

My Five Senses – Ages 3 – 5

Description

This program focuses on one or more of the five senses, depending on teacher preference. Children sharpen visual perception skills by identifying and imagining the senses they use to experience a work of art. In the studio they focus on sight and touch as they create colorful mixed-media artworks.

Art Problem to Solve

Imagine what sounds, textures, and smells you would experience if you were inside the painting *The Fowler Children*; respond to music using Sharpie markers and watercolor paint.

Objectives

Students will:

- Understand the five senses and the associated body parts.
- Use their imagination to understand and connect with the painting *The Fowler Children*.
- Listen to and respond to music and sounds while painting.
- Acquire / reinforce texture words (rough, smooth, bumpy, soft, etc.) Use their sense of touch to determine the textures of materials and what words correspond with each.

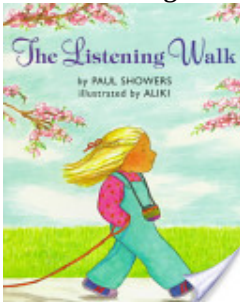
Head Start Child Outcomes Framework Indicators

- Creative Arts 5.2.1 Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
- Creative Arts 5.2.4 Begins to understand and share opinions about artistic products and experiences.
- Science 4.2.1 Expands knowledge of abilities to observe, describe and discuss the natural world, materials, living things and natural processes.
- Science 4.2.2 Expands knowledge of and respect for their body and the environment.

Materials

In the Gallery:

- Texture samples
- *The Listening Walk* by Paul Showers



In the Studio:

- Watercolor paints and brushes
- 12" x 18" watercolor paper
- Black Sharpie markers
- Music: fast-paced jazz and melodic classical

Instructional Activities

Engage

Greet the students. After the response say "Did you know that your ears let you hear me say hello to you just now?" Tell the students that we are going to talk about all the things we can hear with our ears today. Ask the students what are some things that they use their ears to hear.

Create

In the studio, listen to different kinds of music. Invite the students to move their arm to the music as if they were conducting. Give the students paper and pencil and ask them to draw lines that look like how the music sounds. Demonstrate drawing different kinds of lines. Then demonstrate drawing lines to music. Let the students give you direction on how to make the lines (fast, slow, zig zag, loopy, etc.) Pass out watercolor paper and Sharpie markers. Invite the students to draw lines all over their paper in response to the music (fast-paced jazz). Next invite them to paint to some melodic classical music using watercolors. Demonstrate how to use watercolors, dipping your brush into the water, then the paint, then the paper. Repeat "water, paint, paper, water, paint, paper." Tell them to experiment with putting two colors next to each other to see what happens when they mix. Read the story *The Listening Walk* by Paul Showers. Tell the students we are going to go on a listening walk to the galleries.

Explore



Bring the students to sit in front of the painting *The Fowler Children*. Ask about the sounds they heard as they went on the listening walk (squeaking of shoes, rustling of clothes, sneezes or coughs, sounds of visitors, etc.) Next give them a minute to look at the painting and ask if you were in this picture, being very quiet like in the book, what sounds would you hear? (rustling of leaves, clip-clop of horses footsteps, etc.) What might you smell? (roses) What could you touch and how would it feel? (textures of clothing, grass, roses, etc.)

Practice

Ask what words the students would use to describe how each of the textures would feel. (perhaps the roses would be soft and velvety, the straw hat would be bumpy, the bark on the trees would be rough, etc.) Discuss what body part we would use to know the textures (hands).

Close

Ask students to share their artworks (which should be dry now) and ask those who volunteer to "Tell us about your picture." Thank the group for visiting and compliment them on how well they participated in the lesson.