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Sample copy



Water

Matisse's sea

Yogurt jellyfish

Sea food

Waves

Bubble stamps



Materials

What does it feel like?

Bendy clocks

Wonderful windows

Print maker

Sponge shapes



Living things

Where the monsters live

Blow paint animals

Paper lily pad

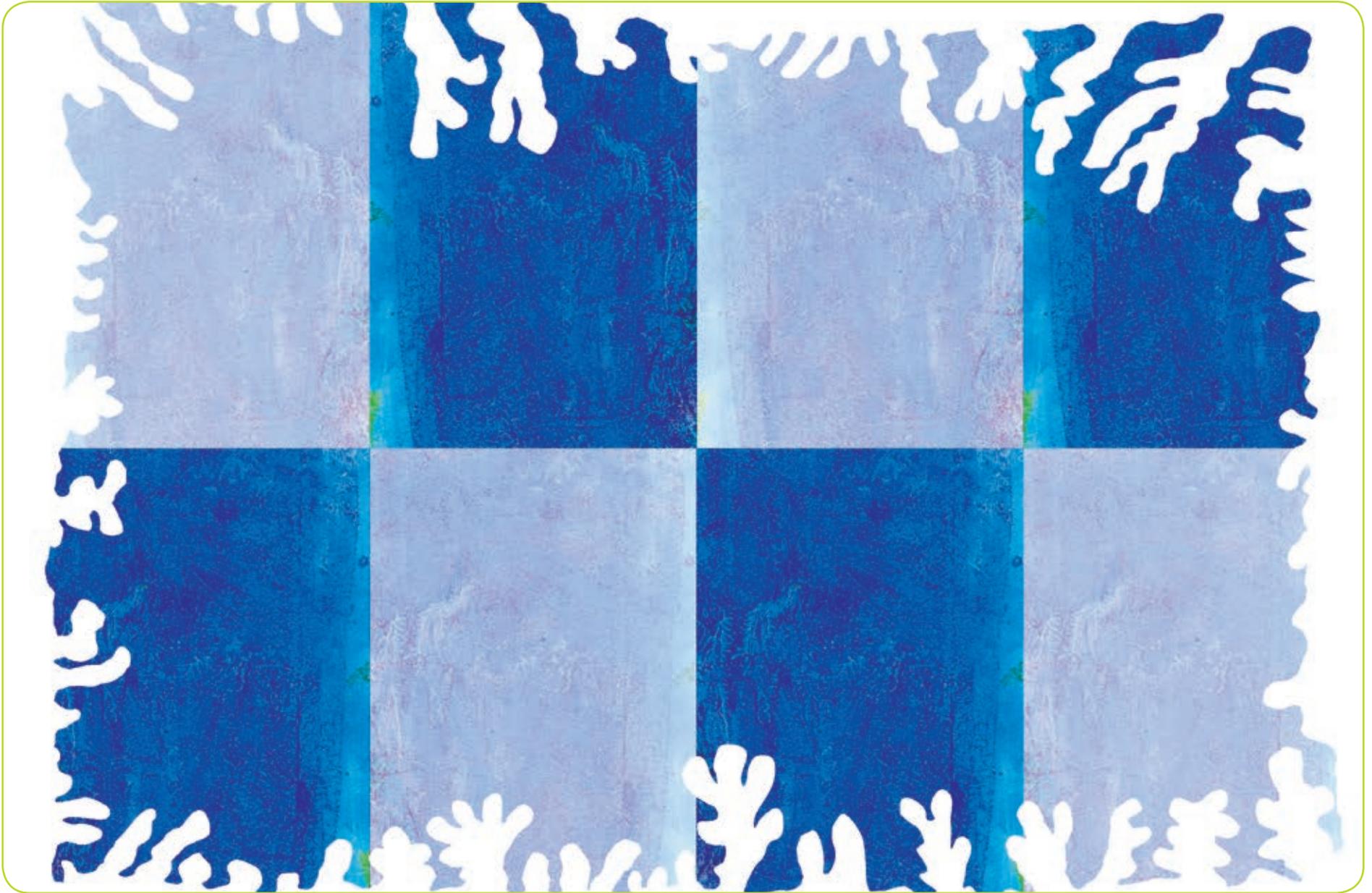
An artist's lunch

Egg decoration



LITTLE
ARTISTS

A





1

MATISSE'S SEA

OBJECTIVE

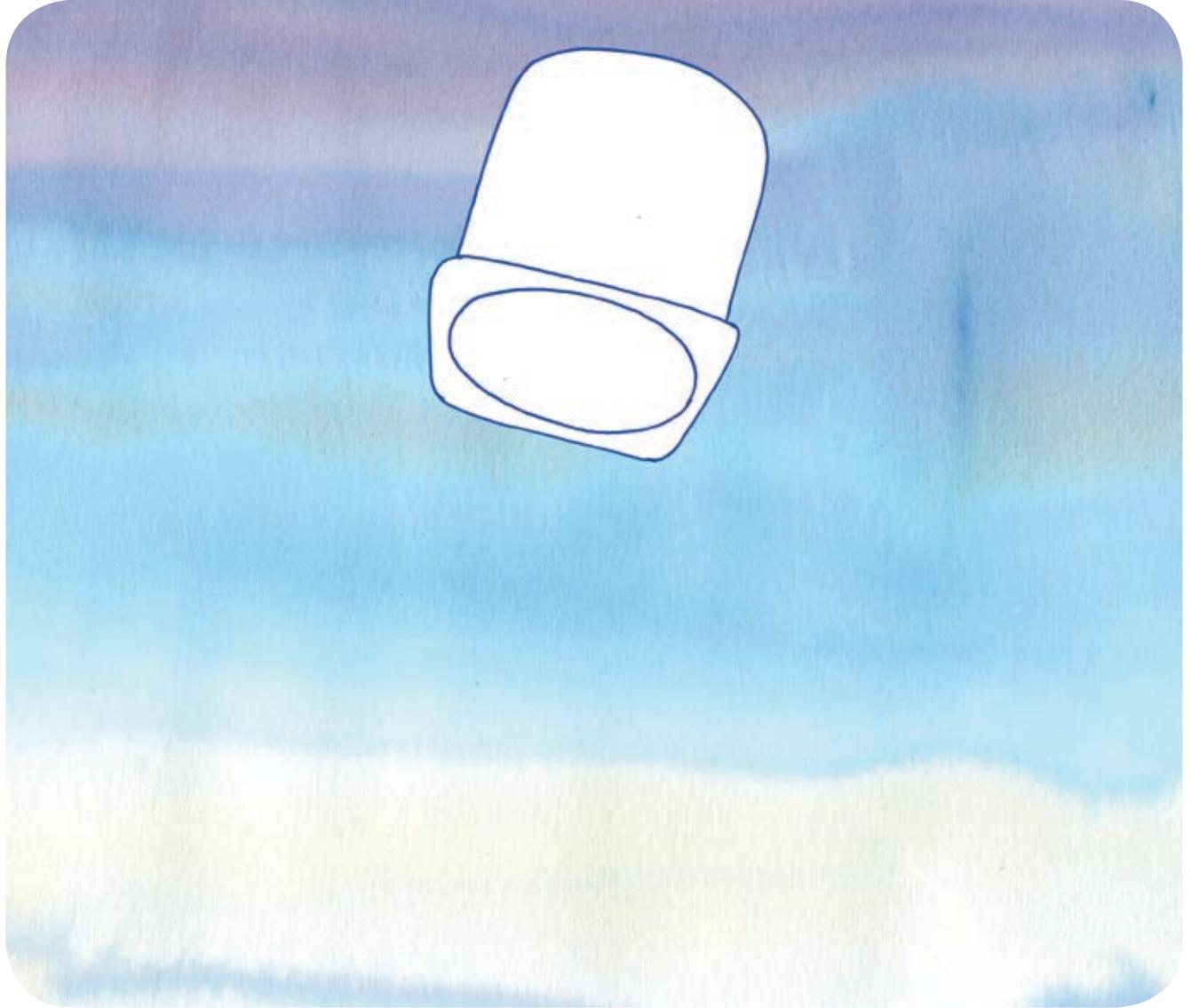
Children use a stencil to paint details onto the sea.

