AN ART THERAPY COURSE FOR CHILDREN AND ADOLESCENTS #ARTCONNETCS

A MANUAL FOR PARENTS OF CHILDREN WITH SPECIAL NEEDS
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Design by: Sabina Omarbekova
Published: Almaty, Kazakhstan
Dear Parents!

The value of understanding art and arts education has always been crucial for personality development of kids and teens. Arts education is of paramount importance as it enhances creativity and imagination, offers opportunities for self-expression, develops critical thinking, and motivates search for novel approaches to address different issues.

Unfortunately, the COVID-19 crisis and lockdown in many countries have had a negative impact on living habits of children. Over 1.5 billion children lost their ability to continue education or gain access to supplementary education.

As a response to such pandemic effects, and in support of parents of children with special needs, the UNESCO Almaty Cluster Office has arranged a series of creative online master classes, #ArtConnects, assuming that many parents are not educators and may hence lack the skills and techniques of working with children.

This manual is supplemental for organizing children's leisure-time activities and work. The publication offers a set of art therapy techniques and methodologies for parents and all specialists working with special children. These techniques are based on the online master classes held by 30 professional art masters from Kazakhstan.

I would like to note that this year, UNESCO initiated the International Arts Education Week, which is a great opportunity to remind that arts education is a way to understand cultural diversity and tolerate opinions of other people. It is also a way to express creativity and true wishes. As our course was on developing such skills in children, we made up our minds to publish this manual during the International Arts Education Week.

These difficult times of social isolation provide us all with an opportunity to take a new look at family values and the importance of spending the parents' time (both mums' and dads') together with their children.

We fervently hope that the information provided in the manual will help adults get closer to and better understand their children's wishes and anxieties as we are all constrained in a lockdown. Versatility of the master classes will enable everyone to choose a technique comfortable and acceptable for the child. We also hope that this manual will be a valuable, inspiring and exciting tool to bring in more of unforgettable moments into the repository of family traditions.

Dear parents, our wish is that you enjoy interaction with your child every day, and every hour. Our wish is that you take delight in positive emotions together and see your children's smiles resulting from the unforgettable communication with you!

Krista Pikkat,
Director, UNESCO
Almaty Cluster Office
"THE LITTLE TURTLE" (MOULDING)

Master class by: Suleimenova, Altyz Zhanatayevna
Arts Teacher, Nazarbaev Intellectual School of Physics and Mathematics

Resources: plasticine
Duration: 30 minutes
Age category: 5-10 y.o.

WHAT SKILLS ARE FOSTERED BY THIS MASTER CLASS?

Moulding a turtle from separate body parts by rolling, indenting, sheeting, joining and fastening helps children develop fine motor skills and hand muscles.

It helps solidify plasticine handling skills using the fastening method.

It helps develop creative abilities and a taste for art, and teaches to convey the work concept.

It educates children to be responsive and humane to all living creatures.
WORK PROCESS:

STEP 1.
Roll to make a dark green hemisphere.

STEP 2.
Form the head and paws from the light ochre plasticine.

STEP 3.
Put together all parts.

STEP 4.
Roll and mould light green balls of various sizes on the shell. Also, roll yellow balls on to the head and fippers.

STEP 5.
What is left to do is the eyes and the mouth.

MORE ON THE TECHNIQUE SELECTED:
The turtle is the symbol of wisdom, perseverance and longevity. PLASTICINE — the most affordable resource for children which sparks interest and enhances holistic development, both technical and psychological, e.g.:

- Develop fine motor skills
- Calming effect and therapeutic action
- Foster creativeness and imagination
- Social engagement
- Develop eye and hand coordination
- An interesting occupation
THE KLECKSOGRAPHY ART FANTASY

Master class by:
Kaliyeva, Bakhyt Dyldybayevna
Arts Teacher, Nazarbaev Intellectual School of Physics and Mathematics, Taldykorgan

FINISHED ARTWORK

Resources:
- water colors; brush #3; water container; white paper А4;
- color paper; cocktail straw; napkins

Duration:
30 minutes

Age category:
9-12 y.o.

