

KINDERHAVEN
PRESCHOOL
ACADEMY

9TH Annual

ART
show

2016



PLANTING ROOTS AND
GROWING WINGS

A REGGIO-INSPIRED PRESCHOOL

FROM THE ART DIRECTOR

Dear Kinderhaven Preschool Academy Friends and Family:

I cannot tell you how excited I am to have you here today, and to witness first hand, what happens when a curious, inquisitive child is given the tools and creative outlets to explore his/her interest. Everything you see here today is further proof that children really do speak "100 Languages!" Hopefully, it will also serve as a reminder that nourishing and feeding children's creative souls will always result in great growth for the whole child.

My role as Director of Art Education at KPA is by far the most rewarding job I've ever been fortunate enough to have. I would like to take this opportunity to explain a little further how my role works in the classes. My role as Director has changed over the years, as we have found how to use the time I have to in the best way. I have written weekly art lessons for the teachers to do in each class. These lessons are implemented by the teachers, building on each lesson. With each class, the children gain artistic skills and a deeper understanding about art materials and techniques. In addition to these weekly art lessons, I am available on an "as needed" basis for the teachers, offering art suggestions and ideas that may go along with classroom projects. The teachers are free to incorporate any portion of the ideas that we develop, and of course, the children always bring their unique interpretation to the final project. Of course, because I am also a Red Class teacher, I spend daily time with them, and because they are older, their ability to create and interpret art is at a much higher level. I am very proud of all of the art that the children generate from KPA. They are encouraged to use their own creativity and their own abilities to express themselves, and I am always amazed!

Today, I'd like to point out that all of the art you see here is indicative of the child's ability, desire to create, and his or her age. We never compare children's artwork from class to class or child to child. To do so would entirely miss the point of why we regard art as such a valuable learning tool in the first place. We believe the process of creating is what is important, and children do that in varying degrees according to their ages, desires, abilities, and tools they choose. While one child may wish to spend great amounts of time on a project, paying close attention to even the

Smallest of details, another child may not. We try to honor each child's natural inclination as much as possible, while simultaneously attempting to get the full experience out of any art option presented to them. Just as every child is unique and wonderful in his/her own way, so are the resulting works of art on display today.

Likewise, please be aware that the Red Class' "Art is for the Birds" is an expression of where the children wanted to go with their art this particular year. They have been fascinated with discovering the inspiration of birds in artwork, including children's book illustrations. During the almost year-long interest in all things birds, the children loved exploring how artists depicted birds and what materials and techniques they used in their artwork. It has been a fantastic journey with them, and it really is such an essential part of the Reggio-inspiration and the philosophy of Kinderhaven. We were blessed by the children's enthusiasm and desire to know and do more!

I want to thank all of the teachers for their creative efforts at KPA. The teachers work hard to implement developmentally-appropriate art techniques and projects, and I always applaud their efforts! All of you deserve a lot of credit for the art that you see today. KPA parents are so supportive of the art process, from bringing in recycled materials to volunteering to help out with messy projects and art show preparation. I am so excited to witness the enthusiasm of all of our parents. I also appreciate how so many parents have encouraged the further exploration of the artists and techniques the children have learned in each class this year. You all have a huge impact on the future interests of our budding artists!

Lastly, I would like to offer a huge thank you to the Red Class assistants, Mrs. Orsini and Ms. Faudel. There is no way I could have even dreamed of tackling such large, encompassing projects like the ones we did this year without their constant support, picking up after me, and assisting the children in so many ways. They are always willing to go the extra mile when it comes to some of our most difficult projects. And, they often have to go after me to clean up my crazy messes. Thank you, ladies, so very, very much for all you do!

And now...on with the show!

Ms. Kelly Sindt, Art Director

PURPLE CLASS

Self-Portrait Collage: Created With Natural Materials:

In September our youngest Purple Class students were getting to know each other and also becoming aware of their own individuality, both physically and emotionally.

To encourage this exploration of uniqueness, we introduced the idea of looking into a mirror and creating a self-portrait. First we used pencils and paper to practice making simple shapes like circles, ovals and lines for our hair. Eventually we began using natural materials to create collage self-portraits such as yarn, seeds, sticks and straw. Using these materials we created three-dimensional versions of our faces.

We extended this activity a bit further by having each child reflect on qualities they liked about themselves. These attributes could be physical such as their eyes or another quality like being silly and laughing with their families!

Our world is filled with such wonderful diversity and this project explored how every person is important and valued.



