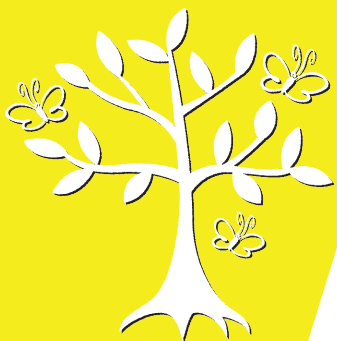


KINDERHAVEN PRESCHOOL ACADEMY



PLANTING
ROOTS
AND
GROWING
WINGS.

8TH Annual

ART show

2015

A REGGIO-INSPIRED PRESCHOOL

The
crazy
World of Art

The Crazy World of Art.

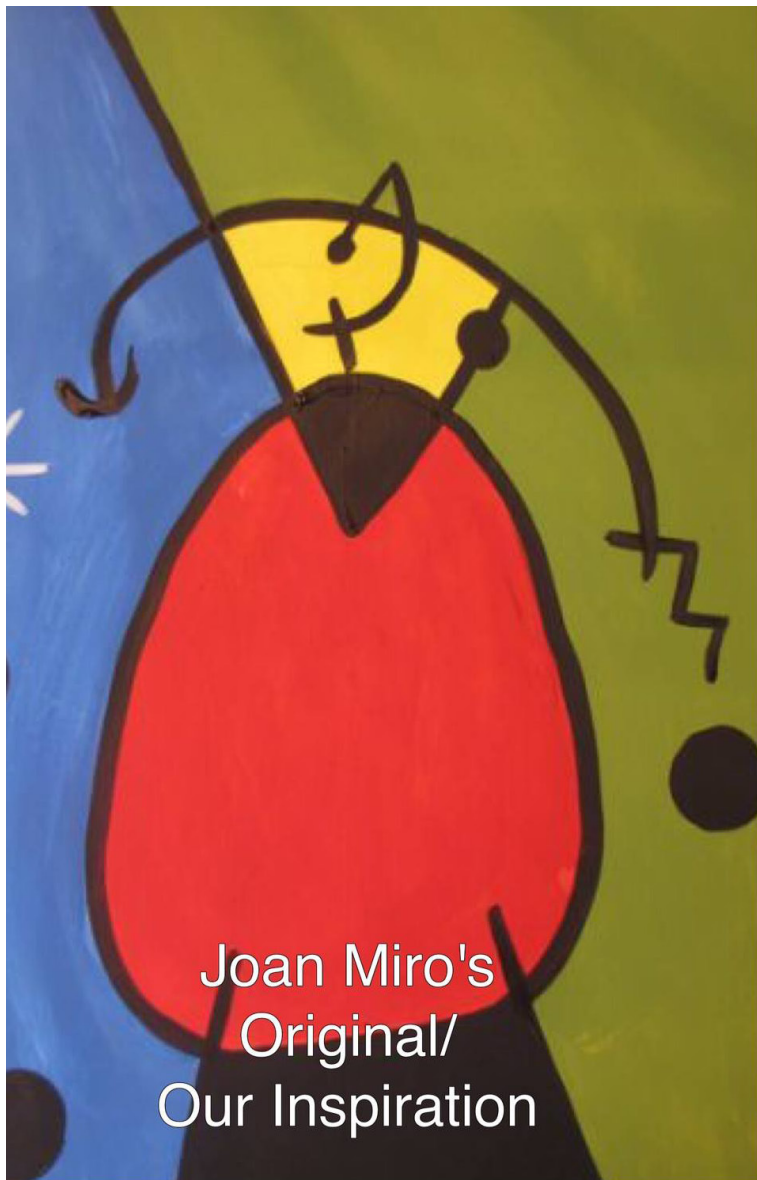
How It All Began

In the years that I have been at Kinderhaven Preschool Academy, I continue to be amazed at the incredible interest and motivation the children have to produce great art. Their curiosity and desire to learn more about art materials, artists and great works of art is constant motivation to do more and create more. This year's Red Class was no exception. "The Crazy World of Art" came to life after a class discussion concerning Surreal art. The children were fascinated by the work of Baldessari, Kush and Matisse, reveling over finding the "surreal elements" in each work of art. As I introduced different artists whom explored their own paths in art, the children became more adventurous in creating their own art. Sandy wanted to create a "car that was in the air, because it used sunshine for gas" and Natalie loved creating flowers with faces that are "growing out of the buildings." Another artist that became an inspiration was Julie Cockburn and her technique of sewing with colorful thread on photographs. Soon, the children collected photos of their own houses and developed a way to "sew" colorful thread on their own homes. It has been a fun ride through some great artists, inspiring artists of our own! We hope you enjoy this incredible body of work!