WHAT SKILLS ARE FOSTERED BY THIS MASTER CLASS?

Drawing by the klecksography method develops children's skills of fantasizing, exploring, visual estimation, hand coordination, perseverance, diligence, attentiveness, and neatness. And of course, such fantasy enhances children's skills of creative vision and imagination.

WORK PROCESS:

STEP 1.
Get materials ready for work.

STEP 2.
Define the theme of the drawing and specify the direction.

STEP 3.
Set the background. Moisten a sheet of paper with clean water. Apply your intended colors on the wet sheet. Allow to dry.
STEP 4.
Fill the sheet with a fancy tree. Acquire the black color on the palette. Saturate the brush in the container where you had thinned down the paint. Make a black blotch on the sheet, take a straw and start blowing to the direction needed. While blowing, keep the straw in a manner to avoid touching either the blotch or the paper. Repeat the procedure if needed.

STEP 5.
Draw smaller branches. Apply a drop of the black color where needed. To make small branches, blow the straw swingning it from side to side.

STEP 6.
Draw the grass. Use the flow-out method to apply the green color to the foreground. You can start right from the paper edge where the tree is drawn. Now blow out the blotch with the straw to make the grass.

STEP 7.
Use your fancy to visualize a thing, creature or bird in the blotch spread out. Make a print with your brush to form a flower.

STEP 8.
The drop-by-drop method. Use your brush to make drops on the sheet. Acquire more paint and then place the brush over the sheet and start spattering the water color. If you want the drops to dabble but a small area, tap the brush on your finger or hand. If you just shake the brush, the spattering area will increase. You can use it to make a larger blotch and create a flower or the sun.

STEP 9.
Now acquire the paint abundantly on a finer brush and add more details in your drawing.
MORE ON THE TECHNIQUE SELECTED:

Graphical activities play an important role in upbringing the esthetic sense of a child. A creative approach to work is important in the drawing process. Children must be constantly offered versatile ways and methods to address tasks by showing techniques and procedures of creating images. Klecksography is one of such methods. It is a silhouette art. The technique is based on a regular inkblot. The work involves handling the inkblot on paper in various ways. Its history dates back to Ancient Greece. Klecksography gained the highest popularity in the 18th and 19th centuries. Many artists had begun working with this technique. There are different kinds of klecksography: regular, straw klecksography, thread klecksography, monotyping. Sputtering with a paintbrush or a toothbrush may result in a lot of various ink droplets. Numerous ways may be employed to make an inkblot. A symmetrical blot can be made by folding the sheet halves. If you slightly shake the sheet when folding, you get a round blot. If you flutter the brush quickly over the sheet, you get a diffuse blot, while a shaggy blot is made with a semi-dry brush.

The non-conventional technique of straw blowing, or straw klecksography, is yet another miracle seen at art classes. This unique method sparks the children's interest in drawing, and arouses a desire to master this art. The method is absolutely easy and yet kids' artwork will boast beauty and individuality. This type of drawing fits any age, and is good for both children and adults.

Children may get different fairy-tale characters or fancy figures by blowing the straw on the blot. If you start blowing hard, it will develop branches and eventually transform into a shrub or a magic oak tree. It all depends on your blowing might. A picture performed with this technique comes up on its own, making the children rejoice.

Straw blowing is also good for children's health as an articulate exercise. It improves their health and the respiratory system overall. There is a cheerful verse, The Botched Work, by the Russian poet Yunna Morits:

A wonderful blot!
There's someone in every blot,
if you put your finger in it.
This blot has a cat with a tail,
and a river with a bridge under the tail -
A navigable river for ships and perchpikes.
And an odd fish on the bridge.

