




Making "Sense" of Art:
Sensory Art Experiences for
Infants and Toddlers

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& Lori Kelly

Why Art?

(Yes... the research)



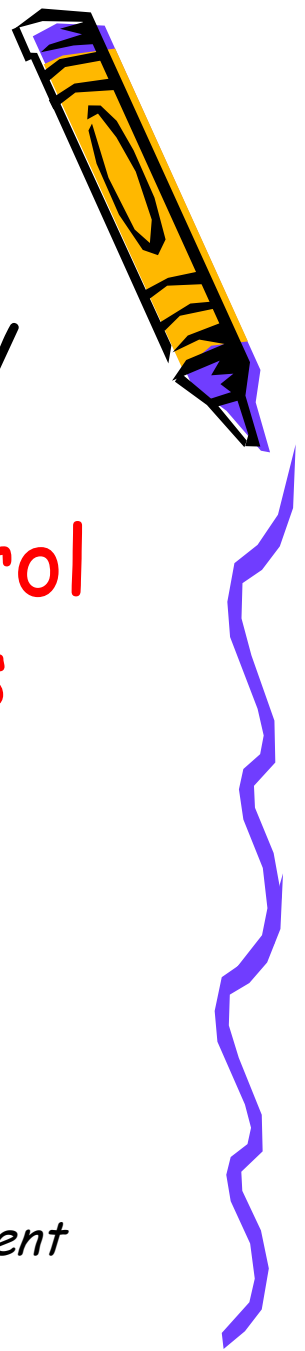


One of Gardner's eight intelligences is **spatial intelligence**, which involves *learning, exploring, processing and excelling* through the use of the visual arts (1983).




Gardner, H. (1983). *Frames of Mind: The theory of multiple intelligences*. New York: Basic Books

Young children feel a **sense of emotional satisfaction** when they are involved in making art. This satisfaction comes from the **control children have over the materials they use and the autonomy they have in the decisions they make** (Schirrmacher, 1998).



Schirrmacher, R. (1993). *Art and creative development for young children* (2nd Ed.). Albany, NY: Delmar.



Making art also builds children's **self-esteem** by giving them opportunities to **express** what they are thinking and **feeling** (Klein, 1991).



Klein, B. (1991). The hidden dimensions of art. In J.D. Quisenberry, E.A. Eddowes, & S.L. Robinson (Eds.). *Readings from childhood education* (pp. 84-89). Wheaton, MD: Association of Childhood Education International.

Exploring materials is very important because it is through exploration that children build a knowledge of the objects in the world around them (Kamii and DeVries, 1993).



Kamii, C., & DeVries, R. (1993). *Physical knowledge in preschool education*. New York: Teachers College Press.

While making art, young children **develop control of large and small muscle groups** and also helps children develop **eye-hand coordination** (Koster, 1997).



Koster, J.B. (1997). *Growing artists: Teaching art to young children*. Albany, NY: Delmar.

Art allows children to represent real objects, events, and feelings. It is a needed outlet for children whose vocabulary, written or verbal, may be limited (de la Roche, 1996). The early use of symbols in artwork provides a foundation for children's later use of words to symbolize objects and actions in formal writing.

