

ART-Study & -1
Teaching 2000.

**A SIX WEEK PROGRAM IMPLEMENTED TO
DEVELOP CREATIVENESS IN ARTS IN A
MULTIGRADE INFANT CLASS AT DOUGLAS R.C.
SCHOOL IN THE ORANGE WALK DISTRICT**

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0144

**SUBMITTED TO:
MS. CYNTHIA THOMPSON
PRINCIPAL
BELIZE TEACHERS' TRAINING COLLEGE**

**STUDENT TEACHER:
RINELVA VALLADAREZ**

ARTS

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CHAPTER 1

BACKGROUND

ART Education is an important aspect of learning. Art develops the mind for exploration. The creation of art is open to be learned by each and every person in this world. The value of art is shown when a person develops and explores new from and ideas. Through art a person can portray feelings and depict messages. Arts can also help children to upgrade skills such as manipulating, joining, gluing, pinning and very important, it develops their own creativity. The process of creativity is important, because as children acquire or learn new skills then can use that to build on, on what they know. Discovering through the beauty of arts is what appeals and develops the mind and children have the potential to create arts using their skills.

During the researcher's past 4 years of teaching at Douglas R.C. School in the Orange Walk district, the researcher found out that children were not given the opportunity to produce their own creativity in their art performances.

During Art lessons, materials were distributed to the students and they were expected to follow the example provided by the teacher. Hence, the children were not given the opportunity to express their own creativity.

From informal interviews the researcher found out that many teachers were inattentive to Art and Craft lessons, either because they had no ideas on what to do or because they considered the subject to be insignificant.

The researcher had the opportunity of teaching Art and Craft lessons to a multi-grade Infant class, in which the children were allowed to create their own designs. The results indicated that when given the opportunity children display creative abilities in Art and Craft.

IDENTIFICATION OF THE PROBLEM

Due to the researcher's observation and involvement with the children at Douglas R.C. School , the researcher found out that children were duplicating the example provided by the teachers and were not using their own imagination and creativity to produce Art and Craft work.

After observation and dialoguing with the teachers, the researcher identified the following problems:

- a) Teachers eliminated the period used for Art and Craft and used it for something else.
- b) Teachers complained that often the children do not bring the required materials.
- c) There was not much use of indigenous materials as an alternative to expensive materials.
- d) Children do not fully participated in arts lesson.
- e) Children imitated teachers copy.

PURPOSE OF THE STUDY

By means of the observation, the researcher found out that teachers neglected Art and Craft as a subject of they just allowed the children to copy their pattern. Therefore, through the use of the program the researcher hopes to accomplish the following:

- a) Help children to bring out their own creativity in the work they produce.
- b) Have children become aware of the fact that natural and scrap materials, found in their environment, can be use to produce creative work.
- c) Help children to develop positive attitude towards Art and Craft.
- d) Develop an interest and motivation in teachers and students to view Art and Craft as a worthwhile subject.

SIGNIFICANCE OF THE STUDY

The researcher hopes that the study will be of great significance to teachers who view Art and Craft as a relevant and worthwhile subject and who have the desire to motivate children to develop their creativity in Art and Craft lessons.

It is hoped that this study will be of significance to the following people:

- a) Infant I and Infant II students of Douglas R.C. School, so that they can continue developing creativity in all their Art and Craft performances.
- b) Teachers to develop positive attitudes towards the nurturing of creativity in their students.
- c) Student teachers of Belize Teachers Training College.
- d) Other researchers.

DEFINITION OF TERMS

ART AND CRAFT: skill of making and doing. Art usually means drawing and painting pictures, while craft signifies making things. Both are closely related and often combined.

CREATIVITY: The act of encouraging someone to develop and use his/her own initiative, ideas and imagination to create his/her own unique style.

SCRAP MATERIAL: Discarded materials or objects that are usually thrown away because they are considered of no valuable use.

INDIGENOUS MATERIAL: Materials that can be obtained from the surrounding environment.

CHAPTER 2

LITERATURE REVIEW

It is very vital that each child develops aesthetic appreciation. Children need to be involved in discovering and to be part of reality by observation of their environment . Aesthetic elements give individual a sense of pride, joy and delight in their daily lives.

Art can be of great value to the individual child. Each child has the ability to be creative and many of our children are not aware of their talents but if guided properly, by teachers they can realize their abilities and thereby achieve more self esteem, as they gain more confidence in their art work.

Knowing that each child has the ability to be creative, teachers should provide them with the time to develop their individual skills so as to be able to use it in new situations. The researcher believes that Art can be used to stimulate the creative talent that is within each child. Gifted children tend to demonstrate to be more skillful in activities and ability, but that does not conclude that non gifted children would not complete a given task. At whatever pace a child works, he or she will be able to produce an act of

creativity. According to Taylor(1992) Art is a way to “enrich and illuminate young people’s lives and to put them in touch with their inner selves.”

Morton (1985) stated “that without a doubt children can, through Art, display originality and creativity which can be reflected in the other subject areas as well.” Morton also emphasized that “Creativeness in in-born.”

Art lessons should be designed and be appropriate to the children involved. The outcome of any art activity must be praised by the teacher. The teacher should only be the provider and the resource person. Smith (1973) stated that “Creativity is development.” According to him, educators can only set conditions for creativity to occur by providing children with as many experiences as possible for the creative process to occur.

Gaitskell and Hurwitz (1970) remarked, “ A creative person is opened to experience. He is alive to the possibilities of the moment and does not distort experience to make it consistent with predetermined concepts.” These words make it clear that imagination is important in doing art in contrast to copying or duplicating someone’s work. Teachers as educators must appreciate art themselves and be open to experiences.

The way an educator presents an Art Lesson can greatly interfere positively or negatively with a child’s ability to be creative.

We must not allow children to copy when doing Art pieces, because according to Wilson (1982) "Copying doesn't provide all that is needed for artistic development, the results of children's copying may be detrimental to that development." If copy is occurring in the classroom, eventually children may become discouraged and feel very inadequate before they even begin their art lesson. Children will then have their own imagination and creativity hindered because they will be unable to complete a picture or art work as good as the teacher's example.

Wilson (1982) remarked "feel pride in knowing that he can do something and so it well." Therefore as educators we must ensure that all art lessons are well planned and that they stimulate the child to use his imagination and expressing.