And perchpikes with pikeperches on the bridge.
And various ships go to and fro:
They go to with fro's,
And they go fro with to's.
Perchpikes, odd fish and pikeperches - they are all reflected in the river.
That's the end of the blot, and a new one must be made, with a huge palace in it, and a cow on a balcony!
"THE SEA TURTLE"  
(A PLASTICINE PICTURE)  

Master class by: Bikeyev, Rakhimzhan Akylzhanovich  
Supplementary Education Teacher, Art School  

FINISHED ARTWORK  

Resources:  
- colored plasticine;  
- thick album sheet, A4/A5 format;  
- board  

Duration:  
20 minutes  

Age category:  
5-10 y.o.  

WHAT SKILLS ARE FOSTERED BY THIS MASTER CLASS?  

Form plasticine handling skills, arouse interest in moulding.  

Master new plasticine handling techniques and create genre pictures using them.  

Train the sense of locality with the sheet of paper.  

Develop fine motor skills.  

Environmental education.  

Develop emotions and fantasies.  

Foster spacial reasoning and creative abilities.  

Foster an appreciation of art.  

Develop children's finger motility.
MORE ON THE TECHNIQUE SELECTED:

PLASTICINE PICTURES are a non-conventional technique of working with plasticine, which develops a child's fine motor skills.

ROLLING is making balls from small pieces of plasticine by rolling them in circular motions between the thumb and the index (or middle) finger.

WORK PROCESS:

STEP 1.
Roll to make plasticine balls of various colors.

STEP 2.
Draw an outline sketch of a turtle with a pencil, over the whole sheet.

STEP 3.
Lay out the rolled colored balls along the outline to form a picture. The shell must be contrast-enhanced, or else we can use patterns or ornaments.

STEP 4.
Make the head and flippers in one dark color.

STEP 5.
We are done!
A MASTER CLASS ON CONTEMPORARY DANCE

Master class by:
Kasimov, Farkhad
Choreographer, Genetitics Dance Studio
Link to the master class:
https://www.youtube.com/watch?v=lrC8kBIC2HY&feature=youtu.be

CLASSICAL DANCE FOR PRIMARY SCHOOL AGE CHILDREN

Master class by:
Akkagazova, Albina Koishegulovna
Supplementary Education Teacher
Link to the master class:
https://cloud.mail.ru/public/3sPK/5BL37wxYS

Resources:
comfortable clothes (T-shirt, leggings); socks or ballet shoes; rug; spacious room.

Duration: 60 minutes
Age category: 6 y.o.

WHAT SKILLS ARE FOSTERED BY THIS MASTER CLASS?

The classical dance helps shape out a nice and erect carriage, develop an easy head pointing, a soft toe step, hand movements with grace, and an ability to dance easily and fluently.

WORK PROCESS:

STEP 1.
Greeting. Bow.
Introduction to the classical dance.

STEP 2.
Body positioning on the floor.
Working on footsteps.
STEP 3. Working on rhythm and coordination (marching, jumping, clapping, stepping and clapping).


STEP 5. A game of changing characters.

STEP 6. Diagonal exercises (jumping).

STEP 7. Learning the Chickens exercise.

STEP 8. The Aquarium game.


STEP 10. Relaxation exercises.


MORE ON THE TECHNIQUE SELECTED:

THE CLASSICAL DANCE is oftentimes referred to as the mother and father of all dances.

Classical dancing helps develop flexibility and motion coordination, strengthen the locomotor system, increase endurance, enhance physical and intellectual development, and also teaches how to control your body.
APPLIQUÉ: "SPACEWARD"

Master class by: Kuanysheva, Ayana
Designer, The Little Prince Art Studio

FINISHED ARTWORK

Resources:
cardboard (for the basis); glue stick; color paper; white gouache; brush; scissors

Duration:
30-50 minutes

Age category:
5-10 y.o.

WORK PROCESS:

APPLIQUÉ is an art technique based on cutting out and applying different forms, and fixing them on to the background material.

STEP 1.
Use the basis of a dark color, white gouache and a brush to make fine spots on the basis.

STEP 2.
Draw cloud-shaped curves on the sheet of white paper, and cut out 3 pieces of different sizes. This will be our sky.