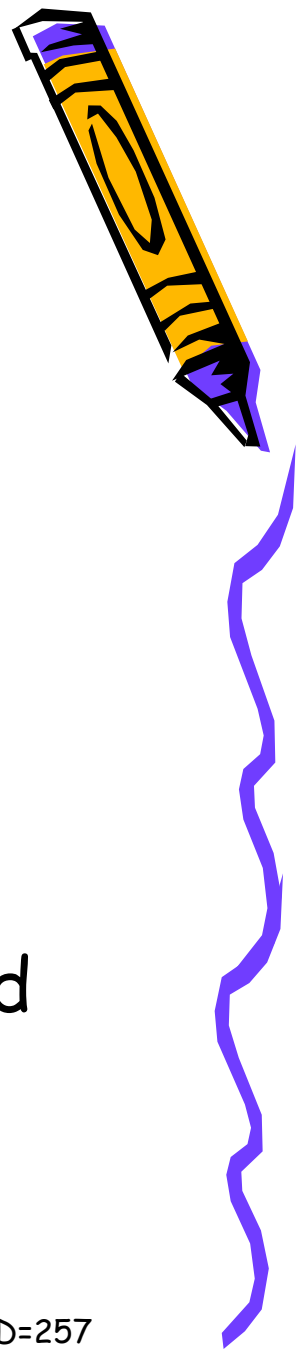


de la Roche, E. (1996). Snowflakes: Developing meaningful art experiences for young children. *Young Children*, 51(2), 82-83.

Art or Craft?



What is the difference between art and craft?



Art

- Open ended
- Unstructured
- Process oriented

Craft

- Goal oriented
- Structured
- Product oriented



From the Website:

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=257

What is the difference between art and craft?

Art

- Uses basic materials
- Open ended instruction

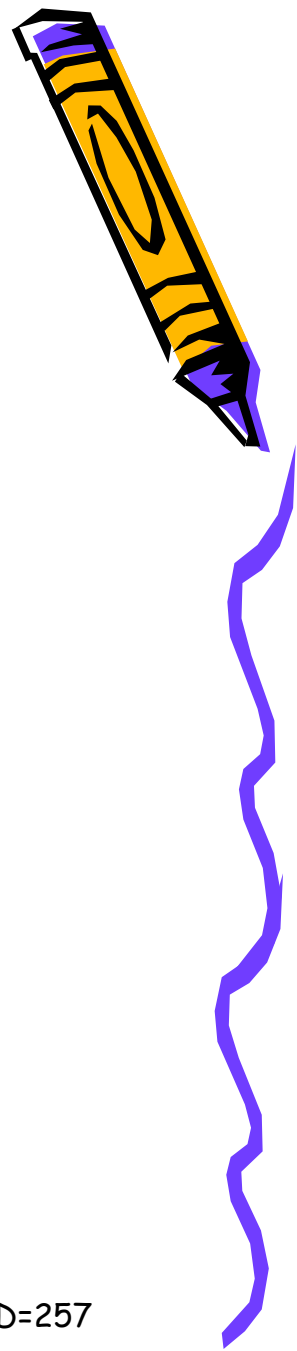
Craft

- Uses specific materials
- Closed ended instruction



From the Website:

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=257



What is the difference between art and craft?



Art

- Develops feeling skills (including **self expression**)

Craft

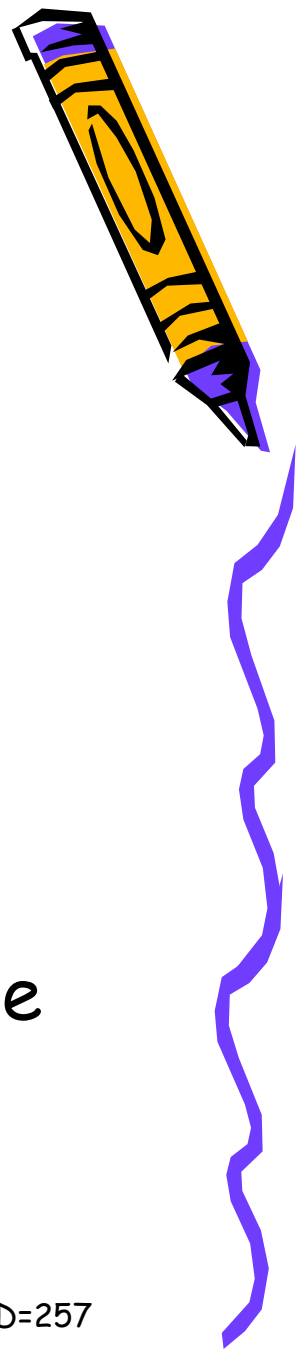
- Develops coordinating skills (including manipulating materials)



From the Website:

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=257

What is the difference between art and craft?



