

**Welcome...Introduce Myself..** 

# HOUSEKEEPING CERTIFICATE EMPLOYEE PORTAL – POWERPOINT + HANDOUTS

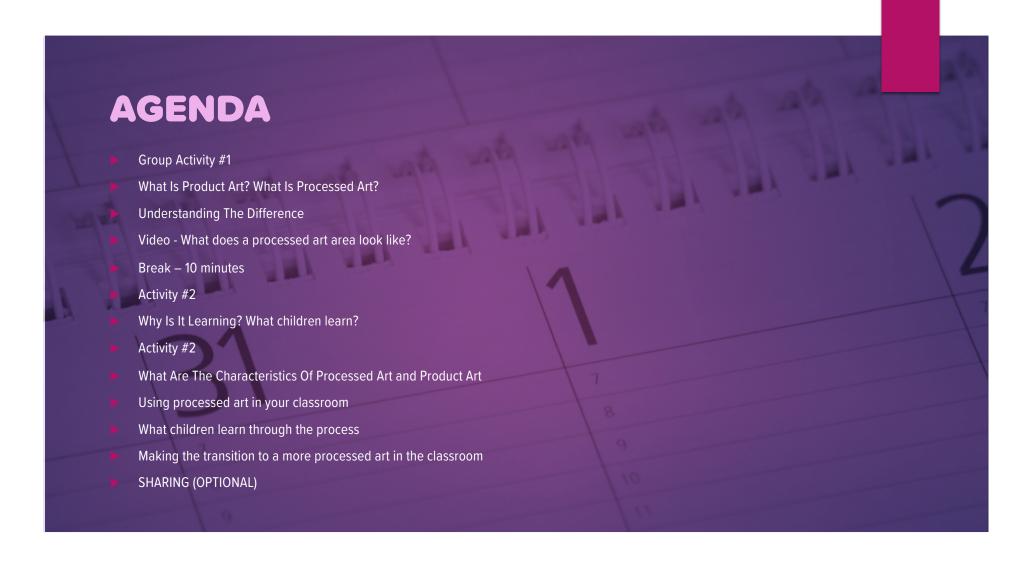




#### **GOALS FOR TODAY:**

- Understanding The Difference between Process vs. Product art
- What Are The Characteristics Of Processed Art and Product Art
- Using processed art in your classroom
- What children learn through the process
- Making the transition to a more processed art in the classroom
- Helping adults understand the information
- What about special holidays and celebrations? Finding the happy medium.
- Handouts





#### **Activity #1**

- Draw anything of your choice
- Add as many details as you would like (What makes it yours?)
- Using any materials, you have
- Let's take about 5 minutes
- Sharing (if comfortable) later



#### MENTIMETER

What do you feel the barriers are to having more process based art in your programs?



#### WHAT IS YOUR JOURNEY?

How would you describe your current learning journey towards PROCESS ART?



Straight



Round abouts



**Under Construction** 



#### MENTIMETER

Where are you in your journey?



#### WHAT IS?

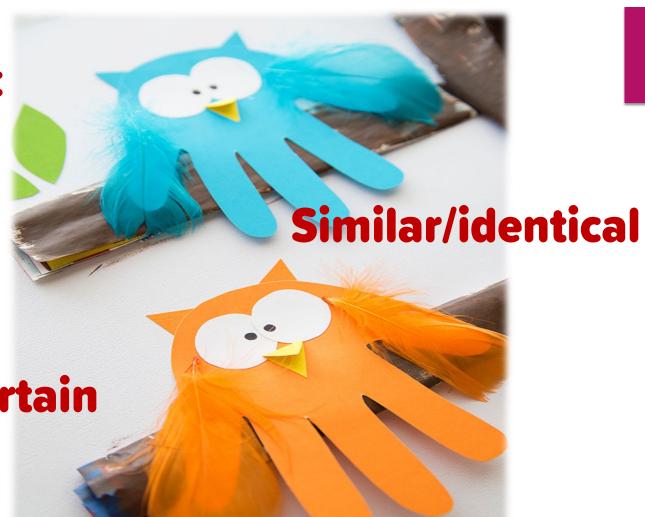
# PRODUCT -FOCUSED ART?







# **End result** valued



Follow certain steps



# What children might say

"Can I be done now?"