Now cut out a circle from the white paper - this will be our moon.
STEP 3.
Cut out rocket pieces. TIP: for symmetry, fold the paper and draw the form on the fold side.

STEP 4. Attach with glue
APPLIQUÉ: "TANK"

Master class by: Kuanysheva, Ayana
Designer, The Little Prince Art Studio
Dedicated to the Victory Day, 9 May

FINISHED ARTWORK

Resources:
- cardboard (for the basis);
- glue stick;
- color paper;
- white gouache;
- brush;
- scissors

Duration:
30-50 minutes

Age category:
5-10 y.o.

WORK PROCESS:

STEP 1.
Use the blue cardboard as the basis, cut out the earth from the brown paper and glue on to the basis.

STEP 2.
Cut out the sun rays and clouds from the yellow and white paper, and then also glue on to the basis.
STEP 3. 
Cut out a circle from the yellow paper - this will be our sun; glue on to the ray tips.

STEP 4. 
Cut out pieces for the tank and the eternal flame. TIP: for symmetry, fold the paper and draw the form on the fold side.

STEP 5. Attach with glue
GOUACHE LANDSCAPE: "A VIEW OF THE MOUNTAIN"

Master class by:
Dysennova, Gulira
Art Teacher

Resources:
thick paper, A4 format;
gouache paint;
synthetic/squirrel/pony brushes;
water container;
palette;
napkin

Duration:
30 minutes

Age category:
5-10 y.o.

WHAT SKILLS ARE FOSTERED BY THIS MASTER CLASS?

Practical skills of working with gouache because of its peculiarity: you must be able to dilute gouache with water in the right proportion in order to get the appropriate consistency of the paint.

The skills of depicting the landscape elements: trees, river, mountains, etc.

The skill of gaining the perspective in the picture: the closer the landscape elements, the larger and lower they are; the farther the elements, the smaller they are in size, and located higher.

The skills of aerial perspective: the farther the landscape elements, the less saturated they are.

The skills of keeping the composite balance in the picture.
WORK PROCESS:

STEP 1.
First, draw up an outline with a graphite pencil. Draw the skyline a little bit higher than the middle of the paper in the album orientation. Then with fine lines mark mountains and maybe trees and a river in the background.

STEP 2.
Second, start working with paints. Put some blue color on the palette, and mix with some white color to get a pale blue. Scumble the sky space starting from the upper part, grading from darker to lighter tints. Then mix paints on the palette to get the deep blue color for the river in the foreground. Remember, the water color must be darker than that of the sky. Use a rich color to draw the river up to the middle, and then make a less intense blue on the palette. Once the water "dries out", apply short lines to create ripples on the water surface.
Then cover mountains with the brown paint. Leave lighter parts on the left, and create shady parts on the mountains on the right. Then cover all of the earth surface with white gouache; after that, apply the tints of green and ochre on the still wet layer of white gouache. In some places, apply the color received by mixing those two colors. Notice that the colors in the foreground should be more vibrant.
Once the gouache gets dry, depict the trees in color. Start with the two spruces in the left part of the picture: determine the height and location, and prepare green gouache on the palette. Use your brush to create upper branches and go down to the lower parts. Likewise, draw a second spruce.
Then depict a tree in the foreground on the right.
The peculiarity of this tree is that its branches must be manifested here. Then depict stands of trees in the background; to do that, mix the green with the blue. Next, draw the grass; draw bottom-up lines freely to make the tips of plants and grass look finer. Depict the flowers as colorful dots in the foreground. In conclusion, let’s go back to the sky - draw the soaring birds and clouds with a fine brush. The landscape is finished! As an option, you can add some elements into the composition, e.g., add more trees, pebbles, a butterfly, a plane, etc.

MORE ON THE TECHNIQUE SELECTED:

FIRST, A FEW WORDS ON THE ADVANTAGES OF GOUACHE:

- great coating ability, ability to close dark patches with lighter paints;
- affordable, efficient in consumption;
- dries up quickly;
- high solubility in water;
- easy to fix errors;
- capability of dissolving dried paint in water.

