

Play
School
Art Time



Play School: Art Time 2
Inspiration Pack for Early Childhood Educators

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Play School: Art Time 2 Inspiration Pack for Early Childhood Educators

Play School: Art Time is back with more creativity and fun! This series features user friendly ideas with emphasis on resourcefulness - using what can be found at home and feeling inspired by what is around you. By experimenting with a range of techniques and through reflecting on the work of other artists, this delightful series will encourage children to express their ideas and make meaning through visual arts.

Background

Hey Hey, it's Art Time ... back from another awesome series! Viewers will notice some changes in the Art Time studio in series 2. Due to social distancing in 2020, the Art Crew children were not able to join Zindzi and Matt in the Art Time studio. However, young artists watching at home or in early learning settings can feel just as motivated as they watch this inspiring new collection of artistic projects take shape. If you would like to watch the children in the Art Crew from Series 1 at work, tune into our delightful new spin off series, [Play School: Art Crew](#).

Developed together with the creative expertise of one of Play School's expert early childhood advisors, Angela McClean, and the Play School design team, this series offers 12 resourceful projects, inexpensive material suggestions and ways to extend with music and movement. Each episode provides educators and parents with a toolkit of ideas to explore after watching. Whether it is experimenting with one of the art materials or exploring the various artists showcased through the 'Art Time Projector'. Whichever way you decide to engage, the joy of Art Time is inspiring for children and adults alike.



Clodagh and Venetia from the Play School Design Team help bring Art Time 2 to life with more inspiring ideas!

Early Education Curriculum links

Engaging with *Art Time* and *Art Crew* is an excellent way for educators to integrate visual arts programs with quality digital content. Consider the Early Childhood Australia (ECA) [Statement on Young Children and Digital Technologies](#):

- 1.1 **Relationships: Children, adults and digital technologies**, *“Digital technologies can be used to support positive child-adult relationships. For example, adults and children can share positive experiences by co-viewing digital media content together (Takeuchi & Steven, 2011)”* - p5.
- 4.2 **Play and Pedagogy: Digital technologies in play and learning**, *“When children experience joint media engagement they can ask questions, put forward ideas and receive feedback from adults and other children in relation to a common activity.”* – p19.



Teaching and learning emerging from Art Time and Art Crew will link to -

- [The Early Years Learning Framework](#) (EYLF) - **Outcome 4: Children are Confident and Involved Learners; Outcome 5: Children are Effective Communicators**
- [The National Quality Framework](#) (NQF) – **Quality Area 1: Educational program and practice; Quality Area 3: Physical Environment**

Follow-up art projects will relate to –

- **EYLF Learning Outcome 4.3:** Children transfer and adapt what they have learned from one context to another.
- **EYLF Learning Outcome 4.4:** Children resource their own learning through connecting with people, place, technologies and natural and processed materials.
- **EYLF Learning Outcome 5.3:** Children express ideas and make meaning using a range of media.
- Educators can also link experiences emerging from Art Time to NQS **Element 1.2.1:** Intentional Teaching and **1.2.2:** Responsive teaching and scaffolding.
- **NQS Element 3.2.2** requires early childhood services to design learning environments that challenge children and develop confidence to take responsibility for their own learning, which includes ‘using a range of commercial, natural, recycled and homemade materials to support their learning in a range of ways’.
- **NQS Element 3.2.3:** By actively choosing to include a range of both natural and reused materials in art projects, educators can engage in sustainability practices and support children to become **environmentally responsible**.

Share the ways you have engaged with Art Time at your setting! We would love to share your photos and learning stories in the ABC Kids Early Education Reflective Journal.

EP 1 – Shape Jar

Discovering interesting and dynamic shapes and deciding on ways to include them in art! Join Matt as he uses a Shape Jar to make interesting artworks from all kinds of shapes to go on display in the Art Time Gallery.