MATERIALS

- white tempera paint
- sticky tack or sellotape

STEPS

- Show a reproduction of *Polynesia, The Sea* by Henri Matisse (1946). Give the children time to look. Say: *Look carefully. What can you see?*
- Show the children the pop-outs. Ask the children to choose a pop-out and add it to the reproduction using sticky tack or sellotape. As they do, ask: *Is it a plant? Is it an animal? What other animals live in the sea?* Encourage the children to discuss if they are not sure.
- Then show children Worksheet 1, the pop-out sheet and the white paint. Ask: *How can we decorate the sea like Matisse?*
- Show the children how to use the pop-out sheet as a stencil to get the same shape every time. Let them create freely for some time.
- When the pictures are dry, display them together. The children can look and match the pop-outs to the painted shapes.



OBJECTIVE

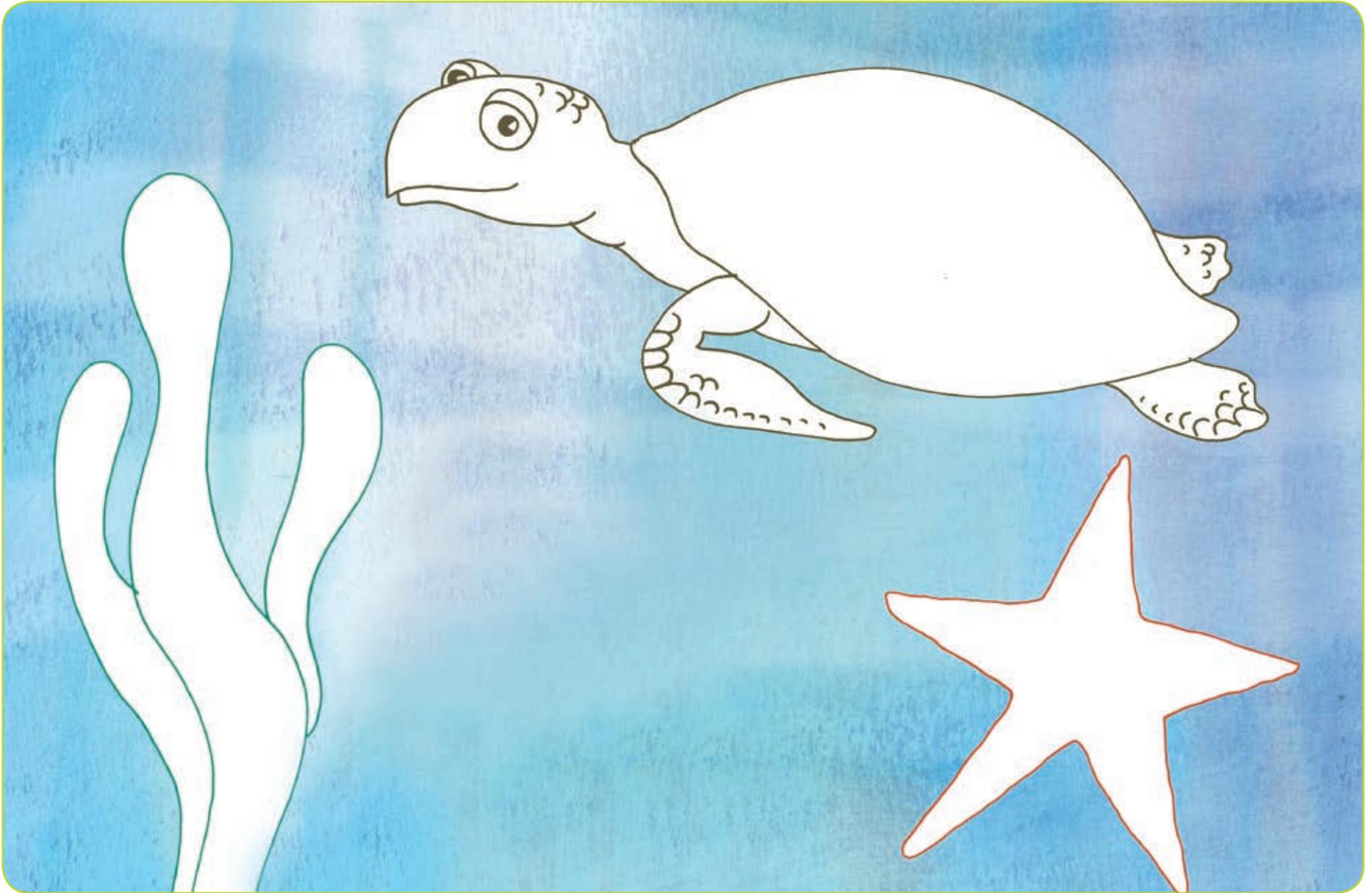
Children create in both 2D and 3D, first by crafting and then by drawing their creation.