Gouache can be used to create various works. There are several techniques. One of the most common gouache techniques is "wet on the dry", which is good when you need to depict a figure with clearcut outlines and non-dithered colors. Individual brush strokes are left prominently in the picture. This is a classical method of working with gouache, and it can be used to get really amazing results. Colorful dabs of paint with sharp forms are especially eye-catching if done next to or on top of each other. Given the fact that gouache is opaque, you can apply lighter colors on to the dark ones, and vice versa.

THE NEXT TECHNIQUE: IMPASTO

In this case, the work area is covered with thick blots, without diluting the gouache. The texture and specific tones will depend on the stroke direction. Ideally, add some PVA glue in your gouache to prevent chapping of the paint layer. Still, thick strokes should not be used.

GOUACHE USING TIPS:

- draw from darker to lighter – first touch up dark tones, then make overtones and light blots; shadows should be drawn in blue, green or violet rather than black;
- correct stains after the gouache dries out completely;
- while drying, gouache will get lighter, so be sure to use brighter colors;
- you can use thick cardboard or a small plank as a palette;
- draw the clouds in the sky with regular white lead, the grass with the green paint, and trees with a green hue slightly lighter than the grass.
A SMARTPHONE STAND FROM RECYCLABLES

Master class by: Gainovuch, Lada Vladimirovna
Designer, Artist, Director, The Star of David Art Studio

Resources:
PVA glue or hot glue;
stand from XPS;
ruler;
scissors or stationery knife; pencil; felt-tip pens

Duration:
15 to 40 minutes

Age category:
7-17 y.o.

WHAT SKILLS ARE FOSTERED BY THIS MASTER CLASS?
It develops a sense of taste, fine and gross motor skills, and offers an opportunity to externalize creative ideas.

WORK PROCESS:

STEP 1. Determine the size of the item.

STEP 2. Cut out piece 1.

STEP 3. Cut out pieces 2 and 3.

STEP 4. Paint the item.

STEP 5. Assemble the finished item and attach with glue 1.
PAINTING: "SUNSET BY THE SEA"

Master class by: Gainovuch, Lada Vladimirovna
Designer, Artist, Director, The Star of David Art Studio

FINISHED ARTWORK

Resources:
gouache; paper;
brushes; water

Duration:
up to 60 minutes

Age category:
10 y.o. to adult

WHAT SKILLS ARE FOSTERED BY THIS MASTER CLASS?

Painting is good for developing color sensing, as well as fine and gross motor skills. This master class will help kids and their parents sally into the fairyland of art and transform their fantasies on paper.

WORK PROCESS:

STEP 1.
Apply thick blots of ultramarine, crimson and white gouache, as in the picture.

STEP 2.
Add some water and paint over horizontally, gradually mixing the colors.
STEP 3.
Leave to dry and touch up the outlines of palm trees with the black paint.

STEP 4.
Outline the setting sun and its reflection in the water with white gouache.

STEP 5.
Use white gouache and a fine brush to outline overtones on the palm trees and the sand. You can draw flying birds as desired. The work is finished.
APPLIQUÉ:
"A PERKY CATERPILLAR"

Master class by: Gainovuch, Lada Vladimirovna
Designer, Artist, Director, The Star of David Art Studio

WHAT SKILLS ARE FOSTERED BY THIS MASTER CLASS?
Apart from fine and gross motor skills, this master class develops abstract reasoning in children, helps bring their ideas to life and raise their spirits by the work done.

WORK PROCESS:

STEP 1.
Cut out 8 strips of different colors, 7x2 cm, from color paper.

STEP 2.
Using the glue stick, make rings out of those strips.
STEP 3.
Cut out 2 small white circles and draw black pupils on them.

STEP 4.
Attach them to one of the rings and add a smile.

STEP 5.
Cut out 2 small thin strips of the desired size to make antennae, and glue them as shown in the photo.

