# Name or Title of the activity: Date: July 28th, 2019

**Fun Stenciled Canvas Art**

**Reference for the activity:**

Karpiuks, L, (2014). Look What We Made: Easy Stenciled Canvas Art. Retrieved from

<https://www.thekarpiuks.com/look-what-we-made-easy-stenciled-canvas-art/>

**Description** of the activity**:**

Fun stenciled canvas art invites children to learn what a stencil is and how to make one. They are also experimenting with contact paper as an art medium. With the knowledge of shapes and colours they already know, the children are being creative with their own design and engaging in paint blending.

1. Together, the child and teacher will make an art stencil. Fold the 5” x 7” precut piece of contact paper in half to become the size of 5” x 3.5”. The contact paper’s paper backing to be on the outside.
2. Tape your folded contact paper on the flat surface of the art table for it to be secure.
3. The child now draws a shape they wish to see on their canvas with the guidance from their teacher.

Eg: heart, star, triangle, or squiggle. Then remove tape from the contact paper.

1. From the folded edge of the contact paper the child will cut out their shape. When they unfold the contact paper the full art shape will be revealed.
2. The child now removes the paper backing from their now sticky-backed stencil.
3. Now place and press the sticky side of the stencil onto the 8” x 10” canvas panel.
4. Allow the child to pick 3 paint colours and squeeze the paint onto a large paper plate.
5. With the brush it is time for the child to have fun by painting over the entire canvas and stencil with all 3 of the paint colours.
6. Allow the canvas to dry for 30 minutes.
7. Once the paint is completely dry, gently pull up the stencil to reveal the child’s master piece!

# How does this activity support your philosophy on children’s cognitive well being?

Fun stencil canvas art supports the child’s connection between art, thinking and what the already know. Enhancing the child’s thinking through the process of picking a shape for their stencil and to choose their own paint colours is empowering to a child. Allowing the child to emerge independently with their painting they are exploring and experimenting and learning to understand more of their world around them. This creates an art piece meaningful and aesthetically pleasing to the child.

**Preparation/equipment/material needed:**

5” x 7” precut piece of contact paper (Teacher prepares paper ahead of art time).

8” x 10” solid canvas panel

Set of preschool age appropriate craft scissors

Large paper plate

A colour range of non toxic, washable craft acrylic paint

Short, stubby medium size art brush

A range of store made stencils for the children to view

Ballpoint pen and scotch tape

Trash can

Sink to wash hands in

**Expected** set-up time: 30 minutes including precutting time.

**Location** of activity: At the art table located in the art area of the preschool centre.

Approximate **time/ length of this activity:** 1 hour including drying time

How will you **pique children’s curiosity and introduce** the activity:

First I will display all the art supplies in an eye catching way on the art table. Including a range of store made stencils to provide an element of interest. Next I will invite the children to stand around the art table to explore and ask them, “What art supplies do you see on the table?” “Do you see something new?” After acknowledging the art supplies they already know I will then focus on bringing their attention to the store made stencils. Here I will engage in more open ended questions, “what is a stencil?” and “how does a stencil work?” I will also provide them with fun facts about stencil art. Next I will ask the question “how can we make our own art stencil?” A time to problem-solve together. I believe this will pique the children’s curiosity. After learning the process of how to make a stencil it will then be time to engage in our fun stencil canvas artactivity. This art activity will be done in small groups.

How does this activity support children’s **learning and development**? ***Use the Developmental Continuum for ages 3-5 for at least 1 of your objectives. If room include more than one objective.***

According to: A framework for Ontario early childhood settings,

Cognition – 4.2 Problem Solving: Brainstorming solutions and outcomes. “How can we make our own stencil?” This causes the child to solve problems, think logically and use language to represent thinking.

Cognition – 4.5 Observing: Naming and describing the things that they have observed. “What art supplies do you see on the table?” “Do you see something new?” This invites children to observe more closely and to generate more than one observation.

***Include one Living Inquiry Pathway from BCELF***

According to: Early Learning Framework, engagement with others, material, and the world is a living inquiry pathway for children to construct knowledge, delving into inquiries, generating new ideas, solving problems, and building theories of people, places, and materials.

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How will you **transition** the children to the next activity?

When the child feels they have finished painting their canvas they will be guided to wash their hands, then invited to join in with the free play stations.

Mentor Approval:

Date of Approval:\_

**Student Evaluation:** Part A: What worked? (Connects directly to your objectives above)

Part B: How would you alter/change/expand this activity the next time you offer it?

**Comments** made by the children? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor’s Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_