Emotion/ Glitter Painting:

We spent much of November and December discussing emotions to help the students identify their own feelings and practice/ explore social skills. Identifying how others are feeling can be a very helpful skill in school and in life. *How can you tell if someone is happy? How do you know if they are sad or mad? We did role-play with the students to observe how others may be feeling. If your friend is sad, what could you do to make them feel better?*

In addition we discussed other aspects of emotions, such as how both music and color can convey different feelings. While listening to classical music such as Bach and Mozart we painted pictures using paint, glue and glitter.

The students had interesting thoughts about how the music and colors made them feel, please note the children's own words included on their work.

Becoming aware of both your own and of peers feelings, and then self-regulating accordingly, is a wonderful skill to practice in preschool.



Texture Book: "How Does It Look?" "How Does It Feel?"

This spring the Purple Class participated in a collaboration and research project with our families. We had been talking about textures outside in nature; such as in the snow and the tree bark and cloud patterns. We had also noticed texture inside for instance things that are smooth, bumpy, hard or soft.

Over a long weekend we asked families to collect things that had texture they could either see or feel. With the items our classmates shared we created books with our "texture treasures." What feels (or looks) bumpy? Smooth? Rough?

Classifying and sorting things is an engaging way to promote cognitive development in young children.



Texture Painting: "Small Canvas"

While continuing to explore the idea of texture the students in Purple Class created a three-dimensional piece of art on a small canvas using tissue paper, glue and paint. This was a two-step process where they created a base layer with tissue paper and glue on the first day. Then on another day they painted the canvases while being inspired by the beautiful colors of spring. Weather permitting we painted outside and on other days we looked outside our giant Kinderhaven windows!

The varied (and sometimes dramatic) seasons in the Midwest create inspiration for so much beautiful art!

BLUE CLASS

VEHICLES

After observing numerous pictures of vehicles, each child in the Blue Class chose what type of vehicle they would like to create using different size boxes. The children ripped pieces of road maps and glued them to their boxes to create the outside of their vehicle. The children then painted over the maps to give their vehicle a wash of color. Wheel pasta was used and rolled in black paint to make the wheels. The wheels were then attached to long piece of wood, acting as an axle, and then connected to their vehicle. They also attached a bead to the axle to hold the wheel and represent a hub cap.

After each of these steps were completed the vehicles were constructed. A picture of each child was taken and added to their project.

Constructing a Wheel

While learning about the parts of a wheel, each child in the Blue Class was able to construct their own wheel using pipe cleaners as spokes, plastic tops as a hub, and thick yarn as the tire. Each child chose their own pieces and placed them where they thought they should go.

Tire Tread Primary Color Painting

While learning about tires, the Blue Class talked about how tires are round and they help to transfer things from one place to another. We used wheels on dowels rods to paint tire treads onto paper. We have also mentioned the color wheel and how the primary colors mix to create new colors. We painted with the primary colors and looked to see if we spotted any color mixing in our paintings.



Layers of the Earth Mosaic

The Blue Class learned about the layers of the Earth while studying volcanoes. To create this mosaic, students worked together searching through magazines and shredding the different colors for the different layers. Once we collected enough scraps, we glued pieces on one layer at a time.

Red: Inner Core

Orange: Outer Core

Yellow: Mantle

Green/Brown: Crust



Color Wheel

The Blue Class studied wheels and the many ways that we use them. A new idea that they were introduced to was the color wheel. They learned how to mix the primary colors to make other colors. The students were assigned homework to find some of these colors at home. We gathered all of our findings and placed them on the color wheel to make a collage.