STEP 6.
Cut out a leaf from colored board and attach the rings to it.

STEP 7.
To make our caterpillar look nicer, glue its head and the body in a side-stepping manner, as shown in the photo. The work is finished. PVA glue is recommended to use when attaching the rings.
GOUACHE DRAWING: "PEONY"

Master class by: Gainovuch, Lada Vladimirovna
Designer, Artist, Director, The Star of David Art Studio

FINISHED ARTWORK

Resources:
gouache; cotton swab; brush; water; paper

Duration: 15-30 minutes

Age category: 5-8 y.o.

WHAT SKILLS ARE FOSTERED BY THIS MASTER CLASS?

It offers a simple and quick technique of drawing in color. It develops children's fine motor skills and a sense of color, and gives kids an opportunity to make a great present for their moms.

WORK PROCESS:

STEP 1.
Draw a circle on the paper.

STEP 2.
paint it with gouache using a thick brush. The crimson color is used in the picture, but you can use any color I use crimson but you can use any color.
STEP 3.
While the painted surface is still wet, use the cotton swab to draw a white spiral, starting from the center and going on to the edges.

STEP 4.
While the center of the peony dries out, draw the leaves. You will need emerald-green and yellow colors for that.

STEP 5.
Once the flower is dry, make a black circlet in its middle. Allow it to dry, and then add a smaller circlet of the yellow color. Our work is finished.
MAKING A MANDALA

Master class by:
Tazhenova, Leila Myrzaliyevna
Supplementary Education Teacher

FINISHED ARTWORK

Resources:
tinted cardboard; gouache; cotton swabs

Duration:
25-30 minutes

Age category:
10-11 y.o. and on

WHAT SKILLS ARE FOSTERED BY THIS MASTER CLASS?

Fine motor skills, color perception, perseverance, tidiness in work.

WORK PROCESS:

STEP 1.
Make a circle on paper and divide it into 8 equal parts.
STEP 2.
Prepare the gouache colors to be used in work, and start making dots with a cotton swab.

STEP 3.
Mark the dots along the circle, changing their colors and sizes.

STEP 4.
Draw an octagonal star using dots. To fill in the space, draw many fine dots.

STEP 5.
The work is finished!
ONCE THE MANDALA HAS BEEN COLORED BY THE CHILD, LOOK WHAT THE COLORS USED IN THE PICTURE MEAN:

**RED** – it is a warm color, with an ostensive stimulant action. It is a life-asserting color in line with the root chakra vibes, Muladhara, responsible for safety and the basis of life. It instills the sense of optimism and security, and endows with confidence and leadership skills.

**ORANGE** – energy, buoyancy, power, love of freedom, tolerance. It is a favorite color of sociable and emotional optimists.

**YELLOW** – the joy of life, self-confidence, innovativeness, free expression of own ideas and feelings. It keeps out depression, instills optimism and bolsters self-esteem.

**GREEN** – even temper, composure, the will to live, commitment, renovation, hope. It helps soothe aggression, callousness or inability to express and splash out feelings and emotions.

**DEEP BLUE** – peaceful disposition, the strength of mind, organized nature, ability to build relationships. It is used to wake one's intuition or hear one's inner voice.

**BLACK** – creativity, foresight, the strength of will, move to a new level. But of course, the balck color may also indicate fear, depression, emptiness, protest, self-repression and destruction.

**GREY** – realism, bringing extremes together, sound judgment, awareness. Use of the grey color in the mandala picture may also suggest boredom, indifference or closed mind.

**PINK** – kindness, tenderness, love, romanticism. At the same time, the pink color will indicate excessive sensitivity of a child.

**BROWN** – reliability, sound judgment, humility. Besides, the brown color may imply disappointment, close-mindedness and mundanity.

**SKY BLUE** – creative thinking, freedom, novel views and ideas, free thinking. It helps shy and avoidant children express themselves, and tunes in for calm and productive thinking.