Art is actually a product of creativity. Teachers as molders of minds should foster art education. It is very important that each child is given the opportunity to develop this aspect of aesthetic learning. Janet (1973) stated, "those who love their environment will certainly feel proud to make use of their own decorations and ornaments. Likewise, they will feel proud of having such craft done by themselves." Children need to appreciate and understand that what surrounds him/her has elements of arts. It would be of benefit for a child not only to excel academically but develop a sense of

beauty and appreciation for arts, as Walters (1987) stated, “there is a joy in learning by doing.”

Janet (1973) stated, “All children have creative spark that can and should be fanned into a flame.” Since Art is a creative spark that influences a child to develop, it would enable him to develop in other subject areas as well.

As educators, our primary role should be to ensure that the main aim in Art is achieved: a) The development of self expression

b) The development of self confidence

c) The development of self identity.

Children should be provided the same opportunities to develop in Arts as they are given to develop in Language, Reading and other subject areas. Art would help children to develop in these other areas and at the same time develop the potential creativity that they have inside them.

As teachers we should promote and encourage children to express themselves and to use their imagination and creativity that they have stored in their minds. By fanning the creative spark into a flame, we will encourage children to develop their self-esteem and self confidence as they improve in art as well as in all their other subject areas.

CHAPTER 3

RESEARCH DESIGN

The researcher designed, implemented and evaluated an Action Research in Art and Craft to promote creativity.

The program involved one lesson per week, each lesson lasted for one hour from: 1:30 – 2:30 p.m. on Wednesdays.

For each lesson, children were expected to complete a project. At the conclusion of the program, children had six projects in all. The pre-test and post test were included in the six projects. The pretest was the first lesson and the post test was the final lesson.

The entire program involved twelve students. All of them utilized the same materials throughout the program.

OUTLINE OF THE SIX WEEKS PROGRAM

WEEK	TOPIC
1.	Hand Printing
2.	Rice Mosaic
3.	Leaf Cards
4.	Stone Printing
5.	Straw pictures
6.	Beans Pictures

SAMPLE

The program was implemented with twelve students. The names of the children were gotten by random selection.

The names of the Infant I children were placed in two boxes A and B. The names of the Infant II children were placed in boxes C and D. Boxes A and C had the names of the girls and boxes B and D had the names of the boys.

The researcher randomly selected, from boxes C & D, eight slips of paper and from boxes A & B four slips of paper. The researcher had a total of six boys and six girls: four girls from Infant II and two girls from Infant I; four boys from Infant II and Two girls from Infant I.

Their ages ranged from 5 years to 7 years.

INSTRUMENT

The instrument was an interview that:

- a) gathered background information from the teachers
- b) identified the problems teachers had when teaching Art and Craft
- c) elicit from teachers if they would like to implement creativity in their Art and Craft lessons.

A pretest and a post test were given. The researcher made observations for each lesson to find out pupils' attitude and interest towards each project.

Both the pre-test and post-test were graded on the following criteria:

<u>Grade</u>	<u>Creativity</u>	<u>Use of material</u>	<u>Appreciation</u>	<u>Neatness</u>
5	outstanding	Maximum	Good	Very Good
4	Very Good	Good	Good	Very Good
3	Moderate	Moderate	Moderate	Good
2	Little	Little	Little	Fair
1	None	Minimum	None	Poor

DATA COLLECTION

The interview consisted of ten questions given to five members of the staff. After the interview, the researcher recorded the responses on a general basis, in their respective columns.

The first lesson was the pre-test and the last lesson was the post-test. For each lesson, each child was given with materials to complete the projects. For both lessons works were collected and graded using the grading criteria.

The researcher made observations of the performance and interest of each group to note their interest of the sample group to note their interest and attitude towards each project. This was recorded on an observation sheet.

HOW DATA WAS ANALYZED

After the short interviews, the researcher analyzed the results and drew out reasons why teachers were not teaching Art and Craft regularly and some of the problems that hindered from doing so.

The data collected from the pre-test and the post-test, were shown on a table, which showed the decrease and increase on the subject performance during the whole program. These results were then compared on bar graphs.

CHAPTER 4

DESCRIPTION OF THE PROGRAM

The researcher designed and implemented an art and craft program to develop creativity in a multi-grade Infant class. The researcher considered this program important because children were just following the example provided by the teacher and were not given the opportunity to express their own creativity.

The program was implemented using twelve children who were randomly selected. The group consisted of six girls and six boys, both from Infant I and Infant II. The program lasted for six weeks and consisted of one lesson per week. Each lesson lasted one hour and was held on Wednesdays. During each lesson, the researcher provided materials and had discussions to motivate children's creativity, enhance motivation and interest.

The researcher believes that Art can be used to stimulate the creative talent that is within each child. According to Taylor (1992) Art is a way to "enrich and illuminate young people's lives and to put them in touch with their inner selves." Morton emphasized that "creativity is inborn." He

also stated that “children can display originality and creativity through Art which can be reflected in the other subject areas as well.”

During the lessons, the researcher encouraged the children to create their own designs. They were praised and motivate to use the scrap materials that were provided. After the given task was completed, children were asked individually to talk about their work.

While the children worked, the researcher observed and recorded results on an observation sheet. The results helped the researcher to evaluate the finished work of each child and also to evaluate the goals of the whole program to see if they were accomplished.

Some of the goals of the program were:

- a) Help the children to develop their creative skills.
- b) Help the children to accept themselves as unique individuals.
- c) Help the children to understand that they all produce different works because they are different from each other.
- d) Help the children develop creativeness in whatever Art work they produce.
- e) Help the children understand that things in the environment can be used to do Art.

- f) Help the children realize that Art can help them perform better in other subject areas.
- g) Develop in children the appreciation for their own designs.
- h) Enhance in children the creative spark that they have within them.

MATERIALS USED FOR THE ENTIRE PROGRAM

Leaves	paper
Rice	glue
Paint	pencils
Toilet Paper rolls	paint
Beans	straw
Construction paper	crayons

QUESTIONS USED IN THE INTERVIEW

- 1) Do you like Art and Craft?
- 2) Do you take Art and Craft as a worthwhile subject?
- 3) Do your children produce their own ideas or do they just follow your example?
- 4) Do the children enjoy your art lessons?
- 5) Do you have a specific time for Art and Craft?
- 6) Do you have problems when it comes to the teaching of Art and Craft?
- 7) Do you use indigenous materials in your art lessons?
- 8) Do your children appreciate their completed task?
- 9) In your opinion, do you think children development when doing arts?
- 10) Where do you get information for your art lessons?