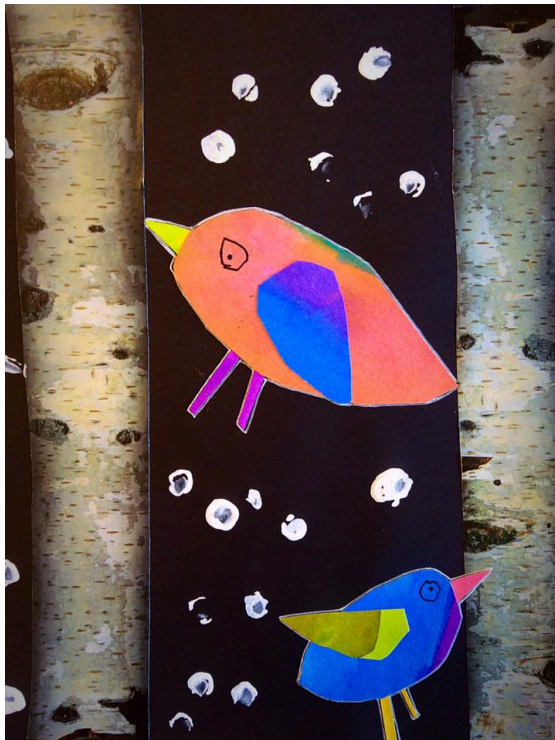
Clay Volcanoes

While learning about volcanoes, the Blue Class used clay to form volcanoes around baby food jars. Once the clay was dry, they were able to paint them. After painting, the students were able to add smaller details like rocks, glitter, beads, tissue paper, pipe cleaners, and cotton balls to represent lava and smoke.

RED CLASS

(Please see the Red Class art brochure "Art is for the Birds" to gain more insight and detailed information concerning the Red Class art).

Briefly, this year's Red Class art was inspired by their classroom projects on all things BIRDS! Their love for our feathery friends led them into exploring how artists depicted birds in art and through stories and illustrations. We hope you will take the time to look at the children's wonderful depiction of birds through their art.



TAKE TWO

ART SHOW SUBMISSIONS



Shape Structure Art

The first step of our shape structure art was having each child sketch what their favorite building might look like. After sketching, they were encouraged to paint a background for their buildings and choose which buildings they would like to use. Once their buildings were traced, they began to use all different shapes to design their buildings. This project was a multi-step process that helped the Take Two class see how every building can look different.

Season Trees

The first step was to talk about the various trees and how they transformed depending on the season. The children were then asked what season they would like their tree to represent. They began by painting their backgrounds. Then, the children used newspaper as the tree and added different buttons to create the appropriate season.

Tree Ring Art

This mixed media art project involved the children's observations of how the rings looked and what they represented in a cut tree. They were excited to draw the rings, and they were eventually encouraged to use various materials to recreate the rings.

Block Building Trees

After talking about how every tree is unique, the children were able to build and create their own tree sculpture using wooden blocks. After assembling them, the children were able to choose a color to paint their tree and base. After that, the children created the tree branches using pipe cleaners and beads for leaves.



THANK YOU SO MUCH!

A great big thank you to all of the teachers who spend countless hours to make this art show the spectacular event that it continues to be. Their dedication, inspiration and creative energy are crucial to bringing out the artistic spirit in each and every child. These teachers continue to dedicate endless amounts of time and tons of creative energy to help each child explore his/her creative potential!

Second, a thank you to the parents who believe that every child is an artist and deserves to see the world through those lenses. We are able to make such beautiful and fantastic art, because all of you understand how important it is to have your child tap into his/her creativity and artistic ability!

Third, I want to thank all of the volunteers who make this event possible. To Rey Garcia and the Rec Center staff for helping set up all of the show for the billionth year in a row to every person who donated their time with set up and tear down. Also, thank you to everyone who donated materials to the school to keep our creative juices flowing.

Fourth, I want to thank our very own Lisa Watters for jumping in at the last minute to create these beautiful art brochures. She was so willing to run with this project when we needed her, and we could not be more grateful!

Fifth, a shout out to the David Allen/Chris Lanning family for always coming through with any crazy art supply we need, because they love and support art education for children. Thanks for scouring estate and rummage sales and finding just the right things!

Sixth, we couldn't have made this day so special without the fruit donation from the John and Anastasia Svigos family. They continue to support the creative work of the school year after year!

Seventh, thanks to all of the youth and CROYA for providing assistance at our art tables. Your time and energy is greatly appreciated!

Lastly, but certainly not least, a grateful heart and spirit for **Ms. Kelly Sindt**, our "art whisperer." Her time and passion for art is directly reflected in all of the art you see today. Her ability to see works of art and interpret them in such a way that preschoolers not only get them, but want to re-create them is stupendous. The countless hours she spends at any number of art supply stores, estate sales, rummage sales, and thrift stores is only surpassed by the extended time she spends preparing materials, matting and framing art, and creating group pieces of art. Ms. Sindt reads endless articles and Reggio art blogs and books fueling her passion for creating young artists. Thank you for all of the energy and extra hours she gives to make Kinderhaven's art such an important component. She has made Kinderhaven Preschool Academy's artistic vision come to fruition, and she is deserving of the accolades for her 9th year of incredible artistic vision!