We began our study on the Elements of Art by talking about what we see around us, understanding how to tune into our observational abilities. We invited the children to be careful observers of the world around them and to take notice of details that can lead to important learning. Observational Drawing is the ability to draw and paint from life, creating an image not taken from either a photograph or the artist’s imagination, but from real life observation. This initial activity helped set the foundation for our unit, inspiring the creative juices to begin flowing, as we delved into the world of how art is created and what art means to us. During our unit, we explored lines, colors, shapes and textures, beginning with exploring primary and secondary colors with different mediums, manipulating and mixing them to make interesting combinations. We explored drawing, cutting, and painting straight, curvy and zigzag lines. We learned how to maneuver shapes with the purpose of creating and drawing 2D objects. Throughout the month of October, we learned by means of hands on experiences, making personal connections, reflecting upon stories, and immersing ourselves into the world of art, by truly becoming a classroom of artists.
We explored the element of color during our first week of study. Starting with primary and secondary colors, we sang, danced and painted until we had learned the order by heart. During this time, we completed several art projects that combined color with lines. First, the children explored color mixing in the simplest form. Each child was given two primary colors and asked to predict the color they’d make when mixed together. After more exploration and investigation of color mixing using white, grey and black paint, friends were eager to see how many new colors they could create. Throughout the month of October, lines, colors and shapes lead our creativity. The children painted warm (red, pink, orange and yellow) and cool (blue, purple, teal and green) color line designs, had a chance to extend our exploration of self portraits using shapes and colors, and used colors, lines, shapes and texture to create a Creepy Creature.

The elements of art serve as building blocks. A person cannot create art without utilizing some of them. Line is essential as a concept to depict objects and symbols and to define shapes. The friends learned that “A line is a dot that went for a walk.” A line can be straight, swirly, wavy, jagged, dotted, dashed, zig-zag, diagonal, vertical or horizontal. We explored the many ways lines can be used in art, to create shapes, show movement or represent texture. The friends then learned how to utilize lines to create shapes, then combined shapes to create everyday objects, such as a cat, a person and a house. Friends continued their exploration of lines and shapes on a daily basis, creating illustrations for a classmate’s birthday page, recreating a story’s illustrations or drawing a teacher-modeled prompt in their journals.

After introducing the fourth element of art, texture—the visual and tactile quality of a surface, the kindergarten friends added all four elements together (line, shape, color and texture) to create Creepy Colorful Creatures, a texture fall tree and texture paintings. Friends used shape stencils to build their creature’s body, added lines to show implied texture, included primary, secondary and tertiary colors and added loose parts for real texture. Working with Mrs. Perovich, friends used torn paper to create owls that felt “soft” and “smooth”, adding the finished product to our “bumpy” tree in the hallway. Friends also used paint and texture brushes/stamps, along with “texturized” paint to create a texture collage.
LOOSE PARTS EXPLORATION

When exploring with loose parts, our goal is to awaken each child’s creativity and help them enter into a world of “what if” that promotes the type of thinking that leads to problem solving and the ability to think imaginatively. According to Loose Parts - Inspiring Play in Young Children, “Loose parts, in an educational setting, mean alluring, beautiful found objects and materials that children can move, manipulate, control and change while in play. Children can carry, combine, redesign, line up, take apart, and put loose parts back together in almost endless ways.” In the kindergarten classroom, the friends have enjoyed exploring their curiosity with infinite play possibilities. Design tiles have become a house for animals, gemstones and chalk developed into vehicles and yarn leads to inquiry exploration of spatial concepts. This year we have designated our red table for loose parts exploration. Each week new manipulatives are provided for the students to discover.

LOOK AT US NOW!

In just over one month, the kindergartners have progressed greatly in their drawing abilities. Their fine motor skills, awareness of detail, and focus has developed, allowing for more elaborate and accurate drawings. Their representations of forms are clearly recognizable and will gradually become more complex as time continues. Their use of color is developing into more of a realistic representation, rather than just a form of expression. To support the continual progression of their work, we have created a visual reminder of what a quality illustration (drawing) looks like at the kindergarten level. Ask your child to describe what a 5 drawing would look like. The answers included the following: it has five or more colors, the colors are used accurately, it includes tons of detail, is neat and represents that you took your time and did your best work!

KINDERGARTEN LANGUAGE ARTS

In kindergarten, we are immersed in the world of printed text. As the students write, they put more effort into their writing as they are allowed to initiate their own ideas. Consequently, their writing becomes meaningful to them. Students explore invented spelling or as we refer to it, “Kindergarten Spelling”. Kindergarten spelling enables the children to use what they know about letters, sounds and spelling patterns to spell the words as well as they can. Spelling is a developmental process in which children acquire certain ideas about spelling as they are exposed to printed language and make connections between the sounds that make up words and the letters used to write the words. In the kindergarten classroom, children are beginning to use invented spelling with thoughtful attention to letter-sound relationships. Writing in journals, on birthday pages, and throughout the classroom helps build personal relationships between the teacher and student, builds independence, fosters attention to details, strengthens self-confidence, and creates a community of learners.
**DISCOVERY AND EXPLORATION**

The Science/Discovery Area continues to be an active place in the kindergarten classroom! This month we focused our exploration on several experiments with the element of color and have sparked excitement and interest in the students for our future units, wondering which experiments the kindergarten teachers will come up with next! Here are some of our favorites...