LESSONS PLANS

Pre-test

Topic: Hand Printing

Class: Infant I & II

Number of children: 12

Previous Knowledge: Children have done finger printing before.

Objectives: Children will be able to create a design of their choice by hand
Printing.

ACTIVITIES:

1. Children will be arranged around the work tables.
2. They will be given paper and paint.
3. Teacher will explain to them what they should do.
4. They will be encouraged to think about what they want to do first.
5. They will then create the design they thought about.

EVALUATION: Children seemed a bit confused and took a long time to start. Their finished work did not displayed creativity. They tend to copy from their neighbors.

Lesson 2

Topic: Colored Rice Pictures

Previous Knowledge: Children have already made colored sand pictures.

Objective: Children will outline a picture and fill it with colored rice.

ACTIVITIES:

1. Children will be asked to go to their respective places around the work table.
2. Teacher will explain them what a colored rice picture is all about.
3. Children will then be asked to think about a design they would like to make.
4. Teacher will then give them papers, pencils, rice and glue.
5. Children will be instructed to draw the picture they thought about and then put glue on it.
6. They will then pour rice on the paper and asked to shake off the excess rice.

EVALUATION

Children's finished work displayed some creativity and uniqueness. A few stills tended to copy from their neighbors. The majority tried to do their own design.

LESSON 3

Topic: Leaf Cards

Previous Knowledge: Children have used leaves before in art e.g. Leaf

Rubbing

Objective: Children will make their own design using leaves.

ACTIVITIES

1. Children were arranged in groups around the work table.
2. Teacher and students discuss the differences between leaves, e.g. Size
3. Children were instructed what to do.
4. Teacher provided paper, glue ; children were to get their own leaves.
5. Children were encouraged to create their own design.
6. Individual children were asked to talk about their designs.

EVALUATION: Children came up with their own individual work. A few kept looking at their neighbor's work but were encouraged to do their own designs. At the end they did their own design.

LESSON 4

TOPIC: Bean Pictures

Previous Knowledge: Children have already formed different design using
leaves, rice, etc.

Objective: Children will be able to make a design by arranging the beans in
a pattern of their own creativity.

ACTIVITIES:

1. Children will be instructed to find their assigned places.
2. They will be provided with beans, glue and paper.
3. They will be encouraged to use the beans to form their own designs.

EVALUATION:

Children were no longer copying from each other , instead they were
anxious to get started on their own designs. They keep talking to each other,
telling each other, what they were doing. They came up with unique designs.

LESSON 5

TOPIC: Straw Pictures

Previous knowledge: Children have already done their own design with

Materials found in their surroundings, e.g. leaves.

Objective: Children will be able to make their own designs by arranging and then gluing the straws in their own specific patterns.

ACTIVITIES:

1. Children will come to their respective places.
2. They will be given straws, glue and papers.
3. Teacher will give instructions on what they are to do.
4. Children will then use their materials to create their own art piece.

EVALUATION

Children were excited to get started. Children did some beautiful and creative piece of art. They are definitely displaying their creativity in the work they are producing.

POST –TEST

LESSON 6

TOPIC: Stone Printing

Previous Knowledge: Children have already done some kind of printing.

They have done hand printing for the pre-test.

Objective: Children will create their own abstract design using stone printing.

ACTIVITIES

1. Children will be asked to find their respective places.
2. They will be provided with paint and paper. They are to collect they own stones.
3. They will be encouraged to start as soon as they know what they want to make.

EVALUATION:

Children were not confused as to what they were expected to do. They excitedly spoke to each other, but each were doing different designs. It was with great satisfaction that the researcher noted that none of the children tried to copy. They all made their own unique designs.

CHAPTER 5

PRESENTATION AND ANALYSIS OF THE DATA

The method used to collect data for this program was through the results of a pre-test and a post-test. The pre-test was used to find out, before the implementation of the program, to what extent the children had their creative ability and freedom to use it.

The post test was similar to that of the pre-test. It was given to see whether the program had, in fact, encourage and helped the children to use their creative ability instead of following the teachers' example. This was the final activity of the program. The variable for each section were:

- a) creativity
- b) use of material
- c) neatness
- d) appreciation

The following was the grading criteria:

<u>CREATIVITY</u>	<u>USE OF MATERIAL</u>	<u>NEATNESS</u>	<u>APPRECIATION</u>
5 outstanding	5 maximum	5 excellent	5 outstanding
4 outstanding	4 good	4 very good	4 good
3 moderate	3 moderate	3 good	3 moderate
2 little	2 little	2 fair	2 little
1 none	1 minimum	1 poor	1 none

SCORES:

PRE-TEST

SUBJECT:	<u>CREATIVITY</u>	<u>USE OF MATERIAL</u>	<u>NEATNESS</u>	<u>APPRECIATION</u>
A	3	3	2	3
B	2	2	2	2
C	2	3	1	3
D	2	2	2	2
E	2	3	2	2
F	3	2	2	3
G	2	1	2	1
H	1	2	2	1
I	2	3	2	3
J	2	2	2	3
K	2	3	2	3
L	3	3	2	2