"Is this right?"

"I can't do it."

"Mine doesn't look like yours."

# CHARACTERISTICS OF PRODUCTFOCUSED ART EXPERINECES

- The teacher created a sample for children to copy
- There's a right and a wrong way to proceed
- There's a finished product in mind
- The children's finished art all looks the same
- ► The children experience frustration
- ► The teacher might "fix mistakes"
- Children have instructions to follow
- The whole class took part in an art project at the same time
- Patterns and examples are readily available online

### Product Art

Teacher directed crafts involve following a set of instructions to create a predetermined outcome, such as handprints turkeys or tress, 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, 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 don't look like the teachers.

### WHAT IS?

# PROCESS-FOCUSED ART?











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





- Free process art is all about creativity. Children are encouraged to express themselves freely, without 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.
- Through process art Children can focus on the enjoying the process of creating artwork. There is no "Wrong way" to do it.
- ▶ 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.
- 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.

# PROCESS ART IS...

- ►It's easy to facilitate
- ► Process Art can be made with different tools
- ► Process Art can be a sensory experience
- ► Process Art can go up!
- ► Art can be made from collections of materials
- Process Art can be temporary
- ► Process Art can be made outside

WHAT
DOES A
PROCESS
ART AREA
LOOK
LIKE?

https://www.instagram.com/s/aGlnaGxp
Z2h0OjE3ODk4MDc1MDYyMjg1MDk1?igs
hid=MTc4MmM1Yml2Ng==



#### MENTIMETER

What did you notice?



PROCESS ART – WHY IS IT LEARNING?

**Creativity and Imagination** 

**Exploration and Experimentation** 

**Sensory Engagement** 

**Problem Solving** 

**Fine and Gross Motor Skills** 

**Self-Expression** 

Independence and Decision-Making

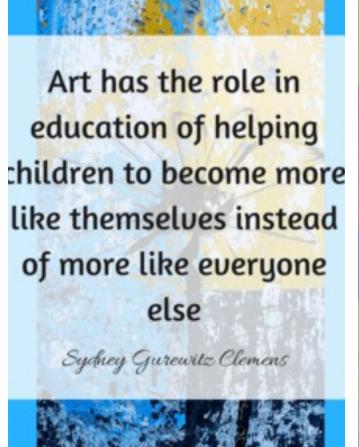
**Appreciation of the Creative Process** 

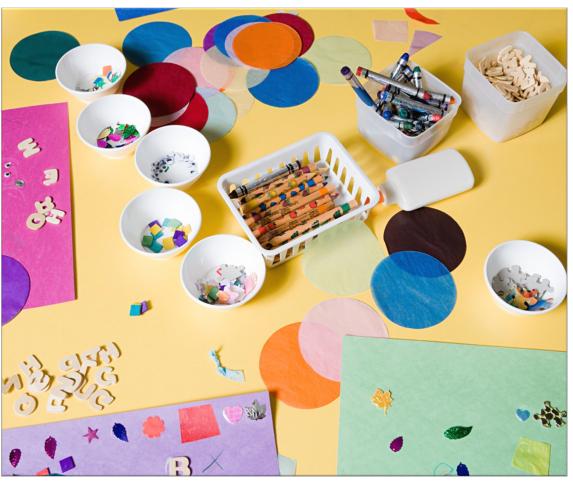
**Emotional and Social Development** 

**Documentation of Learning** 

**Reduction of Fear of Failure** 

**Understanding Concepts** 





#### PRODUCT ART

PROCESS ART

Right & wrong way to make art

Each child's work looks the same

Step-by-step instructions and sample to follow

Guided by a set of rules

Curiositydriven

Work is unique

Open-ended with multiple avenues for discovery Focus on Exploration



#### **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.

#### **Educate Parents**

When you educate caregivers on the value of art, they may do more art at home and everyone wins.

#### Think Process Not Product

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

## Use Art for Calm & Release

Use art to help children regulate their energy levels. Offer both fine motor calming arts and gross motor expressive arts.

Learn the difference.

#### Choose Your Words

Avoid empty praise. No more "what a pretty picture". Ask open-ended questions to learn about the child.