Kelly Sindt, Art Director

“
Art is sunny!
”

- Erik



Joan Miro's
Original/
Our Inspiration



Student's Miro-Inspired
String & Paint Piece



Student's Miro-Inspired
Glue-Resist & Paint piece

Joan Miro String Art—

Students began this process by practicing the movement of the squiggly lines with pencil. Next, they traced their drawings with felt tip pens. Once the students became familiar with the motion, they used glue to create the same “squiggly line” effect. Then, they put string/yarn on the glue lines. After that dried, the students chose from various colors of biocolor paint to fill in the open spaces they wanted to highlight.

“

**Painting is color with a brush
and making a rainbow!**

”

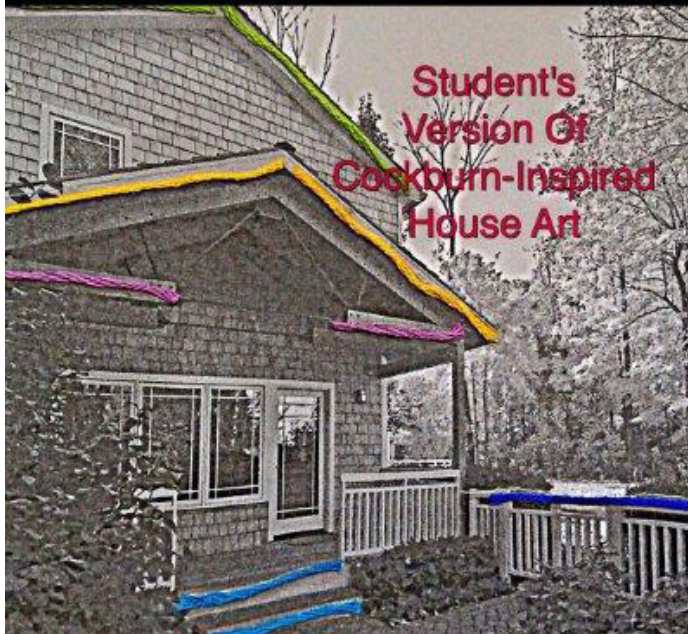
- Natalie

Cockburn Style Homes—

Students used black and white photos of their own homes, altering them in the style of artist **Julie Cockburn**. We studied photos of works by the artist who hand embroiders/sews on actual photos. The students chose various colors of embroidery thread and applied the thread to places they wished to “highlight” (or have people notice) on a black and white photo of their own homes. They went back with a pointed Q-tip to clean up any excess glue.



Julie Cockburn's Original/Our Inspiration



Student's Version Of Cockburn-Inspired House Art



Vladimir Kush's Original/Our Inspiration



Student's Version Kush-Inspired Windmills

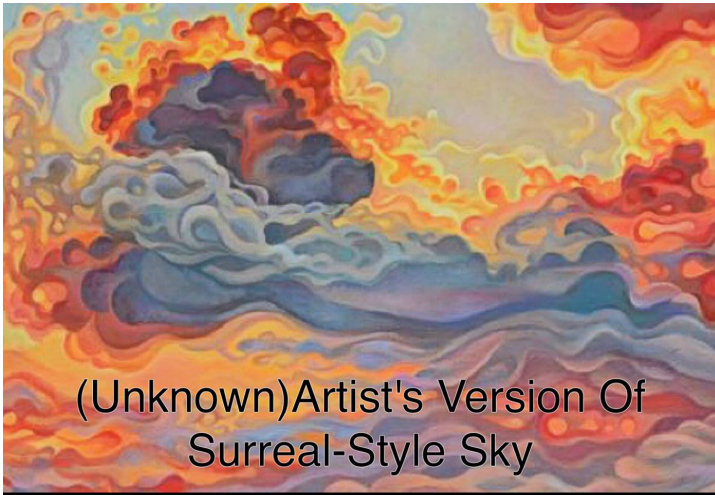
Windmills—

Children used 2 different colors of acrylic paint to paint the sky and ground, Inspired by **Vladimir Kush** painting found in “Fauna in La Mancha”. They specifically chose “surreal” colors (meaning not blue for sky or green for grass). Then, they used oil pastels to make clouds/give “grass” texture. They used paper towels to rub/blur/smear their pastels. Next, they picked from a variety of materials to create their windmill towers, propellers, and flags. They glued the parts to their backgrounds. Lastly, they used black oil pastels to outline their windmills and took Q-tips to blend and soften the pastel outlines.