Awareness of shape, pattern and colour in the natural and built environment contribute to children's understandings about their world. These main elements in art also help us to **recognise**, **describe** and **categorise** what we perceive around us – each an important aspect of early cognitive and language development. Thanks to active young imaginations, shapes and patterns can become anything a child decides in their art making. Make your own set of shapes for children to use again and again with this sensationally simple sustainable art idea!



Follow-up

- Create a set of 'Shape Jars' for your setting using upcycled containers. Display interesting selections of paper and cardboard - consider interesting textures, colours, patterns. Invite children to arrange the shapes into categories (colours/sizes/shapes) as you cut.
- Cut from upcycled greeting cards, magazine covers and wrapping paper stuck on to cardboard.
- Encourage the use of descriptive mathematical language as you cut e.g. This is a curved shape. / How many edges? / Can you count the corners? / This shape is uneven etc...
- For focused engagement, offer children a defined area in which to assemble their shapes such as an empty picture frame. The space inside the frame may prompt thoughtful consideration around composition and design.
- Children can take photos of their shape assemblages. Use the time-lapse feature on a camera phone to make short videos of children creating then play back for children to recall their processes.

Through the Art Time projector we see ...

'Ant Hills - Horseman's Creek' by Aboriginal artist **Queenie MacKenzie**. Educators can learn more by visiting [The Art Gallery of NSW](#) and [Artlink](#).

'Fiery Landscape with Bird and Snake' by **John Coburn**. This Australian artist uses flat-patterned shapes and draws on the Australian landscape. Learn more by visiting [The Art Gallery of NSW](#).

EP 2 – Nature Wall Hanging

Zindzi has been out and about collecting things from nature to include in her art. Join her in the Art Time studio as she uses natural materials like sticks and pine cones to build a colourful wall hanging inspired by nature!

When gathering materials for this project, consider the sustainability of natural objects and the importance of showing respect for our bush ecosystems. When collecting materials, remind children to collect things that have fallen to the ground. Seed pods and other bush treasures can become a home to tiny insects! Remember when you have finished displaying the wall hanging, return any natural materials to the same environment where they were collected. These considerations may lead to deeper learning around Indigenous perspectives and ways to Care for Country. To find out more, visit [Koori Curriculum](#) and Reconciliation Australia's [Narragunnawali](#).

This project will encourage children to mindfully select materials with consideration for shape and texture; enjoy the sensory element of working with paint; use fine motor skills when wrapping and securing materials; and explore concepts of balance and weight when deciding how to position objects.

Through the Art Time projector we see ...

'*Manuhiri (Travellers)*' by Fiona Hall is a large assemblage of intricately formed driftwood, found over time on a beach at Awanui, New Zealand. Zindzi comments "**the longer I look, the more I see**". Go out into nature with children with this idea firmly in mind. Look closely at objects from nature together and explore what they resemble to individual children (comparisons to familiar animals is a great way to begin).

More about this work, and other inspiring pieces by Fiona Hall, can be discovered via the [Museum of Contemporary Art Australia](#) (MCA).

Follow-up

- Ask your local florist if they can donate flowers too old to sell. Include some of these in your wall hangings and watch the changes as the flowers dry.
- Use natural clay and create earthy beads to add to the hanging.
- Add autumn leaves and display in a sunny area so children can watch how the light illuminates the autumnal colours.
- Painting sticks in strong colours can be a great way to see all the interesting knobs and bumps and bends that make each stick and twig unique.
- Investigate the unique patterns of the natural objects collected as you create the wall hanging together, such as – shell spiral patterns; branching patterns on leaves and gumnuts; or 'Fibonacci' complex spiral patterns found on pinecones. Model mathematical language and concepts to describe these patterns e.g. 'lines, loops, straight, thick, thin, curve, in, out, up, down'.



EP 3 – 3D Family Portrait



Join Matt in the Art Time studio and be introduced to some members of his family in photographs! Matt makes some fun craft characters using recycled materials to represent his family and create a family portrait.