### Model Self Regulation

Pause when agitated.
Model how to label &
respond to emotions by
thinking out louds as you
self-regulate

## LET'S HAVE A BREAK!

10:00





# Activity #2 Draw this house.





#### **ACTIVITY #2**

- ► Compare Activities
- ► What did you notice?
- ►What was it about the first activity where you got to produce your own house compared to the house, I gave you steps by steps.



#### The Process Scale

Deborah J. Stewart www.teachpreschool.org

daily.

Pure Craft	12_	3	45	Pure Art
follow-the	follow-the-	teacher-chosen-		spontaneous
directions	directions	materials	teacher-chosen-	sportiarieous
23 23			materials	free-choice-of-
step-by-step	time-sensitive	a-plan-is-in- mind	focuses-on	materials
time-sensitive	product-	mina	experience	6 0 - 5 2 1 1 - 1
	oriented	allows - for -		fully child-led
product-	07.101.1100	experience	developmentally	completely-
oriented	pre-planned		or-child-interest-	unplanned
		somewhat -	driven	diplanted
pre-planned	mostly pre-cut	developmentally	independent	embracing-the-
_		- driven	decision-making	experience
pre-cut	super-cute	allows-for-	accision making	
super-cute	cookie-cutter	independent-	often-messy	independent-
		decision-making		decision-making
cookie-cutter	refrigerator	accidior, maining	often-	most-often-
	friendly	contained -	unrecognizable	messy
refridgerator-		messiness		messy
friendly	childlike		adult-influenced	almost-always-
52921 State 15		somewhat		unrecognizable-
adult-modified	adult modeled	recognizable		to-the-
and decreased along		adult modeled		untrained-eye
adult-modeled	adult-guided	adult modeled		1 11 1 1 1 1 1 1 1 1
adult-controlled		adult-guided		child-initiated- and-cotrolled
addir coriii olica		addii galaca		ana-corrollea
	Art center is	Art center is		Art center is
Art center is	minimally	moderately	Art center is	generously
not set up or	stocked with	stocked with	moderately	stocked with
it is more for	art supplies	art supplies	stocked with	art supplies
teacher use	but rarely	occasionally	art supplies	accessed by
than student.	accessed by	accessed by	accessed by	students
	accessed by		students daily.	daily.

students.

students.

#### MENTIMETER

WHAT'S YOUR
PROCESS SCALE –
WHERE DO YOU
FIT?



#### TIPS FOR LEADING PROCESS-FOCUSED ART

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



# PROVIDE OPEN-ENDED, CREATIVE ART EXPERIENCES.

- Easel painting with a variety of paints and paintbrushes (with no directions)
- Watercolor painting
- Exploring and creating with clay
- Finger painting
- Painting with unusual tools like toothbrushes, paint rollers, potato mashers
- Printing and stamping (stamps purchased or made with sponges)
- Creating spin art using a record player and paint, squirt bottles, paintbrushes, or markers
- Stringing beads independently and creatively
- ► Weaving cloth, yarn, or paper
- Drawing with pencils, art pens, various sizes of markers, or crayons
- Using homemade doughs
- Making collages using tissue paper, various sizes of paper, glue, paste, glue sticks, scissors, and recycled materials



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

#### TIPS!

Use glue spreaders
Glue dilution
Glue in small containers
Portion control

#### WHY SHOULDN'T WE CORRECT CHILDREN?

- ▶ They tell you everything you did was wrong and that it doesn't look right.
- ▶ How does that make you feel? Would it motivate you to do it again or would it suppress your desire to be creative?
- ▶ You may even doubt or forget the things you learned.
- ▶ While it is sometimes hard not to show a child "the right way" to do things, it's important not to correct them.
- ► Children take joy in creating and not about the end result.
- We do not want to become their inner voice doubting themselves.
- ▶ So, if they put an eye where a mouth "should" be, instead of correcting them say: "what a cool eye!"



#### **MAKING THE TRANSITION**

- ▶ The internal struggle.
- In order to transition from product to process-focused art, you have to start by reflecting on your own attitudes about the role of art in your classroom.
- ls the art experience in your classroom about what you need or is it about what the children need?
- ls the art experience in your classroom about what you love or is it about what the children love?
- ls the art experience in your classroom guided by what you find easy to clean up and manage or is it guided by what will keep the children engaged, challenged, and interested....



