



Umbrella Program Excellence Team

Newsletter

Issue 2

2023

UMBRELLA CHRONICLES



Queensdale, School Age

PRODUCT VS. PROCESS ART

Product

Teacher directed crafts involve following a set of instructions to create a predetermined outcome, such as handprints, turkeys or trees, paper towel butterflies and pipe cleaner caterpillars.

The focus is on the end result, rather than the process of creating it.

While they may seem fun to an adult, however, they are limiting for children. They limit creativity and self-expression, as children need to follow instructions to create a certain outcome.

This can lead to frustration and disappointment, as they are unable to achieve the desired result or their's doesn't look like the teacher's.

WHAT'S THE DIFFERENCE?

Process

Free process art is all about creativity. Children are encouraged to express themselves freely, without a predetermined outcome or specific instructions.

Children are given a wide range of art materials to choose from and are allowed to use them in any way they like.

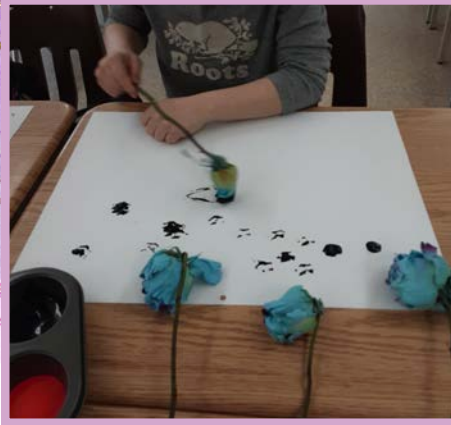
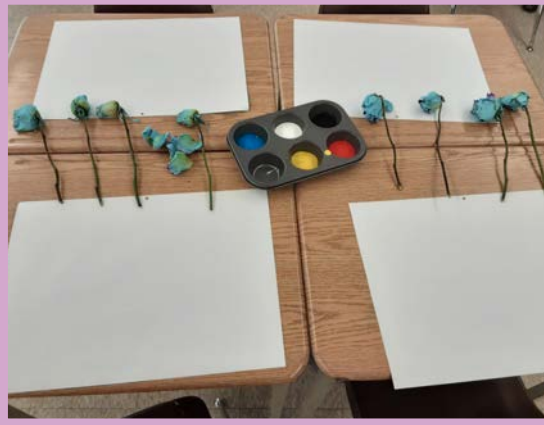
The focus is the process of creating, rather than the final product.

Process art fosters imagination and self-expression and encourages them to take risks and experiment with different materials and techniques.

It helps children to develop fine motor skills, hand eye coordination, and cognitive abilities. Process art promotes a sense of joy without the pressures of achieving a specific outcome.



WHAT DOES PROCESS ART LOOK LIKE?



Dundas Central - School Age

No
expectations

Creative

Explore



Templemead - Preschool

Self-expression

Open-ended



Sir Wilfrid Laurier - Preschool

CURRICULUM CRUMB

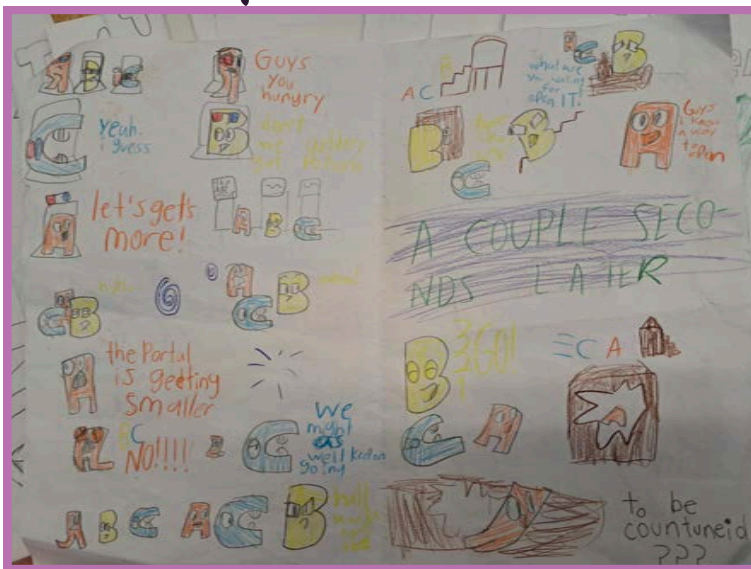
PROCESS ART IN THE LEARNING ENVIRONMENT



OBSERVATION:

Rosedale School Age Program

"I needed a new idea, something that I liked. So, I took an image off google and I just decided to make series out of it"



25 THINGS TO ADD TO THE GLUE TABLE

WHAT'S A GLUE TABLE?

A glue table is a place where you can say "YES" to glue play. Giving the children space to explore glue in many different ways

25 THINGS TO ADD:

1. branches/sticks
2. pinecones
3. yarn
4. small rocks
5. corks
6. lids from bottles
7. buttons

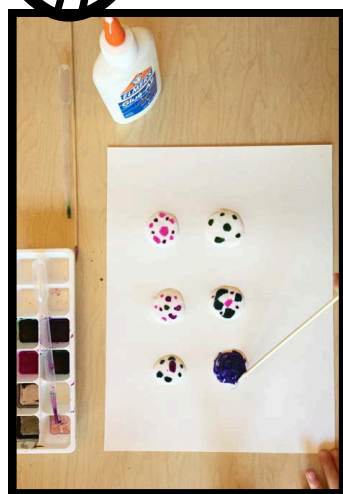
GLUE



Cathy Wever - School Age



Cathy Wever - Preschool



South Meadow - Preschool

8. scrap paper
9. popsicle sticks
10. pompoms
11. tree slices
12. torn tissue paper
13. puzzle pieces
14. feather
15. googly eyes
16. pasta
17. leaves/flowers
18. paper straws
19. foil
20. tree bark
21. sea shells
22. paper doilies
23. ribbon
24. cardboard
25. wood planks



Eastdale - Kindergarten

TIPS!