Making these mini sculptures is a way for children to explore different textures as they represent their family in 3D – putting to use all kinds of easily accessible bits and pieces such as scraps of paper, wool, tape and cardboard rolls. This experience will encourage children to talk with peers and educators about characteristics that make them unique and reflect on the special qualities and physical features of different family members. This discussion will lead to greater awareness of self-identity, while strengthening connections children feel for family and friends.

Follow-up

- Extend by making a family pet, grand-parents, friends, or any favourite people in children’s lives. Try making a stop-motion animation (using a tablet device) with the ‘cardboard roll people’ – a favourite family song could be the soundtrack!
- Trim the cardboard roll to show the size difference in your family and look for colours that best tell your family story. Maybe your family have a favourite team they barrack for or someone has a favourite hat they always wear!
- Material suggestions include cardboard rolls, patterned paper, textas, tape, pipe cleaners, felt, wool, pom poms, scissors, bits and pieces from art/craft supplies or around the house e.g. lids, fabric, pencils and paint. Other loose parts and upcycled materials to include are - package twists or twine, bottle tops and patty pans for hats, scraps from colourful old socks, gift wrap or ribbon.
- Build on children’s emotional intelligence through art by observing and discussing portraits. Visit [The National Portrait Gallery](#) website. Print a collection of suitable portraits reflecting different emotions/ facial expressions. Encourage children to discuss what they think the portrait subject is feeling. Laminate the portrait pack for Follow-up picture talks.
- Children could create additional 3D portraits portraying different emotions drawn with texta.
- TIP: Showing emojis could help to simplify this concept for children after looking at the portraits.

EP 4 – Watercolour Skies

Get your watercolours and imaginations ready – the sky is the limit! Zindzi is feeling inspired by the spectacular skies. Using watercolours, she paints some different colourful skies to showcase in the Art Time Gallery.

Experimenting with watercolour is a dynamic and rewarding process. There is a special surprise factor as children watch how the paint swirls and blends with water. Some children will enjoy not being able to completely control what the paint will do, others may find it challenging. Either way, learning to embrace the unpredictability of watercolour is a great focal point

when playing and creating with colourful brushstrokes. In this episode we see Zindzi prime some thick art paper with a light coating of water. She adds watered down acrylic to the wet canvas. Although not technically watercolour paint, this is a less expensive way for children to achieve vibrant results using the same principals.



Follow-up

- Use a spray bottle filled with water, paint, extra water in a cup, containers for mixing own watercolor paint, rough watercolour paper, large thick brushes.
- Food colouring mixed with water also makes inexpensive and safe watercolour paints. Any thick rough paper will do if don't have access to watercolour paper, or you could try paper towel instead.
- Draw lines, shapes and/or patterns on paper using candlesticks or waxy crayons. Children will enjoy the surprise when they paint over their drawing with watercolours and see it magically appear!
- Go outside and observe the sky at different times of day. Talk about the colors you see. Model the use of descriptive vocabulary and encourage children to do the same. Take some photos and revisit them as children mix watery colours for their own beautiful skyscape.

Through the Art Time projector we see ...

'Clouds over the Sea at Sunset' by William Turner. Turner was known as 'the painter of light'. See more of his works by visiting the [TATE Gallery UK](#).

'Sunrise' by Georgia O'Keeffe. Take a closer look at this vibrant work via Arthur, the digital museum. Additional works can be viewed on the [Georgia O'Keeffe Museum](#) site.

More inspiring watercolour artists to discover; Paul Klee, Emma Larsson, Cheng-Kee Chee, Frank Webb and Elise Morris. Simply type each name into an online image search, followed by 'watercolour'.

EP 5 – Laundry Landscape



Matt is going on an adventure, but he has some laundry to do first ... Join him in the Art Time studio as he creates imaginative landscapes of the jungle, desert and mountains using laundry items. Laundry has never been so much fun!