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**Color Mixing**

I wonder...how can we make new colors using only three colors (the primary colors: red, blue and yellow).

**I think...** when we mix all the colors together it will make brown. If we mix only two colors together we will make a new color.

**I learned...** when you mix blue and yellow together, you create green. When you mix red and blue together it makes purple; when you mix yellow and red you create orange. Green, orange and purple are secondary colors. When you mix different amounts of primary colors, you can make any other color of the rainbow. The friends explored mixing primary colors to make secondary colors by using tempera paint, shaving cream, ice cubes and food coloring.

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**Lighter or Darker**

I wonder...what will happen when we add the colors white, grey and black to a paint color.

**I think...** the paint will become lighter with the white and grey paint. The dark black color will make the original paint darker, like black.

**I learned...** when you slowly add white paint, a lighter shade of the original color is created. When you slowly add black paint, a darker shade of the original color is created. Adding grey paints creates a shade slightly darker than the original color.

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**Color Changing Milk**

I wonder...what will happen when you mix whole milk with dish soap and food coloring?

**I think...** the colors will mix with the soap. “Maybe the primary colors will make secondary colors.”

**I learned...** similar to when dish soap breaks down the fat in a sink full of greasy dishes, the soap breaks apart the molecules of fat and protein in the milk. The molecules of fat are left vulnerable to the soap molecules and dance around as the soap chases the fat, thus mixing the food coloring together.

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**Pumpkin Exploration**

With the fall season upon us, it was a great time to integrate pumpkins into our science and math exploration. (Thanks to friends on campus, pumpkins were donated for each child!)

Each friend had the chance to measure the height, weight and circumference of their pumpkin. Students first used Unifix cubes to compare and contrast the height of their pumpkin to their classmates’ pumpkins and record their data. Next, each child was given counting links and asked to predict how many would fit around the pumpkin’s middle, the circumference. Friends even counted how many seeds there were inside a pumpkin. Finally, friends predicted and tested to see if their pumpkin would sink or float when placed in water.
Oh, lovely mud.” said the cow, and she jumped in it. During the last week of our unit, friends eagerly anticipated the arrival of a kindergarten favorite, “Mrs. Wishy Wasy.” After reading and rereading the story, the students transformed the dramatic play center into a stage and themselves into actors. Each child had the chance to become Mrs. Wishy Wasy, the Cow, the Pig, the Duck or a narrator to bring the written word of Joy Cowley to life on a stage. The class learned valuable lessons about how to use their voice, body and imagination as tools. Students had to concentrate on their role, remember their lines and use cooperation as they worked together, performing for the preschool friends.

Each week the kindergarten teachers challenge the friends with various skill-based tasks. During the month of October, the friends completed several challenges ranging from fine motor development (our “Finger Gym”), one to one correspondence (being able to match one object to another object), and following multiple step directions. Once children complete an individual challenge, they proudly share their excitement and success with classmates and teachers by flicking the lights on and off.

WEEKLY CHALLENGES

Neal Raj counts beads to match the number.
Ellen counts and adds beads.
Ayumu organizes the letters into ABC order.
Tristan builds a 3D sculpture.
Oliver matches the objects.
Isaac and Wilder build the color puzzle challenge.
Emmy and Sloan screw on bolts.

MRS. WISHY WASY

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IN A DARK, DARK WOOD

In a dark, dark wood, there was a dark, dark path. And down that dark, dark path, there was a kindergarten! After reading “In a Dark, Dark Wood”, friends eagerly spent a week learning how to retell and sequence a story. After reading the story together, bringing home the story to share with their families and taking turns retelling the story using their spooky voices during circle time, friends prepared to create their own retelling of the tale. First, each friend illustrated a page from the storybook. Then, friends took turns recording each page of the story. We then pieced together the recordings and illustrations to create three retellings of “In a Dark, Dark Wood”. Be sure to listen to our stories on the kindergarten website at https://cmukindergarten.weebly.com/videos.html.

FAMILY OPEN HOUSE

Thank you to all the families who came to our Kindergarten Open House! We really enjoyed meeting all the moms, dads, grandparents, brothers and sisters. We hope everyone had a great time exploring our classroom and learning about our daily activities. Families experienced a daily work activity (creating an AB or ABC pattern), completed a Kindergarten Friend scavenger hunt, created an airplane with wood in the Make Shop, enjoyed a game of Kindergarten Bingo, explored our photo journals and so much more! We look forward to meeting with you for conferences.