**VIOLET** – intuition, spirituality, mystery, self-actualization. The violet color in the mandala may also indicate latent stress, conservatism, and negation of the material side.
The Sanskrit word *mandala* means a circle. In line with the Buddhist teaching, the mandala is a circle with an ornament encompassing the whole model of the universe. It epitomizes harmony and reconciliation with peace. Use of mandalas has lately gained momentum in child development. Even toddlers are offered to handle mandalas. Adults use mandalas for meditation and concentration.

One and the same mandala can be painted in different ways! According to some psychologists, a mandala is the reflection of a person’s internality. You might as well learn something new about your own child.
"MAGIC PALMS"

Master class by:
Spanova, Gulnar Yerdauletovna
Methodologist, DO #15 Zhidek, Aktobe

FINISHED ARTWORK

Resources:
paper; pencil or felt-tip pen; brush; gouache; jar with water; wet wipes

Duration: 20 minutes

Age category: 4-8 y.o.

WHAT SKILLS ARE FOSTERED BY THIS MASTER CLASS?

Children start to create depending on their age; they learn different drawing techniques that will later come in handy. As this creative process goes on, children develop and improve their fantasies, artistic capabilities and fine motor skills, thus improving their speech and memory. Children also find appropriate design solutions. Yet, this is a simple and affordable tool that requires few materials.
MORE ON THE TECHNIQUE SELECTED:

THE PALM is the most convenient tool for children to begin their artistic development. This involves both an exciting game and an incentive for cognition. The palm can be used to impress different images on paper. This process brings joy, fascinates and surprises, and always convinces kids that their palms are outstanding and magical.

STEP 1.
Outline your palm and arm above elbow with a pencil or felt-tip pen (make a fist, with your thumb and little finger half-way out).

STEP 2.
Draw details (ears, tail, eyes). Print the eyes, nose and tongue with your finger.

STEP 3.
Paint.

STEP 4.
Complete with details (whiskers, fur)

STEP 5.
The kitten is finished!
TALE ONE

SQUALLING BUTTERFLIES

There are lots of funny stories about pink little piglets. But I like them so much that I really want to share one more.

On the outskirts of a village, there was a little house where Dad Pig, Mom Pig and five piglets lived.

One morning, the piglets woke up and ran to the yard only to see colorful sheets hung by Mom to dry. And there was nothing more of interest.

“So, what are we going to do?” Yevsey Pig asked.

“We don’t know,” answered Yelisey, Marusya and Dusya unanimously.

“Hey, let’s ask Mom,” said Yasha, the youngest piglet.

Mom Pig was kneading dough in the kitchen.

“Hi, mom,” Yevsey Pig said. “What d’you say if we help you?”

“Help me, indeed! No way! You’d better go and play together.”

“But play what?” the piglets moaned.

“No idea,” Mom Pig said. “Go roll some acorns or find a puddle!”

“We hate it, we hate it!” Yasha the Junior squalled. “We did that yesterday.”

“Well, make something up. You are my smart piggies, are you! And I’ll make your favorite bran pie. By the way,” Mom Pig added in a severe voice, “Do not disturb Dad, he is repairing the car at the back.”

And the piglets ran away.

“Let’s play hide-and-seek,” Marusya offered. “I’ll be counting.”

She turned towards the wall, and the piglets scattered in all directions.

Marusya counted to ten.

“So,” she said loudly without leaving the spot, “Yasha’s behind the pail, Yevsey’s hidden in those daisies, Dusya’s by the wattle, and Yelisey is standing behind that apple tree.”
"This is so drab!" Yasha squealed. 
"I can't help it, guys, you just stick out."

It is no joke for the pink piglets to hide themselves in the yard, indeed!

Just at that very moment, a white chicken ran by. The piglets chased it to the chicken coop. They oinked and grunted to their heart's content to scare away chickens. Which was fine but for one thing - the chicken in charge went to Mom Pig to complain about their antics.

"You gruneters," Mom Pig admonished them, "Can't you find a more peaceful thing to do?"
The piglets then decided to check on Dad Pig - would he agree to play with them in the sand pit?