Use glue spreaders
Glue dilution
Glue in small containers
Portion control

PROCESS ART - WHY IS IT LEARNING?



Rosedale - School-Age

Questions we can ask ourselves when planning...

WHAT AM I DOING?
WHY AM I DOING IT?
WHO IS IT FOR?

When we ask these questions, we get intentional about these experiences we provide in our classroom. We need to get beyond, "this is how it has always been" or "the parents want" or "it's so cute".



WHAT AM I DOING?

Giving children time to play and create art on their own terms.



WHY AM I DOING IT?

Because I know children learn through play and motivation.



WHO IS IT FOR?

The children.



Winona - School-Age



Queensdale - Kindergarten



South Meadow - Toddler

WHAT ARE THE DEVELOPMENTAL BENEFITS OF USING PROCESS ART IN PLAY?

Creativity and Imagination

Exploration and Experimentation

Sensory Engagement

Problem Solving

Fine and Gross Motor Skills

Self-Expression

Independence and Decision-Making

Appreciation of the Creative Process

Emotional and Social Development

Documentation of Learning

Reduction of Fear of Failure

Understanding Concepts



Shannen K - Toddler

CHARACTERISTICS OF PROCESS-FOCUSED ART EXPERIENCES

- There are no step-by-step instructions
- There is no sample for children to follow
- There is no right or wrong way to explore and create
 - The art is focused on the experience and on exploration of techniques, tools, and materials
 - The art is unique and original
- The experience is relaxing or calming
- The art is entirely the children's own
- The art experience is a child's choice
- Ideas are not readily available online



Shannen K - Toddler

WHAT IS THE EDUCATOR'S ROLE?

TIPS FOR LEADING PROCESS ART

- Approach art like open-ended play—for example, provide a variety of materials and see what happens as the child leads the art experience
- Make art a joyful experience. Let children use more paint, more colors, and make more and more artwork
- Provide plenty of time for children to carry out their plans and explorations
- Let children come and go from their art at will
- Notice and comment on what you see: “Look at all the yellow dots you painted”.
- Say YES to children’s ideas
- Offer new and interesting materials
- Play music in the background
- Take art materials outside in the natural light
- Display children’s books with artful illustrations, such as those by Eric Carle, Barbara Reid, Lois Ehlert, and Javaka Steptoe
- Let the children choose whether their art goes home or stays in the classroom
- Remember that it’s the children’s art, not yours

OPEN-ENDED QUESTION TO ENCOURAGE CREATIVE EXPRESSION.

- 1.What made you think of creating your painting/art?
- 2.What does your art remind you of?
- 3.How did you decide to use those colours?
- 4.What else can you do to make _____work?
- 5.What can you tell me about your picture/art?
- 6.How were you feeling when you did this?
- 7.What do you like about your art?
- 8.What do you think we can do with _____ ? (any art supplies that are near the child)
- 9.Can you tell me how you made all those colours?
- 10.What can we do with this when we’re done making it?



LOOSE PARTS ART



Bellmoore - School Age

ENGAGE THE POWER OF PROCESS ART TO HELP CHILDREN THRIVE



Look with Curiosity

Noticing is more powerful than praise. Children feel your attention even when you don't say anything.



Templemead - Preschool

"It's popping corn!"

"It's like hard rubber."

"It's bumpy."

"It has lots of colour browns on it."



Think Process Not Product

When you look at art think about the process or what the child did to make it that way.



Templemead - Toddlers

It's ok...

✓	It's ok if a child's art looks messy
✓	It's ok if a child's art doesn't look like anything to you
✓	It's ok if a child's art can't go home in a backpack because they dismantle it afterwards
✓	It's ok if a child's art doesn't look like the teacher's example
✓	It's ok if a child doesn't want to create a lookalike craft for their grown up

SO, WHAT DOES “PROCESS NOT PRODUCT” REALLY MEAN??

- It means NOT having bulletin boards covered with 24 identical penguins and
- you saying, “But I let them glue the eyes wherever they wanted.”
- It means not “making” the kids do art
- It means seeing the possibility of painting with things other than brushes
- It means no more patterns and cut out art
- It means you aren’t PHOTOCOPYING anything
- It means it doesn’t have to look like anything. Ever. Even if it is “fish week”
- It means it didn’t take you four days to prep
- It means being aware of the stages of scribbling
- It means not making models or examples for the children
- It means not drawing for the child
- It means refraining from over commenting
- It means making peace with your possible addiction to cuteness
- It means art materials are freely available to children at all times



Cathy Wever - School Age

Ancaster Meadow - Preschool

PROGRAM EXCELLANCE TEAM

UPDATES

Manager of Program Excellence - Jen Allen

EDI Update

Our EDIB Committee had our first meeting early in November. We will be working on an organizational assessment tool to determine needs, gaps and areas of success. Thank you to our committee members for their thoughtful input.

Communities of Practice

Interested staff can register through our training portal.

**November 2023 Community Of Practice:
Product Vs. Process Art
November 28th, 2023
6:30-8:00 pm**

We look forward to connecting with you!