“ I like art, because I can just draw all the things I see! ”
- Taylor

“ Surreal art is important, and we will always remember it! ”

- Miller



(Unknown) Artist's Version Of Surreal-Style Sky



Student's Version Of Surreal Sky Scape

Surreal Sky Scape—

The students loved looking at the clouds and sky in some Surreal paintings that were placed in the art studio and classroom. On top of shaving cream on a cookie sheet, students picked a couple of colors of acrylic paint to swirl on top of the shaving cream. Next, the students placed a sheet of heavy weight white paper on top of the shaving cream and paint. After 15 minutes, the students removed the paper and using a squeegee, they removed the excess shaving cream/paint mixture, leaving the marbled, swirly Surreal sky scape!

Surreal Collages—

After examining and discussing various pieces of Surreal art, the students were asked to point out what made each of the paintings Surreal. Next, they discussed what a collage was and how they were going to make one. They chose a large background picture from recycled magazines and calendars. Next, they used a wide variety of collage materials to create a Surreal work. They worked with their teachers on the placement of the elements and what would make their chosen elements Surreal.



Our Inspiration: (Unknown) Artist's Surreal Collage

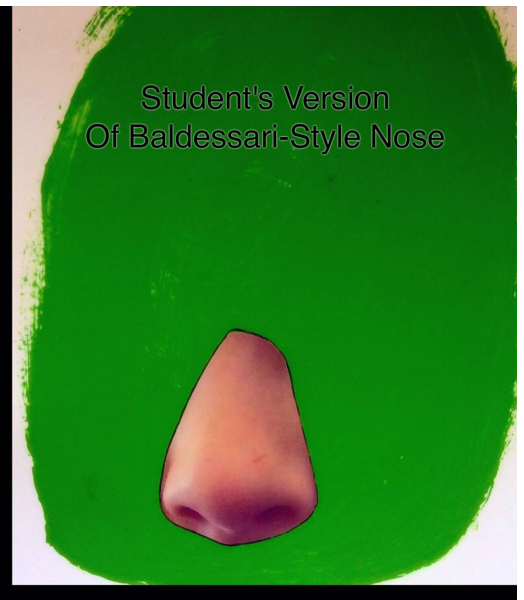
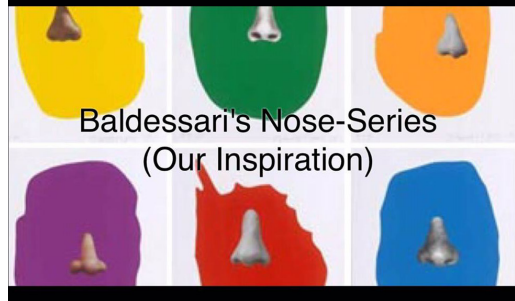


Student's Version Surreal Collage

Baldessari Noses—

This was a simple project, but highly intriguing to the children. They had several lively discussions concerning whether this specific Baldessari piece was really art. First, they used water color paper and acrylic paint (color was their choice). They needed to paint

in a circular motion, leaving a margin on all sides. This took practice and required control of their painting motion. Second, a photo of each student's face was taken and their nose was cut out. The students were encouraged to glue their noses anywhere within the painted area.

