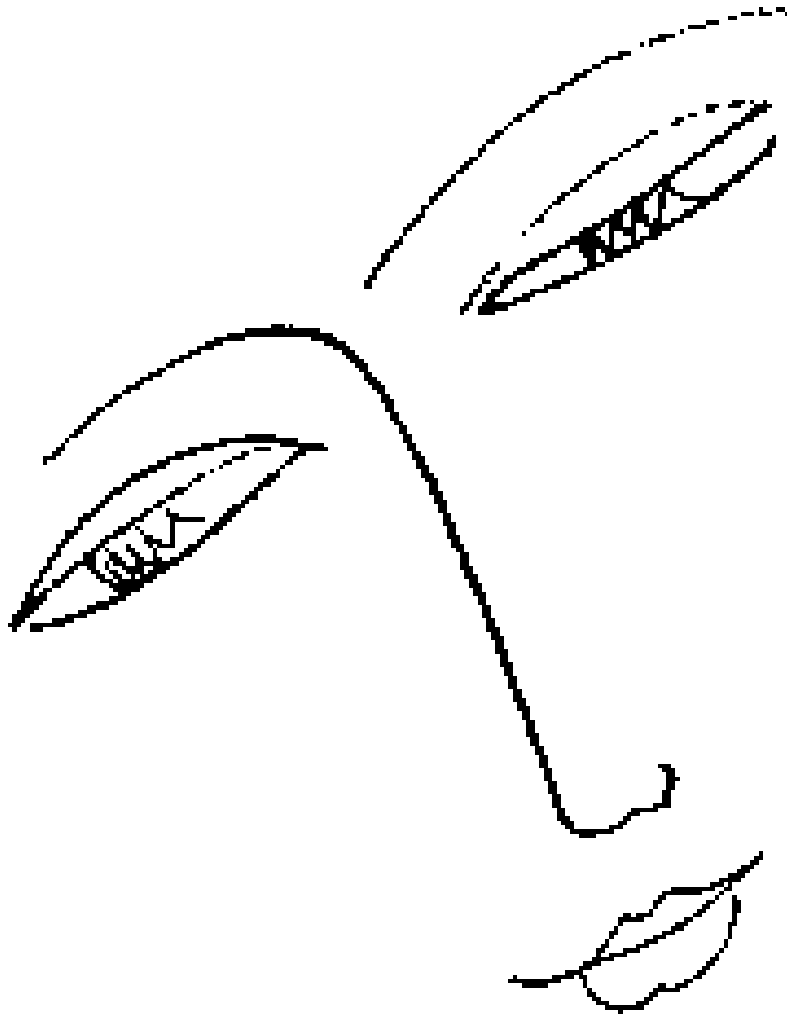
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Resources

Matisse Portraits



Woman's Face



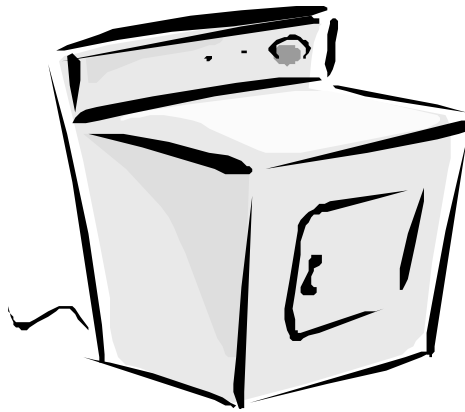
La Pompadour 1951



Grande Tete de Katia 1950

Care of Fabric Art T-Shirt

1. After printing, allow t-shirt to air dry.
2. Set your dryer on cotton setting or high heat.
3. Put T-shirt in the dryer. It is not necessary to turn t-shirt inside out.
4. Leave t-shirt in the dryer for 45 minutes.



Care of Fabric Art T-Shirt

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2. Set your dryer on cotton setting or high heat.
3. Put T-shirt in the dryer. It is not necessary to turn t-shirt inside out.
4. Leave t-shirt in the dryer for 45 minutes.