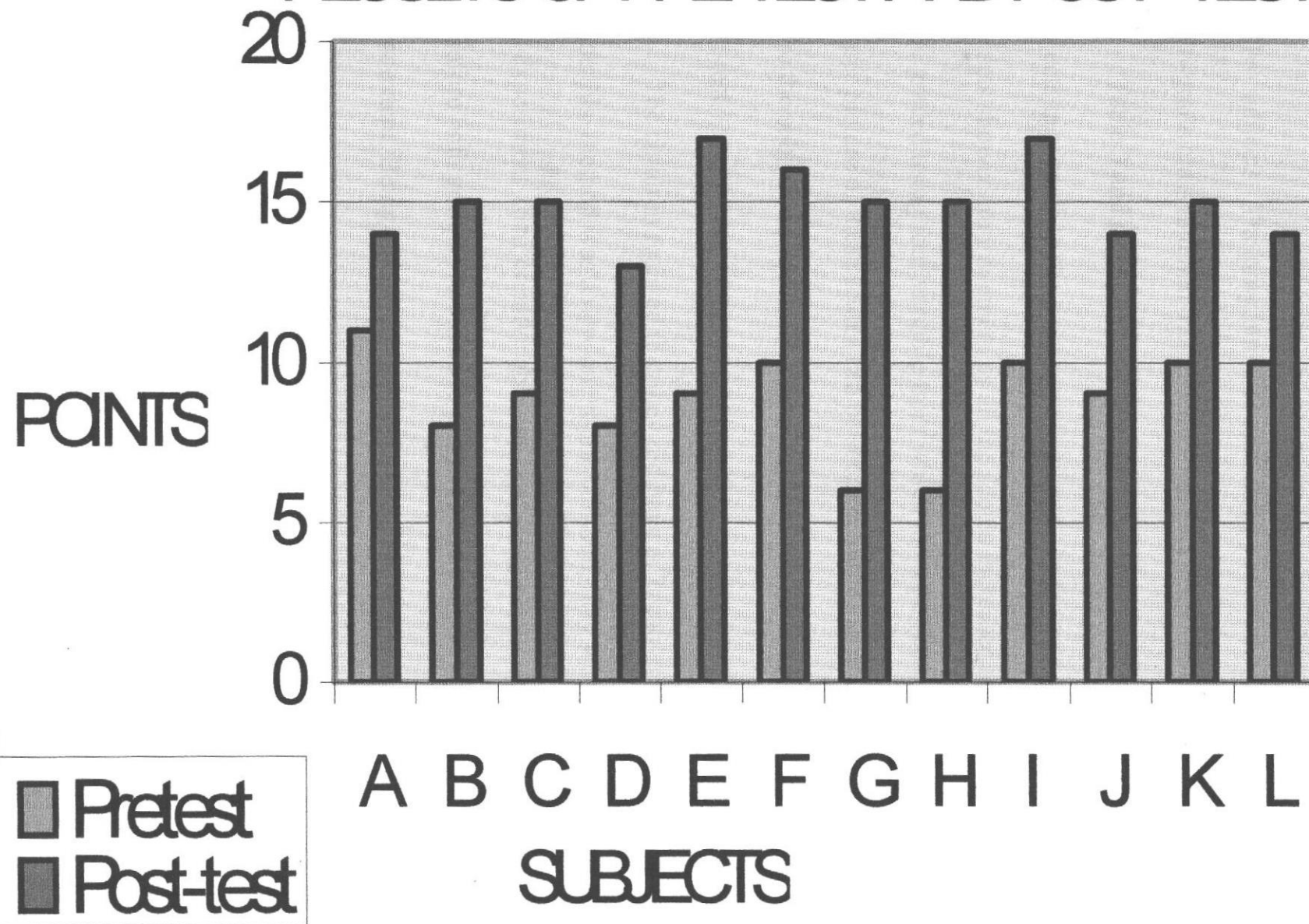
POST- TEST

<u>SUBJECT</u>	<u>CREATIVITY</u>	<u>USE OF MATERIAL</u>	<u>NEATNESS</u>	<u>APPRECIATION</u>
A	4	4	3	3
B	4	4	3	4
C	4	4	3	4
D	3	4	3	3
E	4	5	4	4
F	4	4	4	4
G	4	3	4	4
H	3	4	4	4
I	4	5	4	4
J	4	4	3	3
K	4	4	3	4
L	4	4	3	3

Results of Pre-test and Post-test in Arts:

<u>Subject</u>	<u>Pretest</u>	<u>Post-test</u>	<u>Difference</u>
A	11	14	3
B	8	15	7
C	9	15	6
D	8	13	5
E	9	17	8
F	10	16	6
G	6	15	9
H	6	15	9
I	10	17	7
J	9	14	5
K	10	15	5
L	10	14	4

RESULTS OF PRE-TEST AND POST-TEST



esteem improved. They become more and more excited and were very proud of their finished work.

From analyzing the information on table 3 and 1 we can see that all the subjects displayed some development . Subjects G & H obtained the highest points increased. They showed an overall improvement in all variables. Subject G was a child who seemed at first to have a low self-esteem. The researcher always took extra time to encourage and reinforce her work. She was very slow in the completion of her work. The researcher helped her to develop confidence in her work and that helped her to made a tremendous increase from the pre-test to the post-test. Subject H also showed improvement in all the variables. At first he was somewhat sloppy but as time went by he became more neater in his work. He gained more confidence in using the materials and that helped him to develop his creativeness.

Subject E was a very unique individual. After he discovered that he had that "creative spark" within him, he enjoyed and made use of all his creativity. He always did something that stood out from among the others.

Subjects I & B showed improvement in all variables but more so in their neatness and appreciation of the art piece they did. At first they

displayed some sloppiness but toward the end they became neater and were very proud of their finished work.

Subjects F & C got six points increased. The researcher had to keep on encouraging them to make full use the materials and also with their neatness. At the end of the program they showed improvement in their creativity and neatness.

Subjects D, J, & K got five points increased. This was due to the fact that they tended to copy from their neighbors instead of producing their own piece of arts. Whenever the researcher began to the instructions she tried to encouraged them to think about what they intended to make beforehand. These three would still imitate partially their neighbors work. At the beginning they seemed uninterested in doing arts but at the ending they developed a positive attitude toward their work.

Eventhough, Subject A & L got the least points increased, they were the ones that from the beginning they showed they had this "creative spark" within them. They were not afraid of using the materials and if there was something they wanted and couldn't do it, they would ask the researcher for guidance. The researcher in turn helps them to find sollutions to their problems themselves. At the end of the program they were working with lots of enjoyment and creativity.

At the end of the program the students showed some excitement and appreciation towards their work. They developed an interest in Arts, it can clearly be seen in the fact that they showed improvement in the work they produced. They felt very special because they realized that they are unique and that they do things differently. As Burgess (1994) stated, "no two children are alike" and this was shown in their work. As educators we should encouraged and promote creativeness through arts in our classroom. In this way we make the children feel special and unique. We should fanned the creative spark that is within each child and mold them to be themselves and not what others what them to be.

CHAPTER 6

CONCLUSION

The researcher concludes that allowing children to utilize their creativity in their piece of art was the ideal thing to nurture and enhance creativity in them. This will help the children not only for Art but would be beneficial to them in all their other subject areas. The program challenged the children and made them become aware of the “creative spark” they have within them.

As the children did each lesson they gain more and more confidence in themselves and they were let to see that the things in the environment could be used creatively. As Janet stated, “those who love their environment will certainly feel proud to make use of their own decorations and ornaments. Likewise, they will feel proud of having such craft done by themselves.”