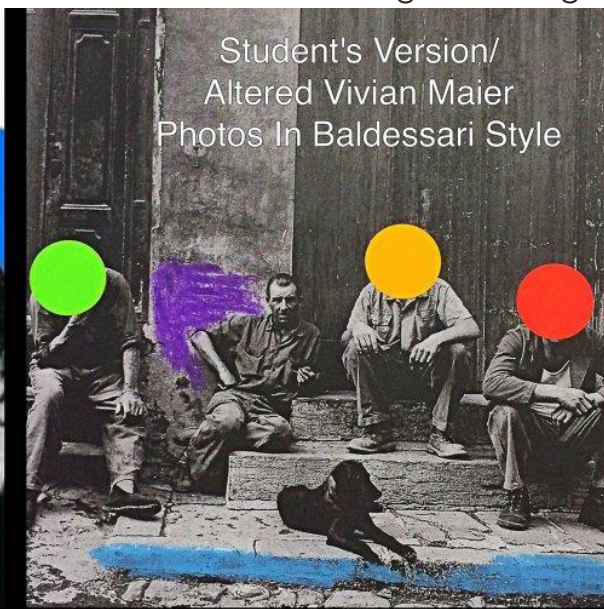
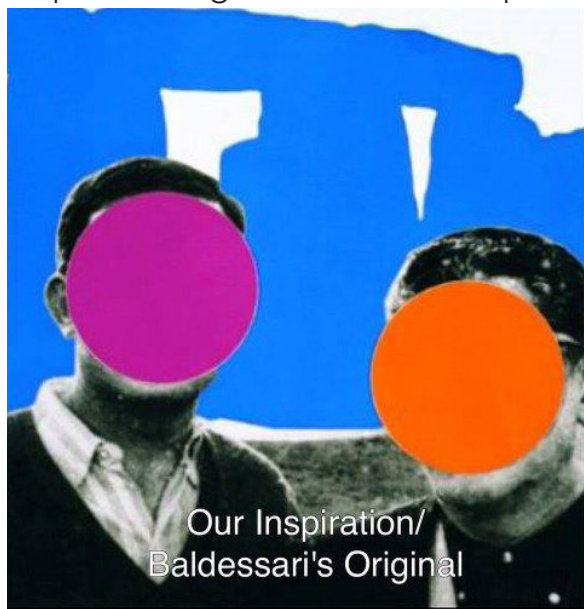


“ Art is something I can do in my mind and hands! ”

- Madison

Baldessari Originals—

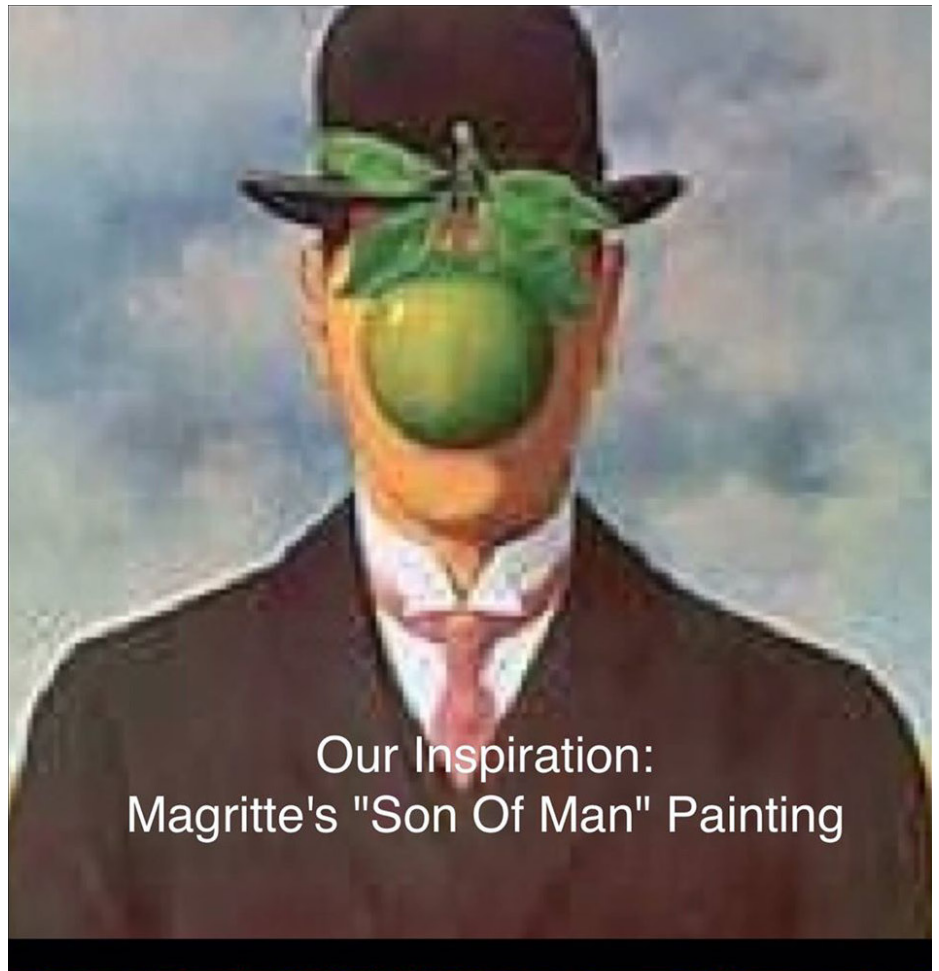
During our project exploring how “Artists Make their Own Rules” we combined **Vivian Maier’s** photos (while noting she took photos “others” might not consider “pretty” or “photo worthy”) with the techniques of John Baldessari. We used dots to cover faces in the photos as well as adding oil pastels to give color to other parts of a black and white image. In doing so, like Baldessari, the



students changed what the “focal point” (or what they want the viewer to notice) about the image. The student's only instruction was to give color to or highlight a lighter area of the image in order to enhance the photo.

