

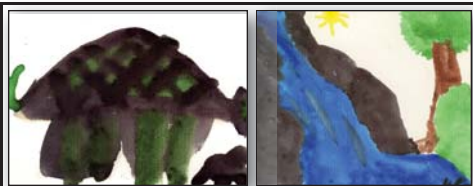


2009 Summer Sessions
Art is All Around
June 29–July 3



First-Plymouth Early Education Programs
Dimensions Research Classrooms
2045 E Street, Lincoln, NE 68510
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Finding the artist within with the help of nature



L-R: Watercolors by Hayden F., Sunho L., and below, Henry R.



Art is all Around

Art is everywhere! We have been seeing with new eyes this week as

we journeyed in nature and observed beautiful architecture. Children looked closely at famous paintings and learned about great artists like da Vinci, Kandinsky and Warhol. Everyone took this opportunity to bring out the artist within and created with wonderful art materials.



Counterclockwise: collage by Joshua L., Warhol-type watercolor by Janie X., Kandinsky art by Cole D, "found art," tempura watercolor by Abby C.



Cody H. painting with sidewalk chalk.



Levi P. and Henry W. making a guitar with sidewalk chalk.

text and photos by Nicole Carl

Finding the artist within us this week, the toddlers have been spending time finding art around them. Reading and looking at the pictures from the book, *Painting the Wind*, has encouraged the children on this journey.



Levi P. using his colored scarf to "paint" the floor.

To find art around us, everyone walked outside and found flowers and trees to paint. We painted beautiful pictures with the primary colors, made watercolor paintings,



Allison H. painting with primary colors.

colored with sidewalk chalk, and created a patriotic collage. During Music and Movement, the children used colorful scarves to "paint" the

walls and floors and lines in the air. As artists, the toddlers increased their social skills in creative representations and visual-spatial activities.



Allison H.

L.: Cody H.

R.: Derek P.



Teachable moments come from children on Nature Explore Classroom

text by Kris Van Langinham

On our Nature Explore Classroom I observed Rachel holding Janie's hand as she walked toward the garden. Rachel was speaking reassuringly to Janie about the garden, but Janie was very worried about the insects she was seeing on the plants. Rachel told me, "She doesn't like butterflies."

I noticed Janie shaking and looking nervously around her for the bugs that might be close. We all walked over to the steps and sat down far enough away from the lambs ear plant so she could see the bees but not be close to them. I explained to her that the bees (and other insects) were interested in the flowers and the pollen but not really interested in us. Janie replied with an anxious voice, "My shirt has flowers on it!" I explained that they didn't want the flowers without the pollen.

This was Janie's first summer week at Dimensions, but Rachel was here last summer and since the beginning of June this year. She loves insects and looks for roly polys and worms in the Messy Area and in the greenhouse. Rachel has even made a bed out of reusable items in the Art Area for worms, so she is very comfortable with insects and worms.

We moved away from the steps and back into the space that was less likely to have bugs. I told Janie she didn't have to go on the garden pathways if she didn't want to be close to the bugs. At this point Rachel took her hand and encouraged Josh to hold Janie's other hand. Rachel continued to talk about going into the garden and said she could walk where there wouldn't be as many insects (there aren't as

many flowers blooming yet in the perennial garden). The next thing I observe is Rachel leading her into the perennial garden and being very gentle about walking on the path that has fewer insects buzzing around. She also led her up to the open space that is just grass.

At this point Janie saw her father and ran toward him. I walked over to him and explained how Rachel was working to help her new friend get comfortable with insects on the Nature Explore Classroom. He was glad to know that Janie had made a new friend and that she was working on becoming less afraid of butterflies. A peer can be the best teacher of all.

(On another day this week, Janie looked for Josh when they were out on the Nature Explore Classroom. Rachel was absent and Janie said "Josh is going to be my teacher about insects, Mrs. Van Langinham." Janie and Josh walked through the garden together.)

Lucie the rabbit visits, munches from the garden

text by Holly Murdoch

Lucie, Ms. Murdoch's pet rabbit, sampled fresh broccoli and carrots from the Nature Explore Classroom garden.



Lilia F. used a marker on wood to sketch Lucie.

Below: Mackenzie D., Hayden F. and Isaac R. harvested foods for Lucie after reading a book on rabbit care.



Above: Mackenzie, Hayden, Isaac, and Lilia offer garden samples to Lucie.

Side Notes:

July 6... **There will be no sessions Monday;** we are closed in honor of the Fourth of July

July 25... 10:30 to Noon, Maxwell Arboretum, UNL East Campus

- Remember to wear socks and closed toe shoes that fit properly. No flip flops or Crocs—these are dangerous when children are running and using the climbing equipment.
- Please apply sunscreen to your child/ren before coming to summer sessions.