Just like cubby making with sheets over furniture or constructing cozy pillow forts, this resourceful idea uses everyday items creatively to make something new and interactive. Children will enjoy the tactile experience of assembling different materials, along with the imaginary fun of using familiar materials in unconventional ways. Creating a 'Laundry Landscape' can challenge children's emerging ideas around perspective and scale. Educators can scaffold children's awareness of visual concepts such as background (what is behind the focal point) and foreground (what is nearest to the observer). Go on a hunt for suitable textiles such as blankets, towels, sheets, bath mats and clothing.

Through the Art Time projector we see ...

Matt shows footage of diverse landscapes including an Australian desert, a mountain range, and a dense jungle. Feel inspired by other environments such as flower fields, sand dunes, forests, coral reefs, snowy alps and outer space! Encourage children to brainstorm imaginary landscapes too!

Follow-up

- Take photos as you go or create time-lapse videos – a great way to revisit children's creative process. Stop motion video features on most mobile devices will allow you to animate children moving in their Laundry Landscape just as Matt did.
- Inspiring textile and sculpture artists to explore are [Christo and Jeanne-Claude](#) who used fabric and the landscape with their large-scale installations. Australian artist [Mikayla Dwyer](#) also uses fabric in her large installations.

EP 6 – Art Ideas Book

Zindzi has so many fun and creative ideas for artworks, almost too many to remember! Join Zindzi in the Art Time studio as she sketches and scrapbooks her inspirations and ideas into an Art Ideas Book. What a great idea!

There are many different ways to keep a record of children's art and their art making process, whether it's storing and sharing images via documentation apps or keeping working portfolios of children's work. Children can create their own version of a visual art process diary – an opportunity to revisit ideas, to look, to touch and to recall their ideas. This episode encourages children to collect, sort, arrange, observe,

experiment and feel a sense of pride and ownership over something they contribute to regularly. It can be a useful tool to record children's thoughts, feelings and favourite things for inspiration when creating art. Deciding on what they will include in their special book enables children to develop a 'sense of agency' as they make decisions and represent what is most important to them.



Use these materials to make an Art Ideas Book:

- Book with blank pages (or make one with leftover paper)
- Pencils/textas/crayons
- Tape
- Paint, brush
- Envelope
- Paper off-cuts

Follow-up

- Like Zindzi, paste a 'secret' envelope in the back of each child's *Art Ideas Book* to store special objects for inspiration e.g. small flower or pictures from a magazine. Making art can build children's self-esteem by giving them opportunities to express what they are thinking and feeling. Encourage children to include drawings, paintings or materials that represent a range of emotions.
- Provide plenty of open-ended opportunities for children to, make marks, sketch and draw in their *Art Ideas Book* using a variety of mediums e.g. pencils, crayons, oil pastels, chalk, charcoal. Art that fosters risk-taking and exploration helps children understand how various art mediums can be used to - communicate their feelings, express themselves in different ways and make meaning of the world around them.
- Encourage children to express their creativity by using 3D sculpture materials to visually represent ideas recorded in their 'Art Ideas Book'. Provide a range of media such as clay, play dough, recycled cardboard boxes and balsa wood to make their favourite things. Zindzi's loves watermelon! Ask children what their personal favourite things are.

EP 7 - Moving Art

Get moving and making with Matt in the Art Time studio! Matt is revisiting previous episodes to repurpose his family figurines and shape jars, using these to create fun animations to bring a whole new life to his artworks.

Creative digital projects have become accessible with user friendly software available on handheld devices. Children can become content makers with a little adult assistance. This is another exciting way for children to express their ideas and use technology as a valuable tool in their play and learning. Creating moving art allows children to explore the basics of movie making and animation to bring their art to life! They can set the scene, think about how to sequence their ideas to tell a story, consider timing and maybe even think about ways to incorporate sound effects or music.