MATERIALS

- empty yogurt pots without labels
- tempera paints
- coloured paper or ribbon
- tape

STEPS

- Show the children a pre-made yogurt jellyfish and ask: *Do you know what these animals are called? Where do you think they live?*
- Show children Worksheet 2 and ask them to look at the photos and, if you can, show them a video of exotic jellyfish swimming. Ask them to describe what they see. Ask: *What can you see? How do jellyfish move?* The children can imitate their movement.
- Then, present the materials and ask: *How can we make a jellyfish? How can we make the tentacles?*
- Ask the children to create their own yogurt jellyfish by following these steps:
 1. Tear strips of different coloured paper.
 2. Stick them inside the yogurt pot to make the tentacles.
 3. Paint the yogurt pot.
- Ask the children to draw their completed yogurt jellyfish on Worksheet 2.



OBJECTIVE

Children create and explore different textures using dried foods to decorate a picture.

MATERIALS

- dried couscous, lentils and herbs
- glue
- crayons

STEPS

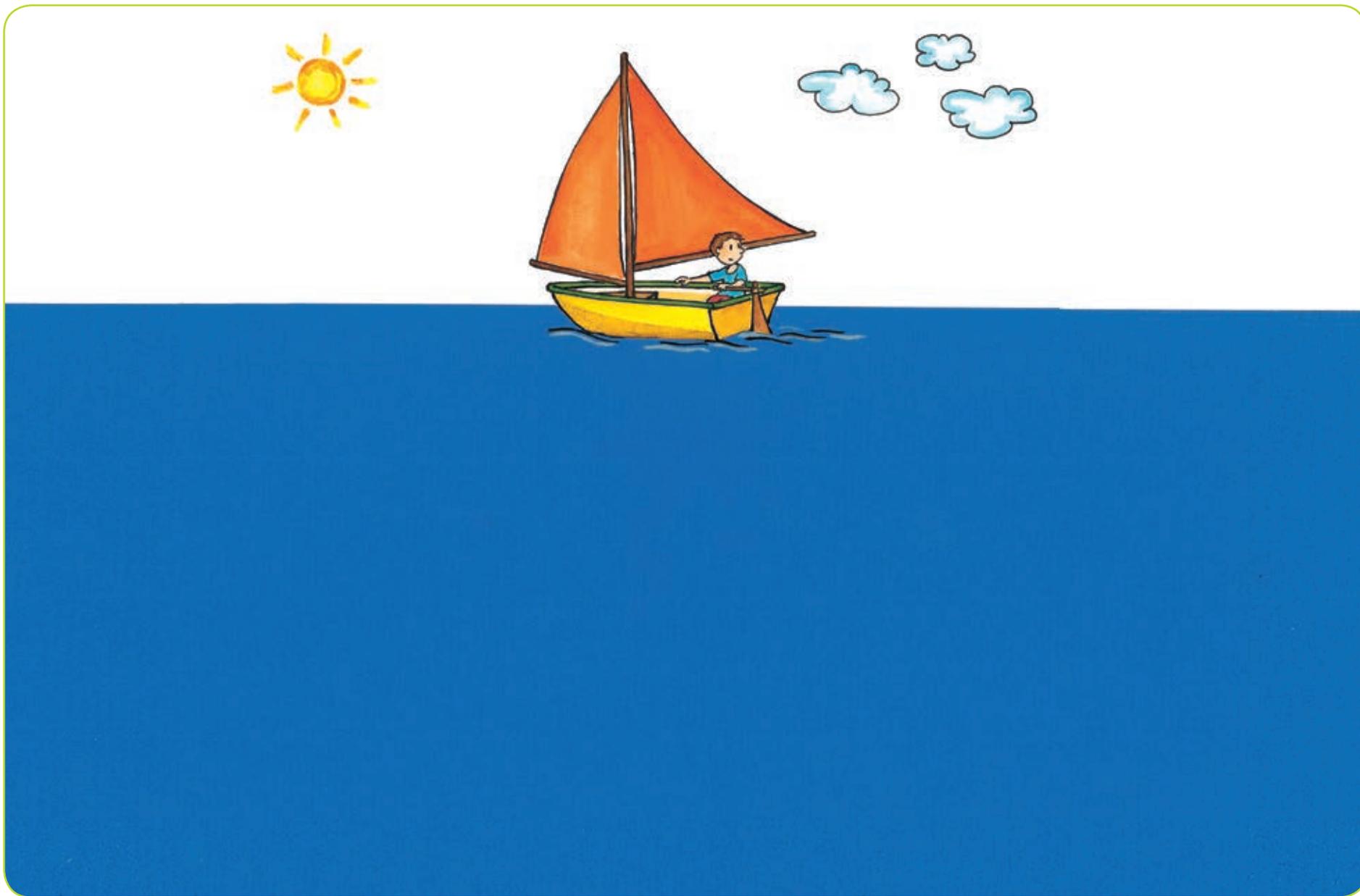
- Before the class, put the food in containers around the classroom.
- Show the children Worksheet 3 and ask: *What can you see? What's on the turtle's back? Have you ever seen a starfish? What does seaweed feel like?*
- Invite the students to move around and feel and discuss the sensations produced by the textures of the food.
- Say: *Colour the turtle's head, legs and fins.*
- Then say: *Choose a food for the turtle's shell. Say: Put glue on the tortoise's shell. Show them how to sprinkle the food on top. Press down gently.*
- Then show the children how to tip off the excess. They repeat with the seaweed and the starfish.
- When the pictures are dry, the children can feel them with their eyes closed.



Andante Spianato op. 22, F. Chopin

Listen and move.

Play the music while the children feel the textures of the dried foods.