## SUPPORTING **ADULTS TO** UNDERSTAND

► The next time an adult walks in the classroom and says, "What did the children make today?" You will be prepared to say,

"We are making great progress on..."

"We explored the use of..."

- ▶ Describing the process will naturally lead to a discussion on what the children learned or gained from the process and keeps the conversations open ended and focused on growth and development.
- ▶ Pick a topic of focus for a few weeks (ex, Process art)
- ▶ Post on social media App that one thing for a few weeks with tips, info and some research.
- ▶Send a letter home about processed art
- ► Concentrate your documentation around processed art for a few weeks

## 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 "its' so cute"

#### Rule of thumb about art:

If it takes YOU longer to get it ready than it takes THEM to do it...it's probably not process art.



Let's take this turkey handprint

#### WHAT AM I DOING?

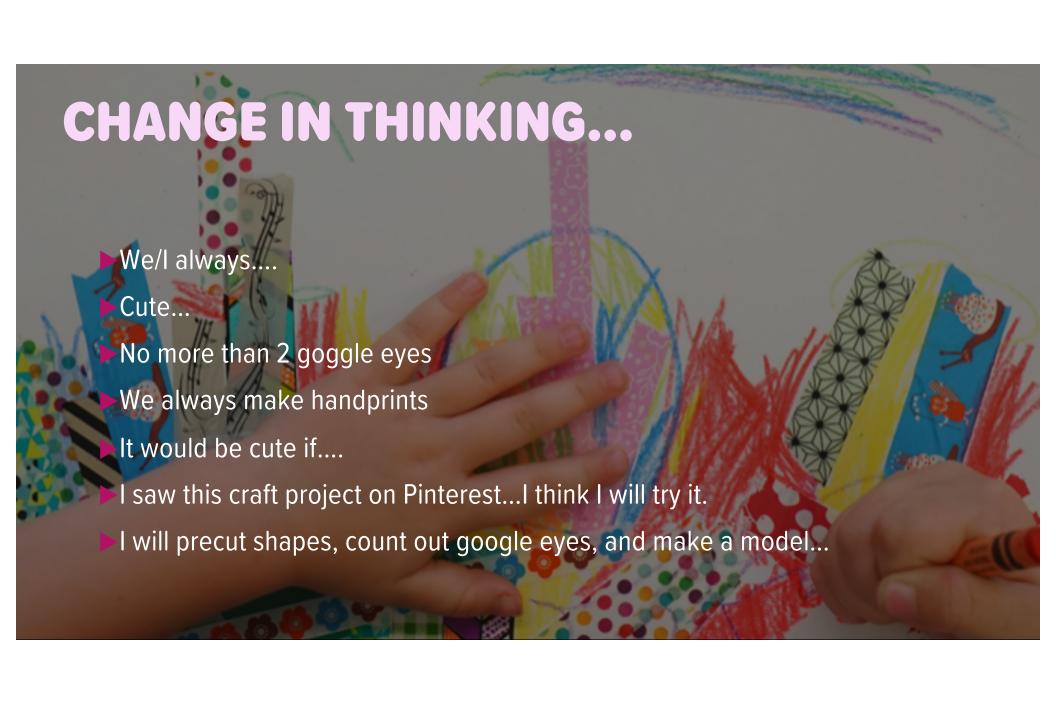
turkey handprint

#### WHY AM I DOING IT?

because its thanksgiving and we always do them, and they are so cute!

#### WHO IS IT FOR?

the parents loveeee it!



Now we realize that there is more developmentally appropriate ways to create learning experiences, and those experiences should always have the children at the forefront. Not the parents.

Now, let's answer the question like this....

#### WHAT AM I DOING?

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

#### WHY AM I DOING IT?

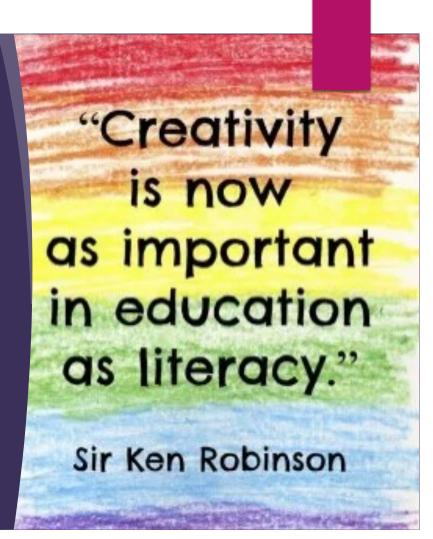
Because I know children learn through play and motivation.