Summer Sessions Bookshelf

A Child's Book of Art by Lucy Micklethwait

All I See by Cynthia Rylant

The Little Band by James Sage

Look Again by Tana Hoban

Painting the Wind by Patricia MacLachlan and Emily MacLachlan

2-5 Class learns about observation link between nature and art

text and photos by Holly Murdoch

A young mother saw a hawk land on the edge of her infant son's carriage. She ran to her baby terrified at the thought that the bird would rise with the baby boy in its talons. The hawk flew away and the child lay with a smile on his face, tracking the flight of the bird with his eyes.

This story is about the remarkable Leonardo da Vinci. Leonardo learned to read and write from a village priest who also taught him to use an abacus. Because of his social status he was not permitted to attend university as an adult. Until the age of 14 when he was moved to Florence Italy to live with his father, Leonardo spent his time observing and drawing nature in the mountains and forests of Tuscany.

In honor of da Vinci and his love of birds we filled the school birdfeeders with seed. The class helped clean and refill our birdbath. Lilia F. and Katie B. used lavender and day lily leaves from our Artist Garden to create wreaths. When placed in a birdbath the wreaths are said to slow the growth of algae.



The 2-5 Group cleans out the birdbath to prepare it for the lavender wreath.

Lilia F. braids one of the wreaths for the birdbath.

Trio of artists lead to self-exploration, collages, circles

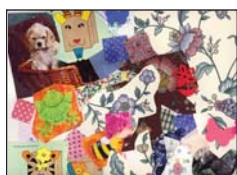
text by Kris Van Langinham

K-1 students have been studying a variety of artists and their work all week. Wassily Kandinsky, Andy Warhol and Robert Rauschenberg are three artists we have focused on.

Kandinsky encouraged us to create circles of different sizes and use watercolors as a wash.

Rauschenberg inspired us to create collages and Warhol influenced us to capture our self-portraits.

Using a large black and white photo of themselves, each child took a plastic page protector and traced over the lines they saw in their photograph. Dramatic images emerged!

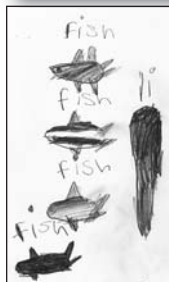


Top to bottom: Kandinsky-inspired art by Janie X. and Atticus W.; collage by Katie F.; self-portraits by Owen H. and Talley W.



On the Nature Explore Classroom we observed finches eating from our Artist Garden sunflowers for the first time.

After we watched birds at school and in other settings, Ms. Hannah demonstrated watercolor techniques for painting birds.



Top to Bottom: watercolor bird by Logan Z., tree sketch by Henry R., Tasha J. works on her watercolor piece, and Elissa F. works on her goldfish sketch at the Sunken Gardens. Below, Alyssa S. sees the pattern of the plantings as if looking down upon them. Her sketch shows the pattern from a bird's eye view.



At the Sunken Gardens Brayden M. observed a bird "getting a worm for little birds". Henry R. focused on the form of a certain tree while Elissa sat beside the lily pond to sketch goldfish.



L-R: Watercolor birds by Brayden M., Alyssa S. and Jarod S.



Alyssa S. demonstrated an ability to see overall design as well as detail. She explained that the flowerbed (pictured) could be seen as one large blossom. In her pencil drawing the heaviest lines represent the dark purple coleus while the smaller outer circles represent impatiens. The center of all the ovals represent the banana plant. Alyssa's drawing is from the bird's eye view perspective.



Jarod and Jackson discussed ways they are alike as they explored the Sunken Gardens.

Discovering nature with peers and at least one caring adult can help a child develop a sense of wonder that lasts a lifetime.



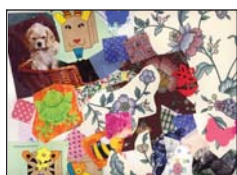
An outing to a local creek provided life lessons in communication and teamwork as friends helped each other across the water.



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text by Kathy Marshall

K-1 afternoon children began the week creating large banners to celebrate the upcoming Fourth of July. Using red, white and blue tempera paints, star-shaped stamp pads and stencils, the banners became the children's self-expression of the holiday. They also made their own flags and hats to complete preparations for our Friday party to celebrate the Fourth of July.

Top to bottom: banner by class; tempura artwork by Zachary R., Michael M. and Evada P.



L-R: Talley W. built the State Capitol with natural materials. He used a pine cone for the Sower. Some of the children created a swing using fabric and a tree. Joshua L. "watercolored" a leaf pattern on the sidewalk.

Preschoolers create art outside

text by Cindy Heinzman

What do you see? What do you like? Preschoolers' inspiration began this week with the book, *Painting the Wind*, which presented artists who work mostly outdoors, painting what they see around them. They painted flowers, landscapes, people, animals, and buildings. One artist chose to paint small nature items like sea shells, pinecones, twigs, and stones. We explored and looked all around, and brought watercolor paints outside to paint. We painted trees, sunshine, people, animals, and flowers. It was perfect weather for us to be artists outside, just like the artists in the book!



Alexander V.



Hunter F.