Art

- The goal is the process of discovery
- Outcomes will look different

Craft

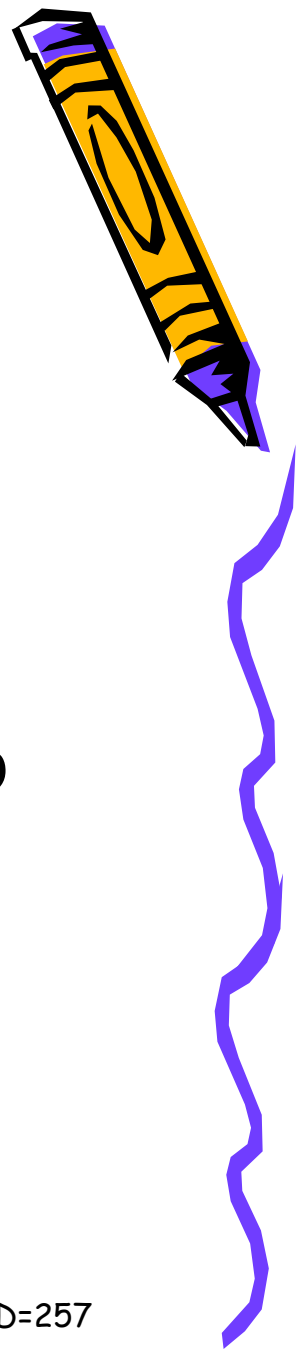
- The goal is the end product
- Outcomes will look basically the same



From the Website:

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=257

What is the difference between art and craft?



Art

The individualized process leads to an individual product

Craft

The cookie cutter process leads to a cookie cutter product



From the Website:

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=257

Discussion



Which is more likely
to be considered
developmentally
appropriate, art or
craft?



Discussion

Allow children to participate at their own level?

Give children choices?

Allow for socialization and interaction with others?

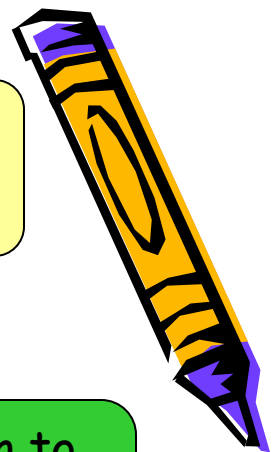
Allow children to experience things "hands-on"?

Allow for flexibility, with no "right" or "wrong" outcome?

Lend itself to being adapted if beneficial?

Encourage exploration and thinking?

Foster children's positive feelings about themselves?



Self-Reflection

How “creative” is your creative art?

*Is there a “right” way or a “wrong” way?
Or is it open-ended?*

*Do all of the pieces look basically alike?
Or is every child’s piece original and unique?*

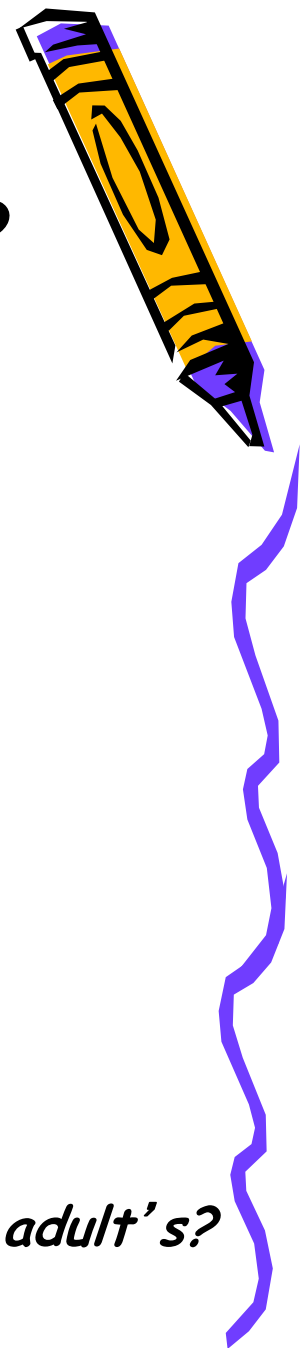
*Does it require a great deal of teacher preparation or assistance?
Or can the child work independently?*