Experiment with these materials:

- cardboard or felt background
- patterned paper
- fabric, string, ribbon/haberdashery
- family sculptures (made from cardboard rolls, recycled bottles or other loose parts)
- felt shapes
- recording device with programs such as tablet
- egg carton
- craft sticks
- rubber bands

Follow-up

- Support children to design and construct a movie 'background scene' using a cardboard box with craft materials for decoration. It could be a party, beach or bush scene! Create a simple pictorial storyboard together about the sequence of events in the movie's story. Then encourage children to take on roles to either - move their hand-made family character props around, tell/sing the simple story or record the movie using a tablet device.
- In this episode Matt makes an awesome stop motion animation using an app, felt shapes and felt background. This simple filming technique makes objects appear like they are moving on their own! The key is to move the objects in small increments and then take a photo after each movement. The more photos taken, the better the result. Placing the tablet in the top slit of an egg carton is a great way to ensure the camera remains stable. Children's drawings (glued onto felt) can also be used as props to make these types of animations e.g. drawings of clouds, rainbows, family members, trees etc...
- Explore other ways to include digital media for learning and play through the visual arts in your early childhood setting. Children's paintings, drawings and other artworks can be uploaded and used as backgrounds, together with their favourite Play School toys, to create both animated movies and story slideshows using the [Play School Art Maker app](#). Children can also include their own songs or narration to easily create their very own movie magic using this fun ABC Kids app.



EP 8 - Imaginary Worlds Collage

This episode of Art Time is out of this world! Join Zindzi having fun recycling magazines and newspapers in the Art Time studio, using her imagination to create collages of fun worlds to display in the Art Time Gallery.

Collage is taken from the French verb coller (to 'glue'), where items are combined/ layered to form something new. Open-ended art collage can support the development of important dispositions for learning such as creativity and imagination. In this episode we see Zindzi create a wonderful imaginary 'Owl and the Pussycat' layered collage ocean scene! Scaffold young children to construct imagery from their own imaginations by - tearing, cutting and arranging different textured paper and other materials onto a background. Educators can simultaneously practise sustainability and help children become environmentally responsible by offering a range of both natural and reused collage materials.



Through the Art Time projector we see ...

Icy Pole Mirage and *Friendship Camp #9* by Australian visual artist Holly Leonardson.

Visit [The Tate Gallery UK](https://www.tate.org.uk/learn/visiting/visiting-the-tate-gallery-uk) for examples of surrealism collage artist Eileen Agar. Many artists who use surrealism images explore subconscious areas of the mind (rather than logical thought) and the artworks often make little sense as they depict dreams or random thoughts.

Follow-up

- Collage nurtures young children's natural desire to explore the world through their sense of touch. Include a wide range of materials such as fabric scraps, natural objects, old maps/ greeting cards, recycled loose parts and textured paper/ cardboard to encourage the creation of imaginary worlds.
- Explore repeated patterns to support children's mathematical understandings by including paper and other natural/ reused collage materials with spots, stripes, zigzags, spirals, tessellations and stars.
- Use recycled frames as an alternative canvas to paper/glue and create 'assemblage artworks'... a form of 3D collage using items such as natural, plastic and metal loose parts. This can lead to creating other 3D imaginative play worlds, such as [Bluey inspired small world play](#).
- Keep the notion of 'surrealism' (i.e. putting unexpected things together in an artwork) in mind when engaging in intentional teaching through collage. Encourage children to express themselves and create weird and wacky collages of fun worlds, such as Zindzi's creation of a "Rhinoceros who loves to wear hats and eat raspberries all day!".

EP 9 - Shadow Play

Matt is back to light up the Art Time studio and experiment with making art using shadows! Matt creates a craft model of the city and countryside that when lit by a torch make for some fun and interesting shadow play.