The overall analysis of the program show an improvement on the part of the subjects involved. Wilson stated, “ the child would feel free to become actively involved and so fell pride in knowing that he can do something and do it well.” In this way they developed a positive attitude towards art, the environment, and even towards the fact that they were all individuals with creative talents and that they are unique in the way they displayed their

talents. The program helped these students to develop a sense of pride and they were made to realize that they had abilities and could achieve something by using their creativity. This can be supported as Taylor (1992) stated that Art is a way to enrich and illuminate young people's live and to put them in touch with their inner selves."

RECOMMENDATIONS

The researcher urges teachers to educate themselves, so as to be able to fan the creative spark that is within each child that are found in the classroom.

The researcher would also like to recommend that workshops should be held to show teachers that children do have creative abilities and that these abilities should be stimulated from an early age.

The researcher would also recommend that teachers, of all Divisions educate themselves in art courses that would be suited for children of their age groups.

Finally, the researcher would also recommend that more programs of this nature should be implemented into the schools so that teachers everywhere see the importance of allowing the children to be creative. By implementing more programs, it could become a country affair and more children would benefit from these programs.

OBSERVATIONS

1. PRE-TEST

During the first lesson, the researcher noticed that that children were confused, they did not know how to begin. This happened because the children were used to imitate the teacher's example.

ANALYSIS

The way these children reacted demonstrated that they were used to copy from the teacher instead of using their own creativity. They had difficulty in using their imagination and creativity because they were not exposed to this method of doing art.

Observation on lesson 2

It took less time for the children to begin but when they started they ended up with beautiful designs.

ANALYSIS

Children at first waited for the teacher to present an example that meant that they were used to copy. The encouragement they received allowed them to realize that they can do it.

OBSERVATION ON LESSON 3

Children are beginning to work by themselves. Only a few were still waiting for the teacher's example. Finally realizing that they must do their own work they started to do it.

ANALYSIS

Different children have different levels of ability, that is why some are still reluctant to start. They needed to be encouraged and stimulated in order to produce their own work.

OBSERVATION ON LESSON 4

The researcher realized that the children liked this activity more. They were quite excited and did not hesitated much in starting. Many of them felt proud of their own creations.

ANALYSIS

Children seemed to realize that they have creativity within them. They did not hesitate much in commencing and they were displaying more creativity that before.

OBSERVATION OF LESSON 5

The children started as soon as they had the materials. They looked happy while they were doing their task.

ANALYSIS

Children are used to the idea of using their own creativity. They were not afraid of experimenting with and exploring in doing something new.

OBSERVATION ON LESSON 6

This was another activity that the children enjoyed. They all wanted to use the different colors of paint. They started as soon as they were ready.

ANALYSIS

Children now realize that Art is doing something that is within oneself. They enjoyed doing Art, seeing that they had developed creativity.