*Does the activity emphasize the end product?
Or the process and experience?*

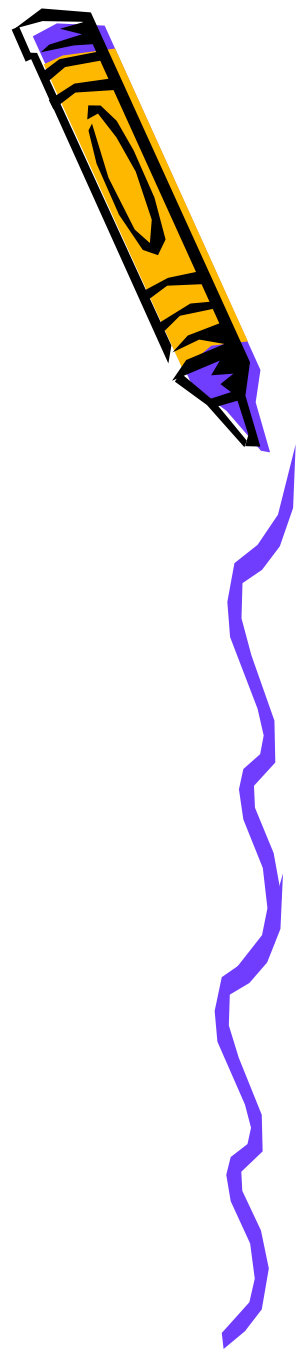
*Is the experience “Teacher-directed” and initiated?
Or child-directed and initiated?*

Whose hands are busier - the child’s or the adult’s?

From: <http://123child.com/website-share/D.A.P..pdf>



Is it art or is it craft?



ART IS THE RESULT OF MAN'S STRUGGLE TO INTERPRET HIS ENVIRONMENT..



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WHEN WE CREATE, WE USE FORM AND SHAPE TO MAKE A PROFOUND STATEMENT ABOUT THE WORLD AROUND US!



MR. LOWE?



YES, SHANIKA?

CAN WE GET ON WITH THE ART PROJECT?