In this episode we see Matt create 'shadow art' as he constructs trees, tall buildings and window shapes using recycled boxes and cardboard scraps. Through STEM experiences involving construction with open-ended materials, children can develop important problem-solving skills and early mathematical understandings such as spatial awareness and measurement. Designing and building recognisable cities/countryside landscapes for imaginative play can also help children develop a sense of connectedness and 'belonging' to their community. Engaging in shadow play supports understandings of cause and effect, as children observe what makes the shadow and where the light needs to be to cast it.

Design and construct 3D cities and country landscapes with these materials:

- Cereal boxes, egg cartons and other small boxes
- Carboard rolls
- Recycled cardboard scraps
- Coloured cellophane
- Paper doilies
- Torch or lamp
- Scissors
- Tape
- Blank wall or hanging sheet to project shadows onto

Follow-up

- Investigate how shadows are made by creating different shadow shapes and movements with hands and feet (e.g. quacking duck), using a torch or lamp and a blank wall (in a dim lit area). Explain how our 'hand' or 'foot' blocks the light from reaching the wall, which is how a shadow is made.
- Create shadow drawings as a form of 'temporary art' by tracing around children's projected body shapes on large, blank paper taped to a wall. Drawing on a vertical surface also allows children to explore mathematical directional terms (up, down, left, right) in relation to their own body.
- Make shadow puppets for storytelling by tracing shapes (e.g. animals, trees, houses) onto recycled cardboard, then cut out and paint black. Attach these shapes onto a pop-stick or straw. Scaffold children's early literacy learning as they use the shadow puppet props to stimulate their imagination and tell stories. Encourage children to notice changes in the size of the shadows by experimenting with moving their puppets closer and further away from the light source.
- Stack and arrange different everyday objects (e.g. wooden blocks, fabric, cutlery) to create 'shadow art'. An inspiring Japanese artist to explore is Kumi Yamashita, who sculpts stunning art pieces using light and shadow by constructing objects and placing them at varied distances from a light source to create her artworks.



EP 10 - Upcycled Printmaking

Zindzi is gathering a little of this and that to upcycle for this episode of Art Time. Join her in the Art Time studio turning trash to treasure and learn how we can reuse things like sponges and lids to do printmaking!

Asking families to bring in loose parts for 'upcycling' creates opportunities for children to learn about sustainability, by re-using and re-imagining the use of materials. Using these objects for printmaking is also a fun way of making art! In this episode Zindzi experiments with different printing methods and materials. She dips textured sponges and bottle tops into paint and then prints onto paper. Printmaking allows children to explore and experiment with textures, colours, shapes and patterns to become creative and confident learners. It also provides the opportunity for children to create repeated patterns as they print things over and over again on the page. Manipulating objects to make patterns enables children to develop essential early numeracy concepts.



Through the Art Time projector we see ...

Flowers by American artist Andy Warhol, who used the silkscreen printmaking process as a medium for many of his artworks.

The *'Peonies and Canary'* artwork by Japanese artist [Katsushika Hokusai](#). Zindzi explains how this artist uses a wooden block to print leaves and flowers. Visit [The Metropolitan Museum of Art](#) for more information about various printmaking art techniques.

Other printmaking artists to explore include [Frank Stella](#) and [Megan Hinton](#).

Follow-up

- Try Zindzi's printmaking technique using wool and cardboard scraps. Tape one end of the wool to a piece of cardboard, encourage children to make shapes with the wool (e.g. a flower) and then secure the wool. Paint over the wool shapes created using a large brush. Then press a piece of paper on top to create a print of the shape.
- Wrap some small wooden blocks with wool and tape each end to secure in place. Press the block onto a tray of paint and then print onto paper. Children can create coloured, repeated patterns by using this easy 'woodblock printing' technique.
- Print with cardboard roll shapes - fold old paper towel rolls (cut in half) into various shapes (e.g. heart, oval, dinosaur footprint) at both ends. Children can dip the ends into coloured paint and print shapes onto a large sheet of paper.

