

Contents

Drawing

1. Name That Tool	6
2. Different Papers and Tools	7
3. Changing Tools and Joining Marks Together	8
4. Dots and Dashes	9
5. Walk a Line, Make a Line, Draw a Line	10
6. Tear a Shape, Draw a Shape	11
7. Feel a Shape, Draw a Shape	12
8. Blending, Smudging and Making Marks	13
9. Working on Different Shapes and Colours of Paper	14

Painting

1. What Sort of Mark Does it Make?	16
2. Finger Painting	17
3. Painting on Different Textures	18
4. Painting on Different Colours of Paper	19
5. Primary Colour Patterns	20
6. Blowing Paint Using a Straw	21
7. Mixing New Colours	22
8. Matching Colours and Using New Ones	23
9. Drawing with a Brush	24

Printing

1. Materials with Different Textures.	26
2. Thick and Thin, Long and Short Markss	27
3. Sock Printing	28
4. Printing with Paint Brushes	29
5. Printing with Bundles of Shredded Paper	30
6. Big Dots and Little Dots	31
7. Prints that Make Patterns	32
8. Printing On and Printing Off	33
9. Combining Shapes and Textures	34

Collage

1. Tear it Big and Tear it Small	36
2. In the Round	37
3. Collecting Colours	38
4. Folding and Crumpling	39
5. Making Holes	40
6. Cutting up Strips	41
7. Cutting up Shapes	42
8. Cutting Mouldable Materials	43
9. Follow this Cut	44

3D and Mouldable Materials

1. Rolling Balls	46
2. Making Sausage Shapes	47
3. Building	48
4. Rolling and Squashing	49
5. Adding and Decorating	50
6. Fit it In, Fill it Up	51
7. Piling up the Parcels	52
8. Changing and Arranging Tubes	53
9. Cut it Up and Stick it Down	54

Textiles

1. Drawing with Felt Tips	56
2. Oil Pastel Drawing	57
3. Rich Coloured Rubbings	58
4. Finger Paint Patterns	59
5. Patterned and Plain	60
6. Weaving In and Out	61
7. Sewing on Bubble Wrap	62
8. Choose, Cut and Stick	63
9. Link it Together	64

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Drawing 5

Walk a Line, Make a Line, Draw a Line

Learning Intentions

Children learn to find and make a variety of different lines.

Equipment Needed

Pipe cleaners, black lead pencils (4b-6b), black crayons, black felt tip pens, black biros, charcoal or black chalk pastels, pieces of white paper (20 x 20cm approx.).

Do

- Draw a line on the work surface with your finger. Ask the children to draw a line in the same way but to make their lines different from yours.
- Walk a line across the floor then ask the children in turn to walk lines and to make them different from yours.
- Give the children a pipe cleaner each, ask them to twist and bend it into a new line and put it on a piece of paper and then to choose a drawing tool and draw a matching line next to it. This line could be copied with several different drawing tools before the pipe cleaner is bent into a new line, moved to a new part of the paper and copied. Continue until the paper is full of different lines.

Watch

- How the children are bending the pipe cleaners. Help them if necessary by following their instructions.
- That the lines they are drawing match those made with the pipe cleaners.



- That each line they make with a pipe cleaner is different from the one before.
- That they use different parts of the paper for each new type of line.

Say

- Ask the children to describe the lines they made and how they made them.
- Ask them to name the tools they have used to draw their lines.
- Ask them to find and describe lines on their clothes and in their setting.
- Useful words such as - curved, bendy, wiggly, loopy, zig zag, twisted, wavy, squiggle, straight etc.

Using the Idea

- As lines they walked.
- As lines in a muddy field.
- As ripples in a stream.



Painting 2

Finger Painting

Learning Intentions

Children learn to dip their fingers in paint and move them in different ways to make a variety of marks.

Equipment Needed

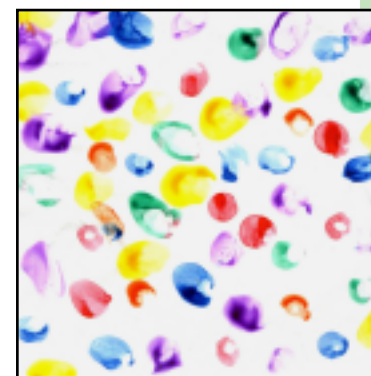
Finger paint in assorted colours, pieces of white paper 20 x 20cm approx and paper towels.

Do

- Draw dots and lines on the work surface with a finger and describe each type of mark. Ask the children to draw similar marks.
- Look at and describe the colours of the finger paint. Demonstrate how to dip a finger in the paint, make marks with it on a piece of paper, wipe it on a paper towel then dip it into a new colour and make further marks.
- Give the children a piece of paper, ask them to make dots on it with a finger before dipping their finger in paint and making paint dots. Remind them to wipe their fingers before adding further dots with a new colour. Continue until the paper is full.
- Give the children a new piece of paper and ask them to draw lines on it with a finger before dipping their finger in paint and making lines on the paper. Remind them to wipe their fingers before adding further lines with a new colour. Continue until the paper is full. On a further piece of paper encourage the children to combine lines and dots in different colours.