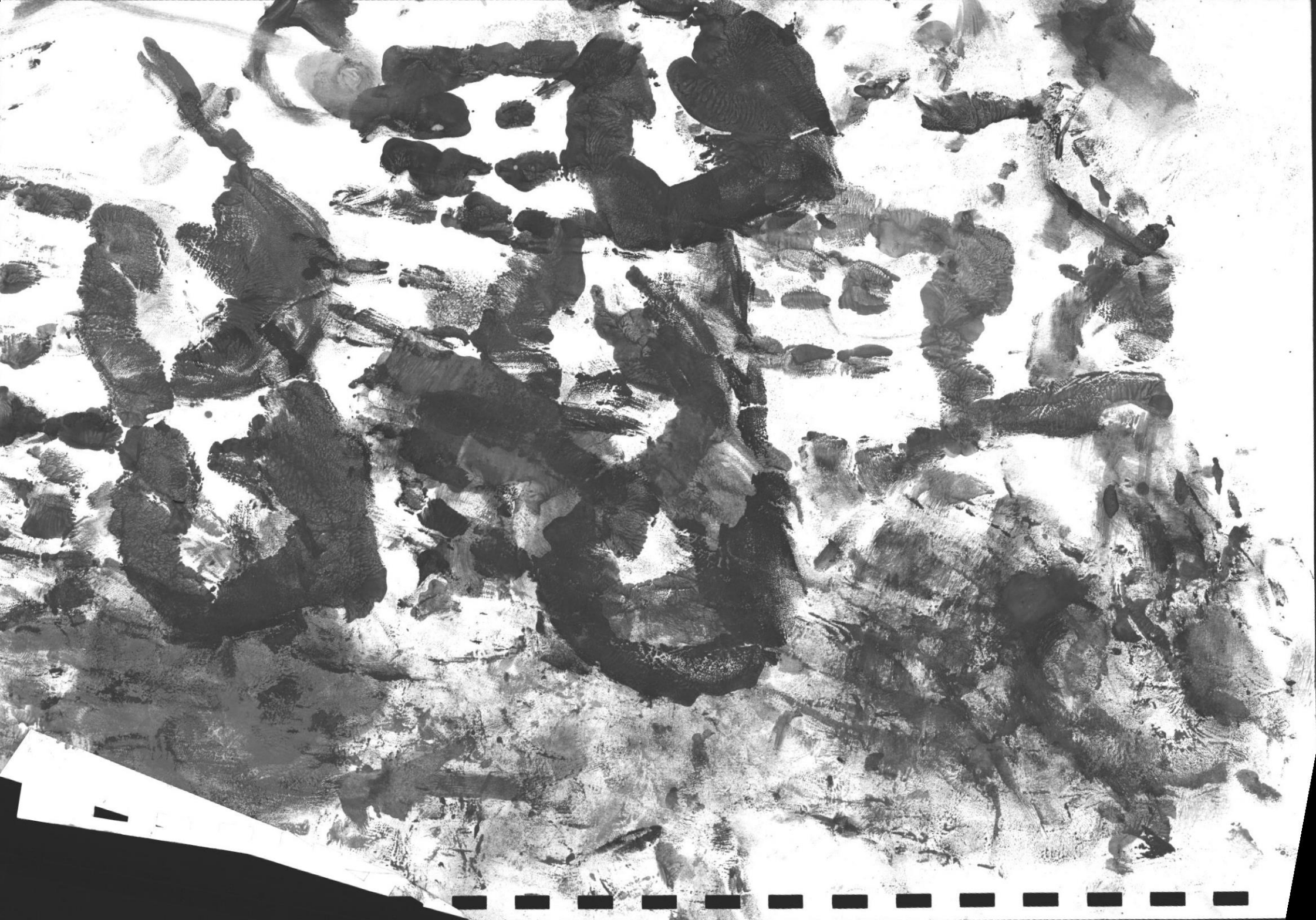












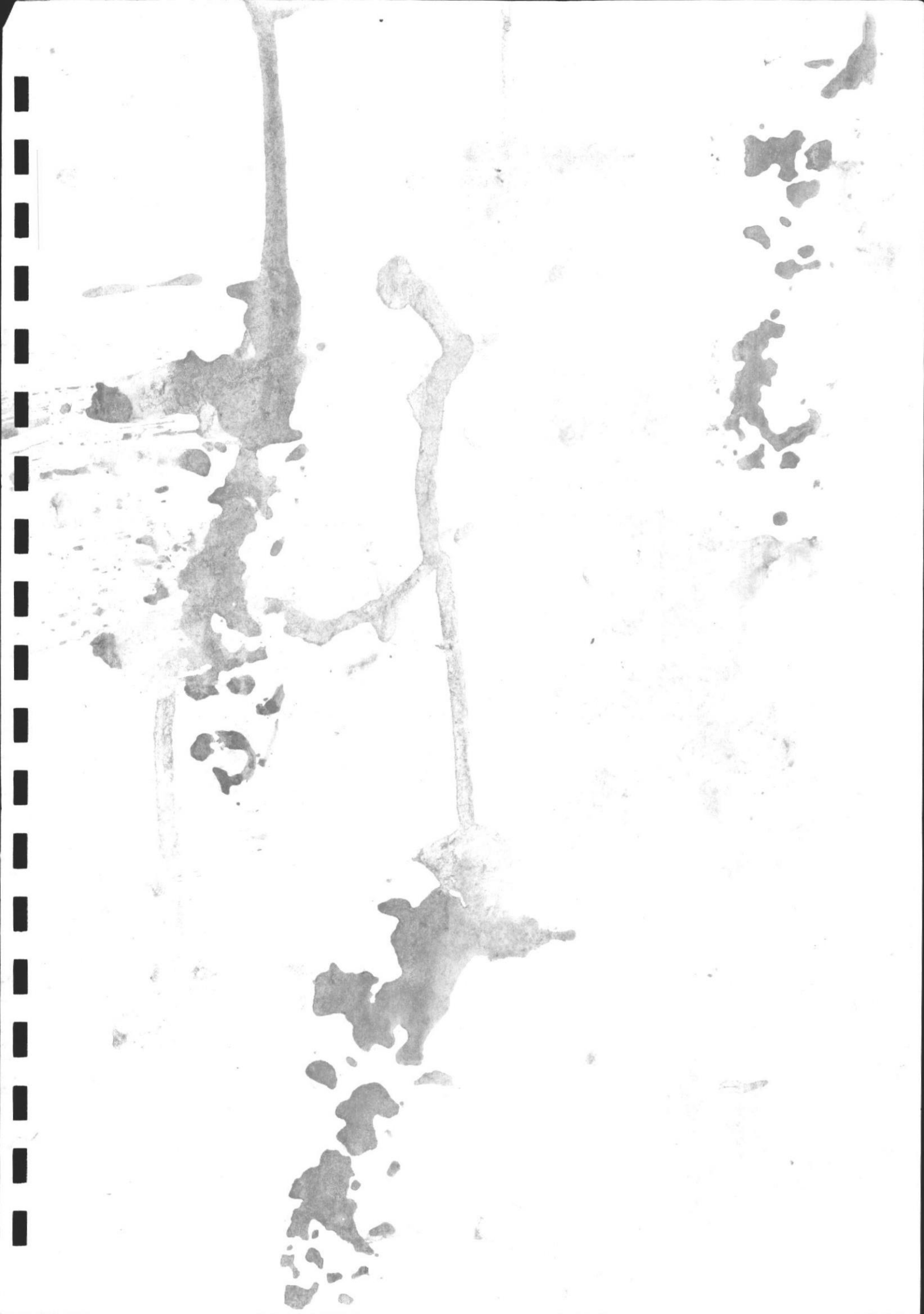