#### WHO IS IT FOR?

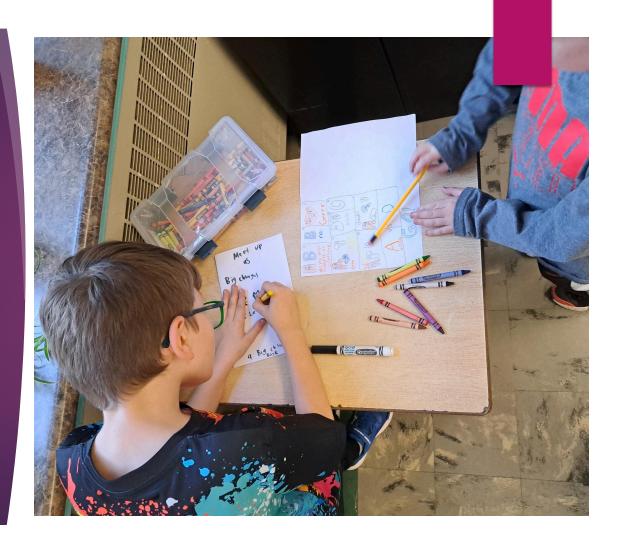
The children

#### **SHIFTING THE FOCUS**

- ▶ Provide a selection of materials that are interesting, and they can use independently
- Follow their lead
- Emphasize the process, not the product
- ► Celebrate their unique creations
- ► Keep the focus on open-ended activities that don't have just one outcome
- ► Ask open-ended questions and make objective comments about the child's artwork
- 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
- lt's ok if a child doesn't want to create a lookalike craft for their grown up



- The art center should be a place where children have opportunities to independently participate, engage, and experiment using a wide range of textures of materials.
- It is almost important that the materials in the art center are rotated on a regular basis to maintain engagement. The type of art guidelines is process art, not product art.





















Paper (base) + stencil (tool)+
office stickers (connector and
treasure)+ markers (tool)+ paint
brushes with paint (tool) colored
pencils (tool)
\*Although this is a semi-realistic
illustration inspired by the stencil,
the child was not guided to do
anything specific, and this is the
direction they chose to take this

in.

Heavy paper (base) + White glue and paint brush (connector) + Tissue paper (treasure), Marker (tool) In this example, notice how two children used the same materials to create two entirely different outcomes. On the left, an organized design with symmetrical balance. On the right, a whimsical animal is taking shape.





Clay (base and connector) +
Beads and Buttons (treasure and
tool)

Notice how the beads double as a treasure and mark-making tool. The child decided to pull all the beads and buttons out when they were done, returning the clay to its original state. There was literally no product with this creation, as it all got returned to the art shelf when they were done.







Document their learning

Take pictures

Write down observations and conversations

No two art looks the same!

Provocation was set up for open, creative exploration.

#### FINDING A HAPPY MIDDLE GROUND...

## ADULT GIFTS... HOLIDAYS ARE COMING UP...

- Both Product and Process Art can be used to support children's learning in different ways. They can also be combined to create a structured, yet open-ended art experience for children.
- For example, if you are doing a clay activity with children, you could start off creating product-driven artwork to start such as a pinch pot or snail. This first part of the activity may allow children to learn new techniques, skills and vocabulary connected to the 'medium'.
- Give the children the materials and model how to work with clay, discuss things that we can make that "an adult" would enjoy.
- Following this, you could allow children to freely explore and create new artworks with the clay without instructions.



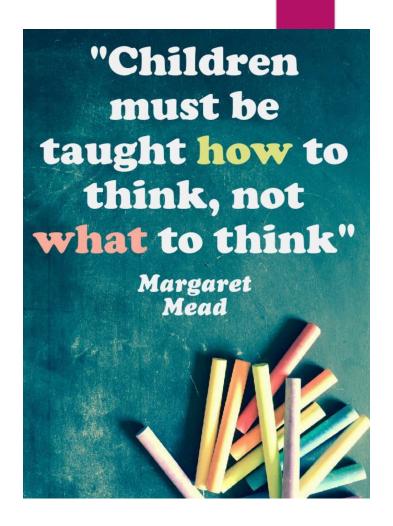
## OPEN-ENDED QUESTION TO ENCOURAGE CREATIVE EXPRESSION.