EP 11 – Weaving

In this episode of Art Time, Matt is demonstrating the fascinating textile art of weaving! Matt uses lots of different warm and cool colours to weave some wonderful woollen artworks to hang in the Art Time Gallery.

Weaving is an amazing ancient textile art! When children weave, it supports their developing eye-hand coordination, concentration, problem solving skills and understandings of patterns/ sequencing. Encourage the use of mathematical language to describe the weaving process, such as ‘in, out, around, turn, up, down, under, over, wrap’. There are many different styles of weaving across the world, using a range of materials. It’s the perfect opportunity to explore traditional weaving in cultures such as Mexico, Peru, Persia and Indigenous Australia.

Through the Art Time projector we see ...

Papa (in Pitjantjatjara language) by Aboriginal artist Ruby Reid. This sculpture was created by weaving and wrapping different coloured fibres together in the shape of a dog. Research the Indigenous [Tjanpi Desert Weavers](#) and their contemporary fibre art.

God’s eye installation 2017, by Akay Koo’olia Women’s Arts Centre Artists. View this Mexican artwork via the [National Gallery of Victoria](#) website.

Weave using these materials:

- Chopsticks or nature sticks
- Coloured wool
- String
- Ribbon
- Fabric
- Scissors
- Tape

Follow-up

- Weave on recycled small Styrofoam trays by cutting slits at the top and bottom of the tray, then place string in these slits (from top to bottom) to form the frame. Children can then use ribbon and fabric scraps to weave over and under the string.
- Weave a ‘stick family’ using small nature sticks, thin coloured wool and decorate with googly eyes!
- Try ‘circle weaving’ using a piece of circle shaped cardboard and thick coloured wool.
- In this episode Matt uses ‘cool’ and ‘warm’ coloured wool for weaving his artwork. Educators can explore ways to group or categorise colours with young children. Talk about things that make us feel warm (e.g. sun, fire) and what colours they are (red, yellow, orange). Do the same for the cool colours (blues, greens and blue-violets).



EP 12 - 3D Wild Animals

Put your empty pizza boxes to good use! Be transported to the African Savanna in this episode of Art Time, as Zindzi recycles materials to make sculptures of a giraffe and a lion within a cardboard pizza-box diorama!

Making a diorama (a model to depict a real-life scene in a mini world form) allows young children to create three-dimensional artworks. Dioramas promote creativity and can support the investigation of a particular concept area. Through constructing 3D animal models, children can explore early engineering skills as they try out new ideas and design structures. In this episode Zindzi uses recycled materials, which also provide a wonderful opportunity for educators to develop children's understandings of sustainable practices and support them to become environmentally responsible.



Create and construct with these materials:

- Recycled pizza box, show box or fruit crate
- Paint
- Tissue paper
- Recycled cardboard
- Pencils
- Scissors
- Coloured paper
- Cardboard rolls
- Blue tac

Follow-up

- Zindzi describes different shapes as she draws African animals for her pizza-box diorama. Educators can also model drawing and name 2D shapes (e.g. circle, rectangle, square, triangle) while helping young children create models for their mini worlds. Educators can also help children recognise 3D shapes (e.g. cylinders and cubes) by constructing other three-dimensional objects, such as 'trees' by using cardboard rolls and tissue paper. Encourage children to create a variety of mini worlds e.g. a farm, city, or under the sea scene!
- Design and build other 3D sculptures or mini worlds for imaginative play using different materials such as balsa wood, pop sticks and loose parts (e.g. plastic containers, lids, bottle tops). Encourage children to draw 2D plans first and scaffold conversations around symmetry and balance as children construct their 3D artworks.
- Investigate other sculptors such as Mano Kellner who creates 3D collage 'box art'. She uses boxes, old photos, vintage postcards, wallpaper and old toys. Canadian artist Laurence Vallières creates large-scale 3D animal sculptures using recycled cardboard.

Play School: Art Time 2 Credits

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