"Da-a-a-d...," they called all together.

"I'm busy," a grunt was heard from under the car.
The piglets sighed and hung their ears. But now Yelisey was struck by a brilliant idea of playing a prank on Dad Pig. He pointed at the toy bucket with spades he had been carrying, and then at Dad's tools scattered around the car. The piglets quietly replaced them.

And now, Dad's maintenance went out of control. He took the wrench, and it had the wrong size. He would try to use the hammer - no way! It was dark under the car, and Dad Pig could not see a thing. So he crawled out, squinched in the sun - and realized he was holding a toy spade instead of the wrench, and a rake instead of the hammer.

"You little piggy-wiggies!"
And the piglets pelted away.

"It was only a joke!"
"I'll show you a joke! I'll get your tails twisted when I catch you!"
The piglets were running, screaming and grunting with pleasure - they knew Dad Pig was joking. Suddenly, Yelisey bumped into a wet sheet.

Mom Pig glanced out of the window and froze.
And then she called Dad Pig to have a look at some big colorful butterflies flying around the yard squalling loudly.

I TALE TWO

HOW SQUEAKY WAS FISHING FOR A STAR

I have a yellow teddy bear living on top of the closet in my room. He's been around for years, and he is a little bit younger than me. My brother Alyosha gave it to me when he grew up, and I still was a young girl. I hugged my new toy, and it gave a loud squeak. This is how we met. Since then, Squeaky had told me many stories at night. I would like to share one of them with you.

Squeaky used to live in Alyosha's room. Squeaky liked to get on the window sill and, with a pillow in one hand and a glass of honey drink in another, look at the midnight sky. He had a favorite star which was always the first one to appear. Squeaky called it Zarina.

"Hi, Zarina!" Squeaky would greet it, waving his furry hand.
And it would wink to him.
Squeaky talked to it every night.

"Well, Zarina, I have great news today!"
Zarina the Star was smiling - or Squeaky thought it was.

"News number one - I know letters A and O! That's what Alyosha has taught me. Also, in the morning, we had assembled a skyscraper with our construction set. And are you all right?"
The star rocked from side to side in the sky. "Looks like it is," Squeaky thought.
Alyosha entered the room, and Squeaky was put to bed.

The next day in the kindergarten was bustling. The teacher gave a task for tomorrow: tell about your favorite toy and bring it to the kindergarten.

"I'll bring my rubber duck!" Alina said, clapping her hands gleefully.

"And what are you bringing along?" the teacher asked Alyosha.
"I'll bring Squeaky the teddy bear, as always," the boy said. "He is with me even now."

"And I will bring the star," Squeaky thought.

Back home, he found a butterfly net, a bundle of rope and a fishing rod. Then he went to the pantry to retrieve a three-liter glass jar – after all, the star has got to have a place to stay till the morning.

When it got dark, the teddy bear opened the window and sat down to wait for his friend. And here it came! Squeaky told the star that he wanted to take it along and introduce it to his friends.

Zarina smiled subtly.

"So, you agree, don't you?" the teddy bear rejoiced.

"Then jump right into my hands," he said, offering his hands to the star.
But the star stayed where it was.
"What, it didn't work out? Too far away?" he asked tremulously. "Well, then, here," he grabbed the butterfly net, "let me get you from the sky."

He was jumping up waving his butterfly net, but nothing ever came of it. Then he took the rope and made a loop, but was not able to reach the star.

"Take it easy!" he was calling on Zarina. "I'll figure this out somehow!"
He took the fishing rod and he would cast it until he fell short of power.
Squeaky got tired; he sat on the pillow and closed his eyes.

The star came down to him swimming in a brilliant purple boat along the stellar river, and they went boating. He cast the fishing rod to catch other stars - he would hug them and let them go. He caught a small cloud with his butterfly net, but it sneezed with displeasure and flew away. Then they unwound the thread and made a swing - right on the crescent. The crescent raised no objection at all.
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