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.
EXPLORING THE ELEMENTS OF ART

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 mixed colors in a variety of ways. First, the children explored color mixing in the simplest form. Each child was given two primary colors and asked to create a secondary color. After more exploration with tint and shade and investigation of color mixing using water, shaving cream, playdoh and colored vinegar with baking soda, the friends were ready to mix their own color combination and create a unique color.

A LINE IS A DOT THAT WENT FOR A WALK

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 daily journals.

A SHAPE IS A LINE THAT BENDS

During the third week of study, we combined lines to make shapes. The children learned 2D and 3D shapes. We built shapes with sticks, practiced identifying shapes while creating patterns, combined shapes to draw an object, and recognized shapes in the environment.
LOOSE PARTS EXPLORATION

We have begun to 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. In the kindergarten classroom, children are beginning to use invented spelling with thoughtful attention to letter-sound relationships. Writing in journals, on birthday pages, dictating and illustrating stories helps build personal relationships between the teacher and student, builds independence in the writing process, fosters attention to details, strengthens self confidence, and creates a community of learners.

TEXTURE

Our final week of the Art Unit was dedicated to how an artist depicts texture. Texture is how something feels. We learned that everything has texture. We used words like slimy, silky, rough, and smooth to describe a variety of textures. The friends touched, tasted, identified and created different textures. We used these concepts to add texture to our drawings.

KINDERGARTEN LANGUAGE ARTS

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 and rubber bands lead to inquiry exploration of spatial concepts. Each week new manipulatives are provided for the students to discover.
DISCOVERY AND EXPLORATION

This month we focused our exploration on several experiments using the element of color. The children were excited and motivated to discover “what would happen when we…”. They also learned from Mrs. Perovich’s FAIL! That’s the fun of science!

Walking Water
**I wonder**...what will happen when we put paper towels into the 3 primary colors and drape them into an empty cup.
**I think**...the paper towel will absorb the colored water.
**I learned**...that the paper towel did absorb the water.
Then the colored water moved up the towel and into the empty cup. The water mixed with the water in the adjacent cup and created a secondary color in the empty cup.

I learned...that the colors do mix to make a secondary color but it also drips through the shaving cream and “rains” in to the cup.

Rainbow Skittles
**I wonder**...what will happen when we add water to a circle of skittles candy.
**I think**...the skittles will melt.
**I learned**...that the color of the skittles “bleeds” into the water and makes a rainbow like pattern in the water. The candy turns white and the water becomes colored.

Tint and Shade
**I wonder**...what will happen when we add the colors white or black to a paint color
**I think**...the paint will become lighter with the white.
The dark black color will make the original paint darker, like black.
**I learned**...when you slowly add white paint, a lighter tint of the original color is created. When you slowly add black paint, a darker shade of the original color is created.

I think...the paint will become lighter with the white.
The dark black color will make the original paint darker, like black.
**I learned**...when you slowly add white paint, a lighter tint of the original color is created. When you slowly add black paint, a darker shade of the original color is created.

Pumpkin Exploration
With the fall season upon us, it was a great time to integrate pumpkins into our science and math exploration. (Thanks to FMS 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 spent time counting how many seeds there were inside a pumpkin. The friends predicted and tested to see if their pumpkin would sink or float when placed in water. Finally, the friends decorated their pumpkins with stickers and markers.

Cloud Color Mixing
**I wonder**...what will happen when we add 2 primary colored food coloring on top of a layer of shaving cream?
**I think**...the colors will mix in the shaving cream. “Maybe the primary colors will make secondary colors.”

Each child 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 spent time counting how many seeds there were inside a pumpkin.
“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 Washy.” After reading and rereading the story, the students transformed the art center into a stage and themselves into actors. Each child had the chance to become Mrs. Wishy Washy, 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.
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 a pattern), completed a Kindergarten Friend scavenger hunt, worked on the color puzzle, enjoyed a game of Kindergarten Bingo, explored our photo journals and so much more! We look forward to meeting with you for conferences.