Watch

- For children who need help drawing dots and



lines.

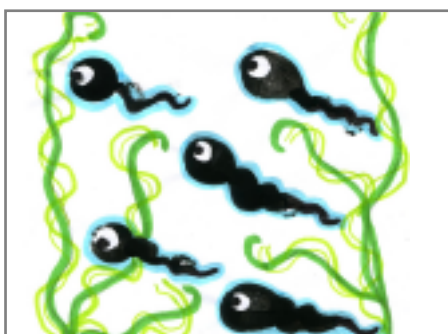
- For children making a variety of marks on the paper rather than just dots or just lines initially.
- For children who forget to wipe their fingers when changing colours and who put more than one finger in the paint!

Say

- The names of the colours of paint and the different types of marks.
- Useful words such as - dot, dash, long, small, round, across, next to, all over, change, new, dip, press, drag.

Using the Idea

- As umbrellas in the rain.
- As tadpoles.
- As speckled frogs.



Collage 5

Making Holes

Learning Intentions

Children learn to use a hole punch to make patterns and shapes.

Equipment Needed

Broad strips of coloured paper, hole punches - those with a single hole are easier for small hands - white paper (20 x 20 cm approx.), glue (either glue sticks or glue in pots plus glue spreaders).

Do

- Demonstrate how to hold and use a hole punch. Ask the children to experiment holding and using one to make holes in scrap paper.
- Look at the small shapes punched out as well as the holes.
- Show them how to stick a perforated strip and small punched out shapes on to white paper.
- Tell the children to choose some coloured strips and with a hole punch make a pattern of holes in each one, saving the small punched out shapes before arranging and sticking them on to a piece of white paper.
- Encourage them to overlap the strips and to arrange them on different parts of the paper going in different directions.

Watch

- For children having difficulty holding and using the hole punches.
- That they punch lots of holes in each coloured strip before sticking it down.
- That they save and stick down the punched



out shapes as well as the strips.

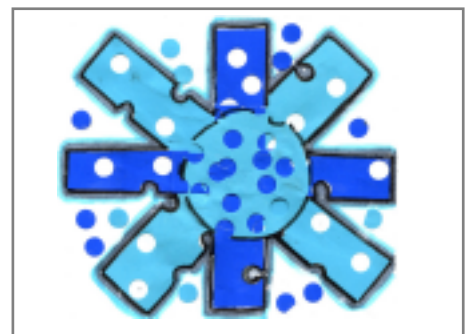
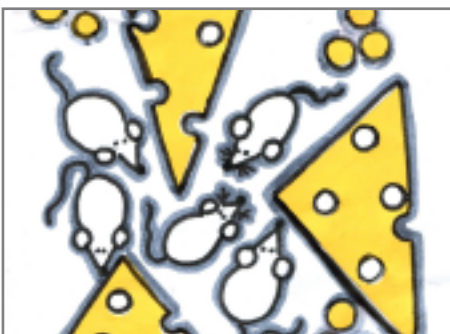
- How they handle glue - how much they use and where they put it.

Say

- Ask the children what it was like using a hole punch and what shapes it made.
- Talk about arranging the strips on the white paper - up and down, across, touching, overlapping and in different directions.
- Talk about sprinkling the small shapes on to blobs of glue on the white paper to make it easy.
- Useful words such as - hole, shape, long, small, hold, press, across, over, next to, between, sprinkle, spread, side to side, up, down etc.

Using the Idea

- As pieces of cheese.
- As leaves.
- As snowflakes.



3D and Mouldable Materials 5

Adding and Decorating

Learning Intentions

Children decorate mouldable material by adding and pressing in different materials.

Equipment Needed

Soft mouldable material e.g. salt dough or playdough - plasticine tends to be hard and stiff for small hands - feathers, strips of card, cotton buds, beads, pipe cleaners etc. for decoration.

Do

- Look at the range of different materials to use for decoration and discuss and describe them with the children.
- Roll some mouldable material into a large ball and demonstrate how to push one end of a piece of decorative material firmly into it and to leave it there.
- Tell the children to do the same.
- Encourage them to choose and use lots of the different materials and also to turn their ball round as they work so that they decorate the back and the top as well as the front.

Watch

- For children having difficulty rolling balls.
- That the children roll one large ball each and not lots of small ones.
- That the children push the decorative material in firmly so that it will stay.
- That the children add decoration all over their ball.



Say

- Ask the children to name the materials they have used for decoration.
- Ask which were easy to push in and which were difficult.
- Useful words such as - roll, round, ball, soft, scratchy, smooth, long, short, push, prod, firm, in, around, all over, top, sides, back, front.



Using the Idea

- As a birthday cake.
- As an ice-cream.
- As a strange mini-beast.