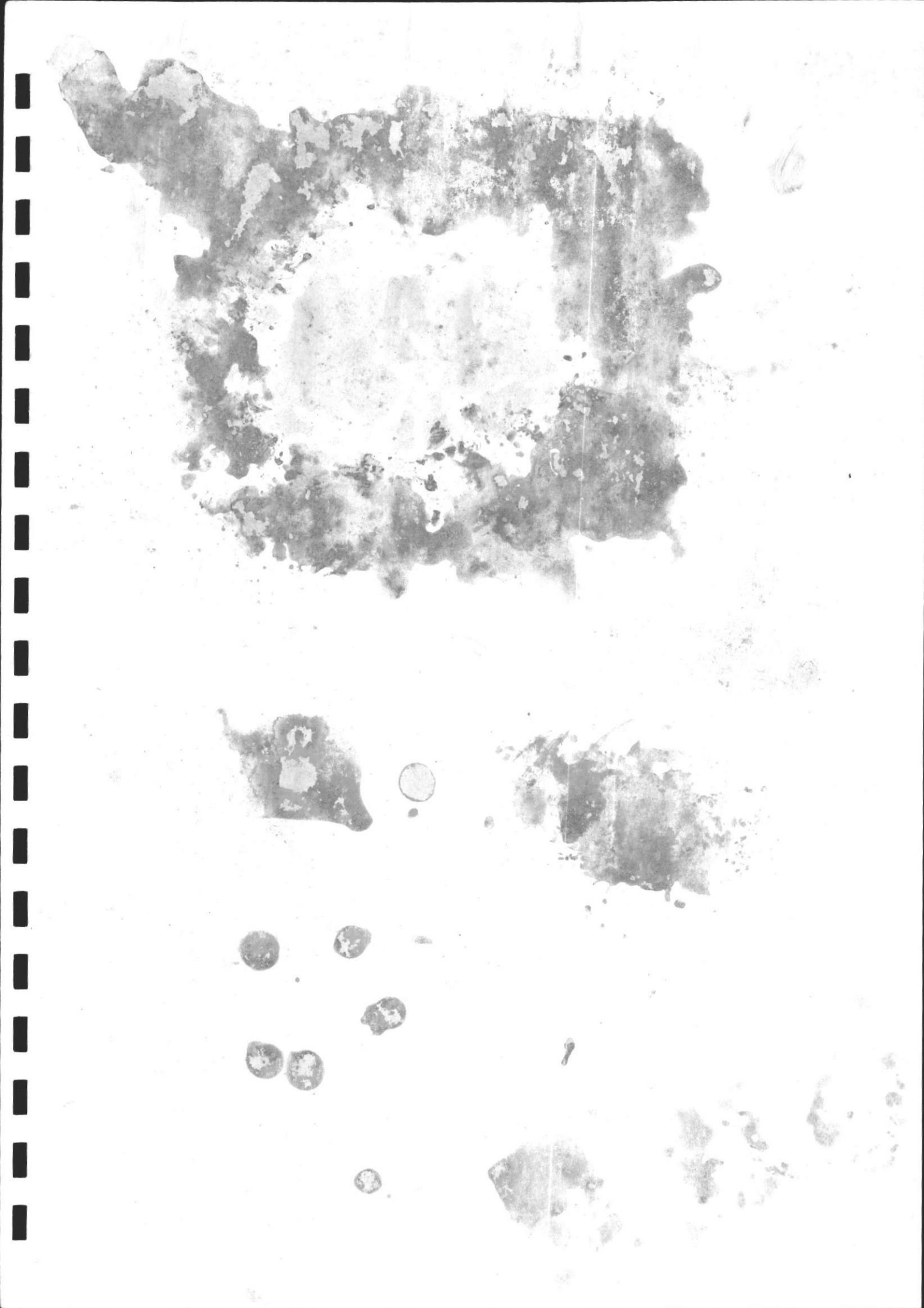


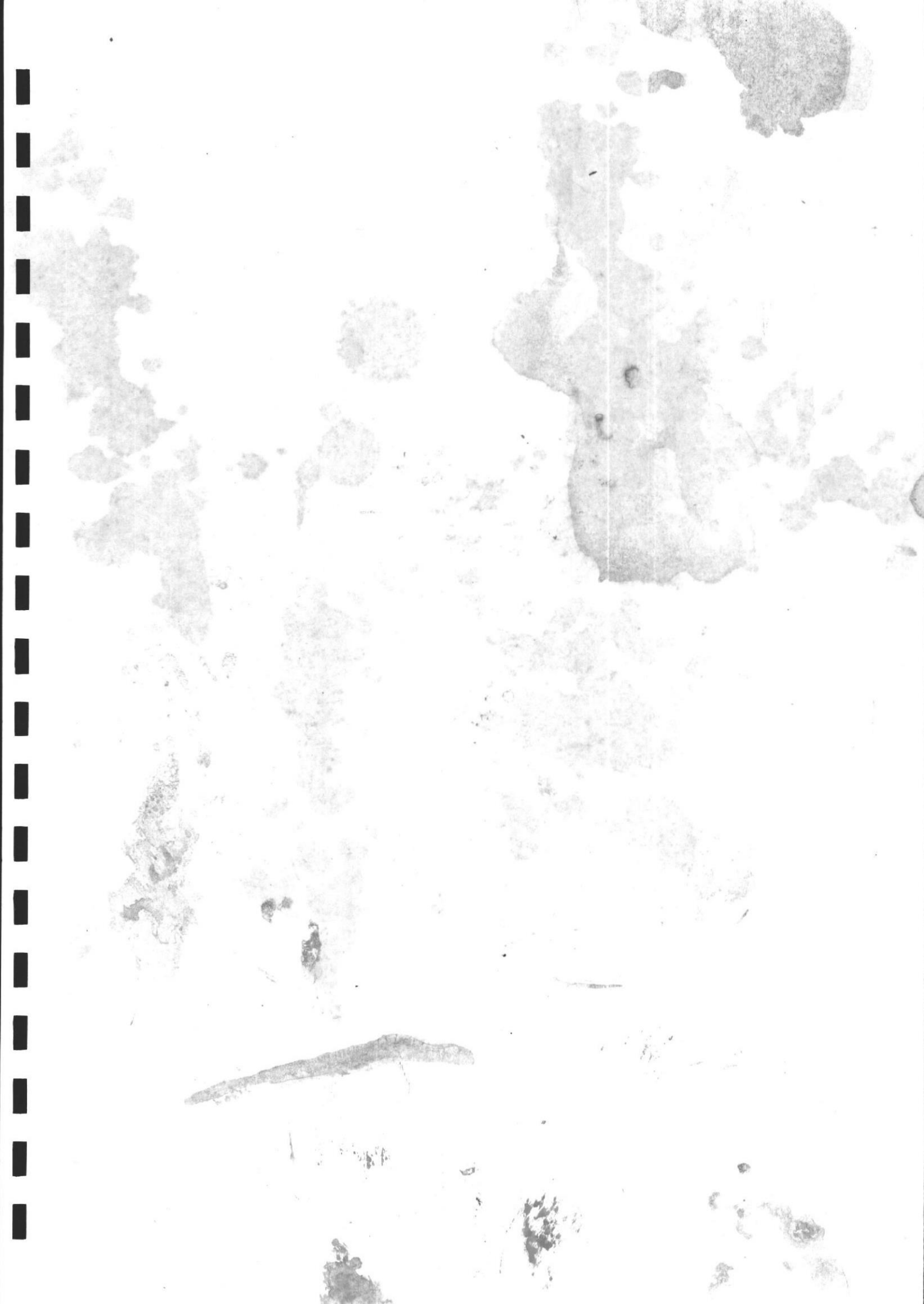


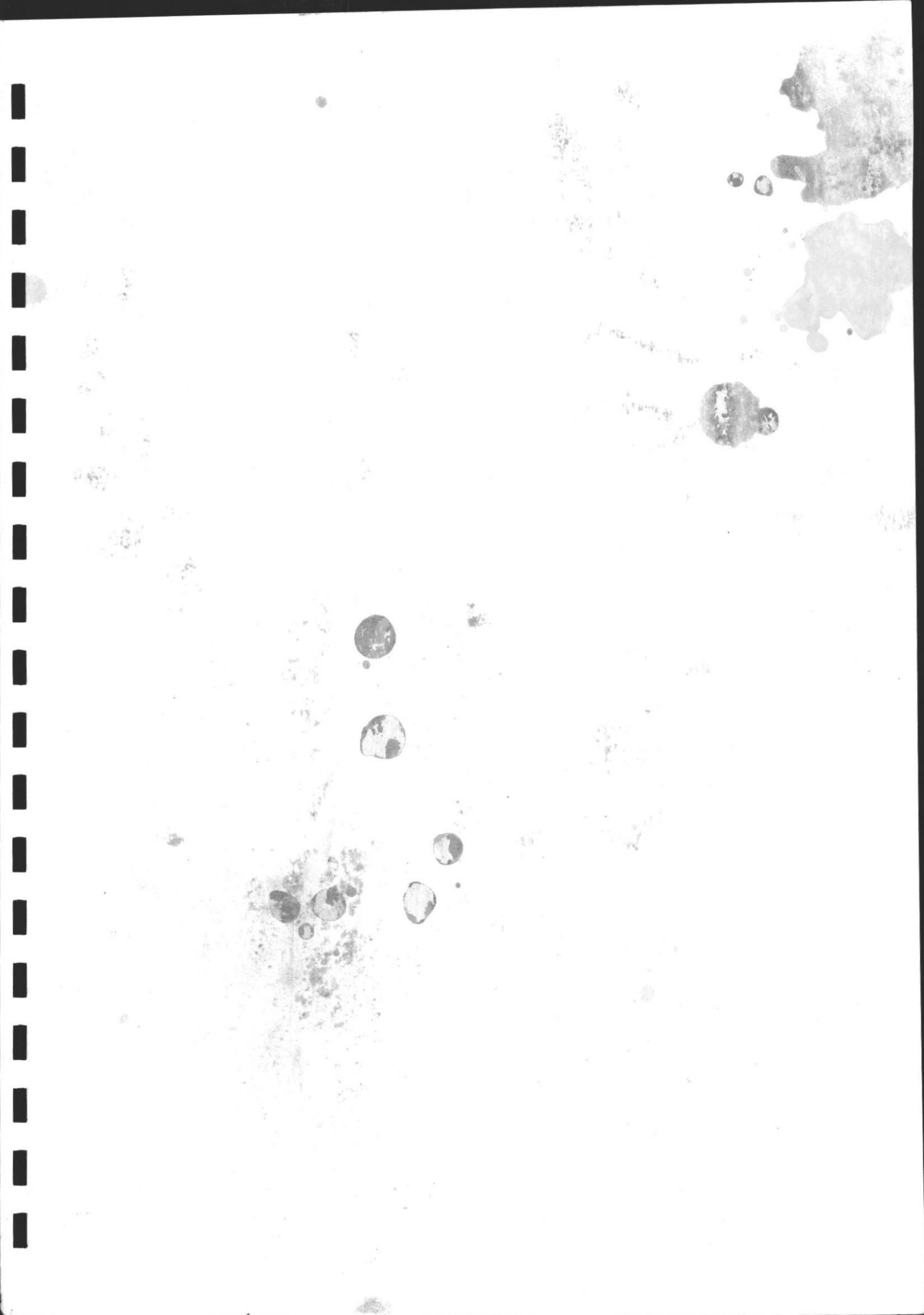




