



AECES

ASSOCIATION FOR EARLY CHILDHOOD EDUCATORS (SINGAPORE)

Creating a world of color, lines and curves: Supporting Literacy Development through the Visual Arts II (9 hours)

A Workshop for Teachers of Kindergarten Children

Overview:

This hands-on 9-hour workshop is specifically designed to support teachers of young children (aged 4-6 years) to use visual arts in developing literacy. Through the visual artistic activities of drawing, painting, modelling and creating conscious color environments, children engage in the process of healthy development, including foundations for literacy. The children learn, through imitation and artistic experience, about self-expression, eye-hand coordination, concentration and literacy concepts. As their skill increases they are empowered to begin lifelong habits of self-expression and creative activity.

Objectives:

- Review building blocks of early literacy and relate beginning visual arts skills to early literacy skills through a review of the work of Beth Olshansky Phd and Craige Roland Phd.
- Relate the image quality of language to the act of making images themselves.
- Investigate effective teaching techniques for painting, drawing and modeling that are developmentally appropriate for kindergarten aged children.
- Develop a repertoire of activities that reinforce eye hand coordination and development of concentration.
- Experience the proper handling and use of tools and supplies for painting, drawing and artistic cutting.
- Learn how to provide an appropriate environment for the development of children's personal creative expression.
- Learn how to create a rich color environment and activities for the acquisition of specific literary concepts.
- Develop and implement a lesson plan teaching a literary skill through the visual arts.

Session 1: Exploring *color and shape* as a support for literacy skills

Theoretical Framework for supporting literacy through the visual arts:

Visual arts and brain development

Literacy development comes alive through visual arts using:

- Images in relationship to sounds and shapes of letters
- Practice of eye-hand coordination
- Encouragement of precision
- Creating rich color filled environments that support student engagement in story and other literacy concepts
- Development of personal "voice" through choice of color and composition,
- Development of concentration and quiet
- Engaged listening.

Venue of Training:

AECES@Hougang, Blk 18 Hougang Ave 3 #01-159 Singapore 530018 Tel: 6281 4989 Fax: 6281 4328

AECES@Commonwealth One Commonwealth, 1 Commonwealth Lane #03-28 Singapore 149544

Tel: 64722768 Fax: 64735612 Website: www.aeces.org

Children's and Teacher's Painting

- Painting wet on wet method with emphasis on effective teaching techniques, including management of tools and supplies.
- Nature of primary and secondary colors.
- Participate in painting exercises, and discovering the nature of various colors
- Create a teacher painting to enliven a story used in your curriculum.

Children's Drawing

- Review the stages of drawing development.
- Review a class set of drawings and discuss what stage of development is shown in each drawing.
- Participate in drawing exercises with emphasis on effective teaching techniques, including management of tools and supplies.

Children's modeling and building

- Review stages of modeling and building.
- Consider samples of children's literacy focused modeling and building projects.
- Participate in creating the sample projects shared above with emphasis on effective teaching techniques, including management of tools and supplies.

Creating a world of color

- Using colored fabric, objects from nature and teacher created objects create a table environment to support a story used in your classroom.
- Using colored fabric, objects from nature and teacher created objects create a table environment to support a sound and letter used in your classroom.
- Used colored fabric and teacher found or created objects act out a poem or simple story as if in a classroom with young children.

Lesson Plan Development

- Review the lesson plan format.
- Identify the sample lessons we did in the workshop that used children's painting, drawing and cutting skills to teach a specific literacy skill or concept.
- Brainstorm one to two *lesson plan* ideas that the teacher can implement at their site.

Session 2: How did it go!

Fine tuning – review of participant lessons

- Presentation of lesson and classroom student response.
- Group discussion and celebration of successes and problem solving.
- Share out of what teachers learned in this process and how they might incorporate this work in their classrooms in the future.

Who is it for: Teachers who currently teach 4 to 6 year old children?

Methodology: Participants will be expected to move and actively participate. They are advised to wear comfortable clothes for doing artwork. Participants may want to bring an apron.

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Trainer Profile

Katherine Gaffey Lehman is an early childhood teacher and Waldorf Educator with extensive teaching experience in kindergarten through seventh grade. She has a Masters of Waldorf Education specializing in literacy development in Waldorf Education from Rudolf Steiner College in Fair Oaks, California, USA. Katherine also has a Masters Degree in Arts in the Curriculum from California State University, Sacramento, USA. Katherine has had over 40 years of training in movement and dance with children and adults. She has 20 years of training and implementation of storytelling, puppetry and story-games in her classrooms. She is dedicated to the integration of arts into cognitive education for young children. She teaches workshops for parents, teachers and children in Waldorf Education. Katherine has mentored teachers and schools in the USA, Singapore, Nepal and India for the last ten years.

Date and Time: To be advised

Venue: AECES @ Commonwealth

Workshop Fee: \$270.00 + 7% GST

Registration Fee: \$20.00 + 7% GST (waived for AECES members)

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