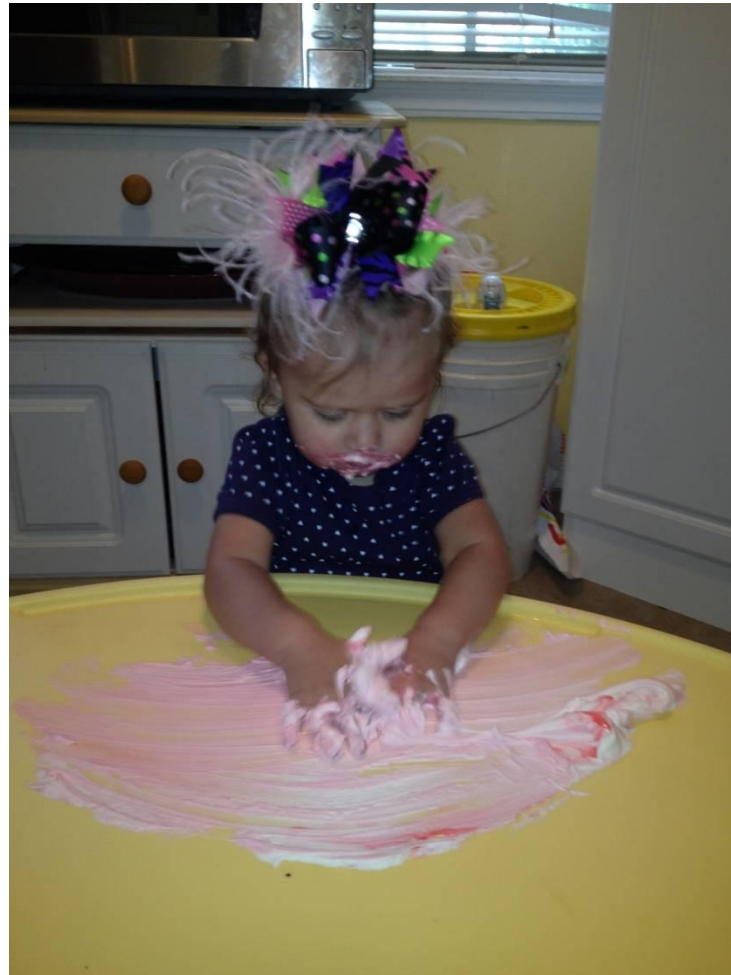
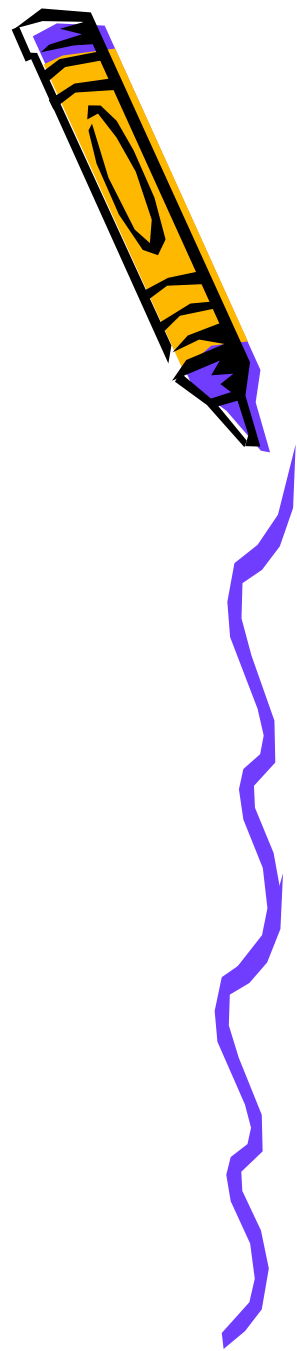
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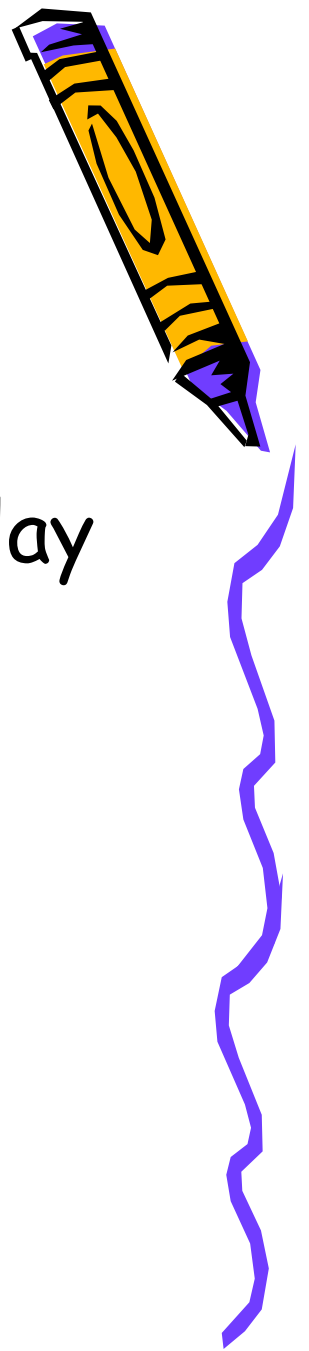
UM, SURE... SO NEXT WE PASTE OUR COTTON BALL TO THE END OF OUR POPSICLE STICK..

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Relationship Between Art and Sensory Experiences



Importance of Sensory Experiences



- Young children learn primarily through **sensory exploration** and play
- Children make discoveries while interacting with materials during sensory play
- Sensory play contributes to **brain development**





Art Processes and Sensory Experiences