4

WAVES

OBJECTIVE

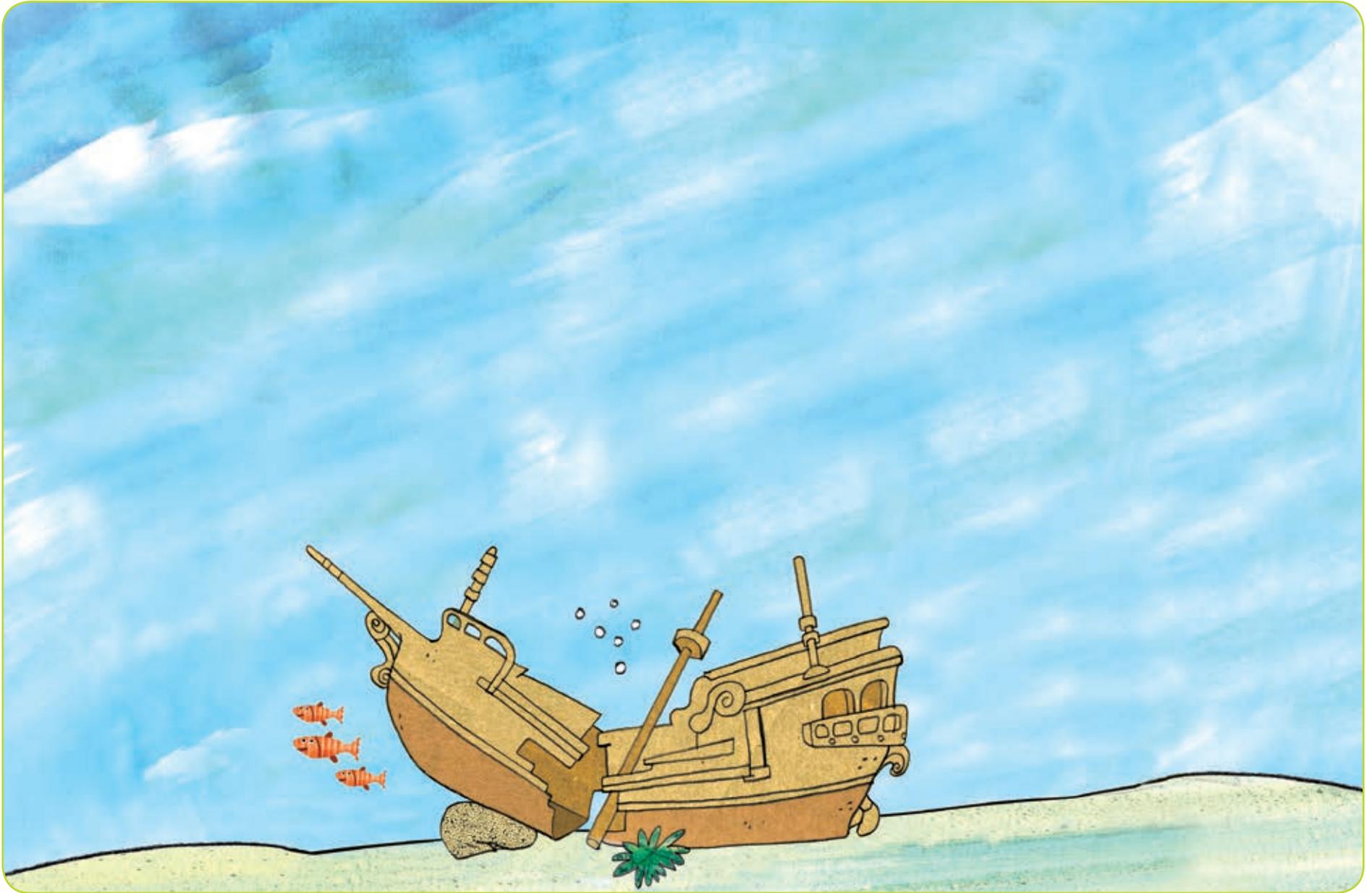
Children create a collage showing water in motion.

MATERIALS

- glue
- different coloured tissue paper
- pictures of Sorolla's paintings that show water (optional)

STEPS

- Ask: *Have you ever been to the beach?* Using gestures, show how water moves and how waves rise and fall. Ask the children to imitate waves with their hands and arms. Say: *Show me waves.*
- Present the coloured tissue paper. Ask the children: *What colour are waves?* Hand out the pictures by Sorolla.
- Ask the children to make waves using the tissue paper and the glue. Encourage them to represent the movement of the water by manipulating the tissue paper in different ways and layering the colours.



OBJECTIVE

Children use non-conventional elements to create representations of different-sized bubbles.

MATERIALS

- different sized lids
- diluted tempera paints
- plastic plates and trays

STEPS

- Say: *Let's go swimming.* Mime swimming with the children. Show the children the underwater scene and ask what they can see. Ask: *Can we see air underwater? Imagine what's inside the boat.* Play the song
- Present the materials. Ask: *How can we show bubbles?*
- Set up stations with different-coloured tempera paints, each with a selection of different-sized lids.
- The children dip the lids into the paint and stamp them onto the worksheet to create bubbles until the paint runs out. Then say: *Now try a different stamp.*
- Let the children create freely for some time. Then compare the different results together. Ask: *Which stamps make big bubbles and which ones make small bubbles?*



Under the sea song

Listen and move.

Play the music while the children mime the animals (seal, octopus, shark, dolphin, starfish).