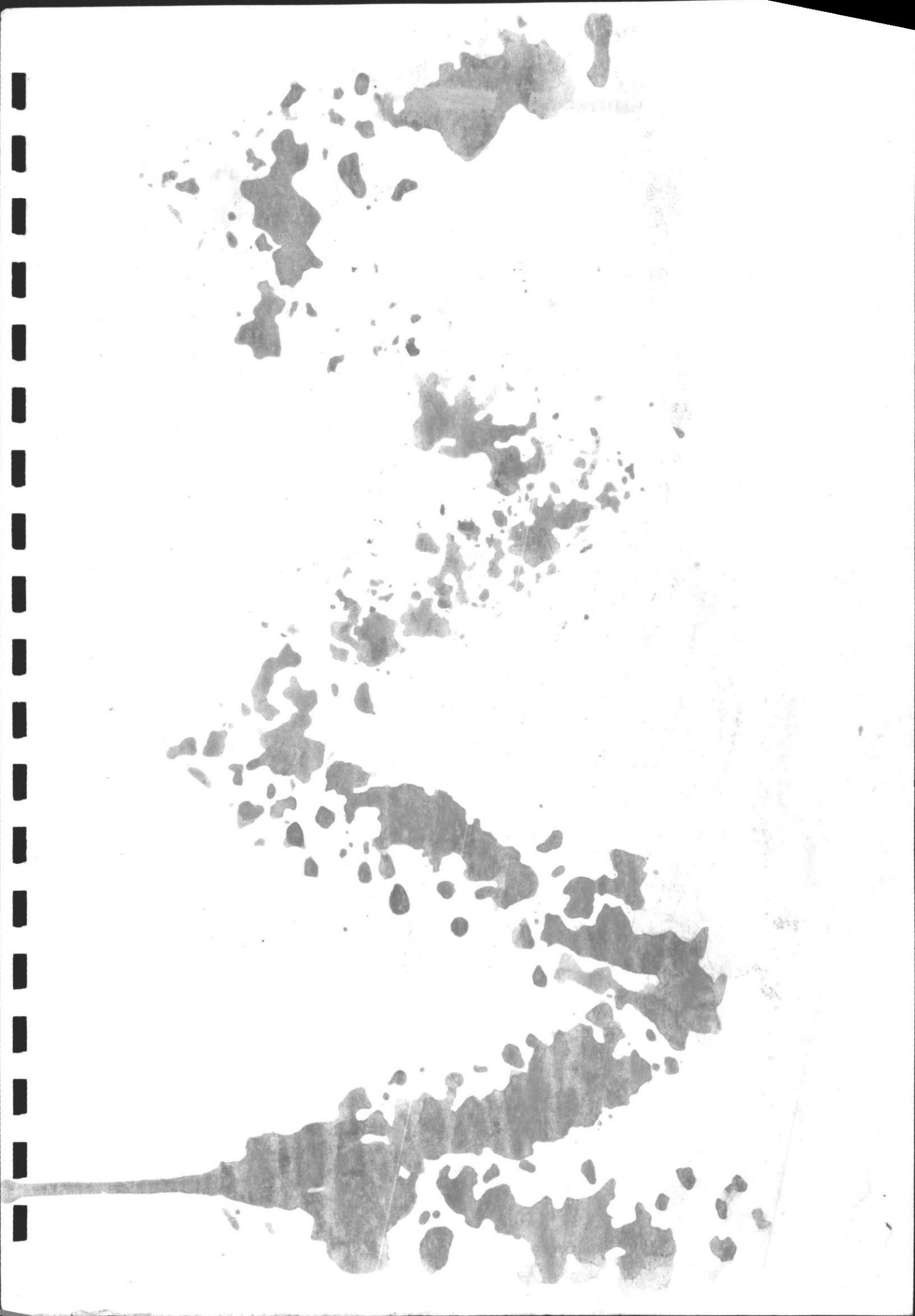












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