

Arts Education – Monster Madness

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Big Ideas:

- Dance, drama, music, and visual arts express meaning in unique ways

Core Competencies:

Communication:

- Connect and engage with others (to share and develop ideas): I ask and respond to simple, direct questions.

Thinking:

- Novelty & value: I get ideas when I play. My ideas are fun for me and make me happy.
- Developing ideas: I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them.
- Analyze & critique: I can show if I like something or not.
- Question & investigate: I can explore materials and actions.

Personal & Social:

- Personal values and choices: I can tell what is important to me.
- Self-determination: I can show a sense of accomplishment and joy.
- Solving problems in peaceful ways: I can solve some problems myself and identify when to ask for help

Curricular Competencies:

Students will be able to use creative processes to:

- Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts
- Develop processes and technical skills in a variety of art forms to nurture motivation, development, and imagination
- Express feelings, ideas, stories, observations, and experiences through the arts

Content:

Students are expected to know:

- elements in the arts, including but not limited to: visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition
- processes, materials, movements, technologies, tools and techniques to support arts activities

Resources/Materials:

- *If You're a Monster and You Know It* by Rebecca Emberley & Ed Emberley
- Straws
- Food Coloring & Water
- Spoons
- Permanent Markers
- Large Blank Papers
- Containers or Trays

Method:

Prep: In several containers or trays mix water and food coloring to make various colors. Place those containers or trays on the tables with a spoon in each color.

1. Read/sing *If You're a Monster and You Know It* by Rebecca Emberley & Ed Emberley encourage the students to participate with the actions/sound effects
2. Tell students they will be creating their own monsters and model the process. Begin by using a permanent marker to draw the monster on blank paper
3. Drip a small amount of the desired color of water/food coloring mixture using a spoon onto the paper
4. Use the straw to blow the drips around the paper
5. Repeat the process for adding any additional colors & remind students to place finished products on the drying rack
6. Give each student a blank paper to work on and send them to the prepared tables/stations