Magritte Apples—

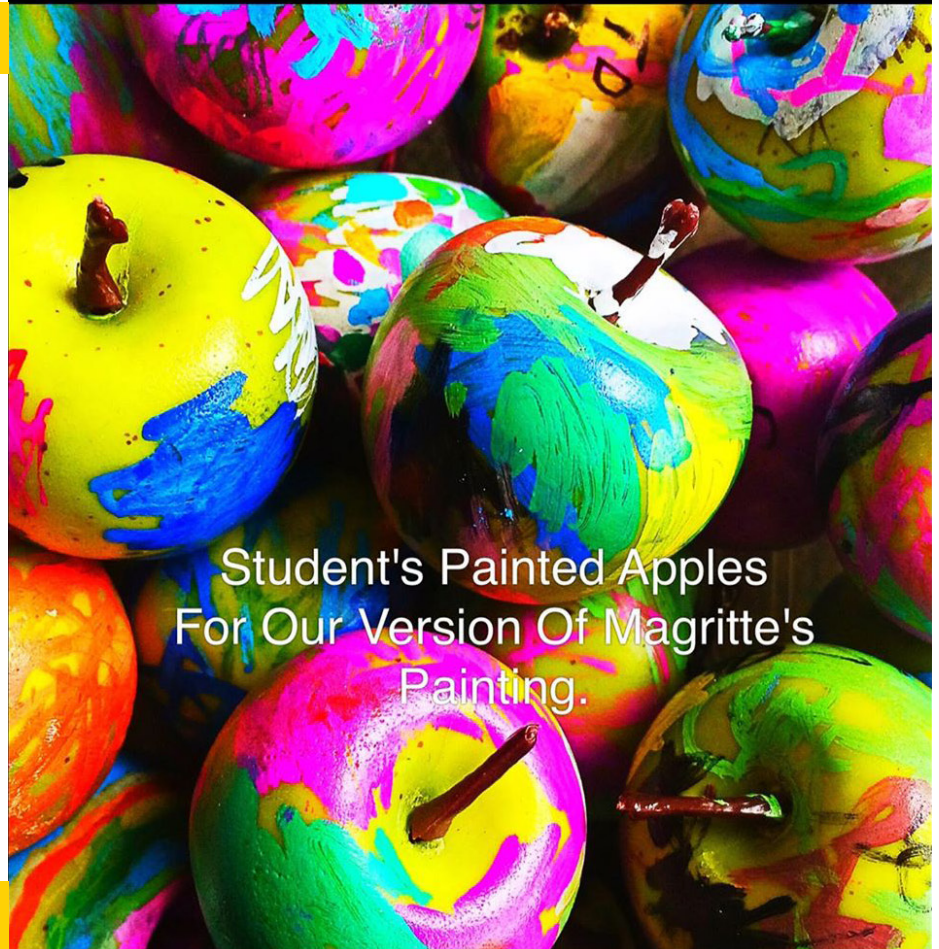
After examining Margritte's "Son of Man" painting and reading the book **Magritte's Hat** the children wanted to recreate the painting. First, they worked with a teacher to paint a brick wall similar to the one in Magritte's painting. Next, they wore a suit and derby like the main in the painting, posing in front of the brick wall backdrop and a photo was snapped. Then, they were given a green apple ornament. They could decide whether or not to use paint pens to change the color of the apple or leave it green like the one in the painting.



Our Inspiration:
Magritte's "Son Of Man" Painting

“Some
days art is
everywhere
in the
world!”

- Freddy



Student's Painted Apples
For Our Version Of Magritte's
Painting.



art
 enables us to
 find ourselves
 & lose ourselves
 at the same time
 thomas merton
 THREEINFIVEQUOTES.TUMBLR



ART
 MAKES
 CHILDREN
 POWERFUL



“

Everyone can be an artist.
 Just draw!

”

- Emma



“ Art is lots
 of pretty colors
 all together! ”
 - Darby