- ► What made you think of creating your painting/art?
- ► What does your art remind you of?
- ► How did you decide to use those colours?
- ► What else can you do to make \_\_\_\_\_work?
- ► What can you tell me about your picture/art?
- ► How were you feeling when you did this?
- ► What do you like about your art?
- ► What do you think we can do with \_\_\_\_\_? (any art supplies that are near the child)
- ► Can you tell me how you made all those colours?
- ► What can we do with this when we're done making it?
- ► What is your favourite part?
- ►I see you...
- ►I noticed you...
- ►I wonder about...
- ► What materials did you use?

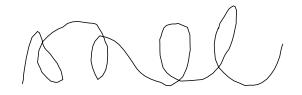
## LET'S BUILD CREATIVE THINKERS WITH PROCESSED ART!

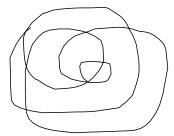
Believe art should be very process oriented. It's most important that we allow children to be creative and encourage creativity.

That means everyone might use materials differently, and every piece of art looks different. As with anything we do or offer to children, it should be developmentally appropriate.

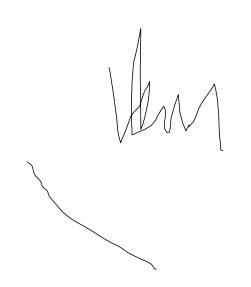


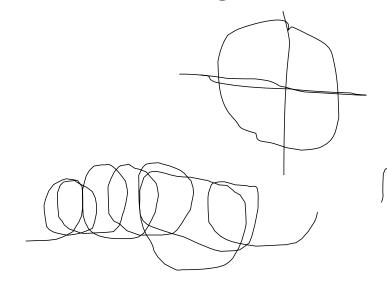
## According to Rhoda Kellogg, there are 80 Stages of Scribbling before they can WRITE

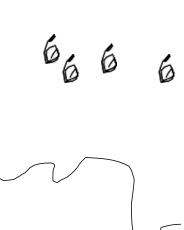




Here are what a few of the scribbles might look like!

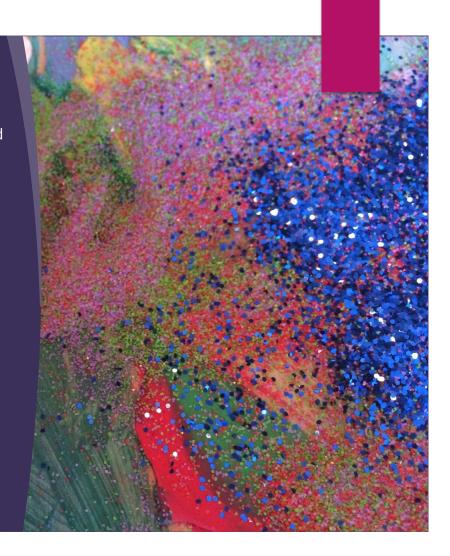






### SO, WHAT DOES "PROCESS NOT PRODUCT" REALLY MEAN???

- ▶ 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
- lt 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 took you four days to plan and 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 always freely available to children at all times



### MENTIMETER

List some words
that comes to mind
when you think
process art?



#### CONCLUSSION

- Children are natural explorers who are forever curious about the world around them, and it's this curiosity and thirst for knowledge that propels them to figure out how things work. When children are motivated to ask and answer their own questions rather than adult-driven questions, their newfound knowledge has a far better chance of sticking.
- By giving children the freedom to explore and experiment with different art materials and techniques, we are fostering SO MUCH MORE LEARNING than limiting their creativity
- We have children following our instructions ALL DAY, get your shoes on, get your jacket on, wash your hands, lets tidy up. They can follow instruction, so when it comes to process art, let them explore!
- The next time you teach a lesson, set up a provocation, or present your classroom with art materials, ask yourself if more emphasis is placed on following directions or exploring materials and ideas. What will it be...the product or the process?

## SURVEY

