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

**Rainbow Stick Art**

**Reference for the activity:**

Kristina, (2012). Retrieved from

<https://www.toddlerapproved.com/2012/07/rainbow-stick-painting-readforgood.html>

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

After engaging in an outdoor stick hunt adventure, the children will learn how to paint a rainbow with primary colours, on easel paper, and by using a stick as their painting tool.

1. As a group, the children will in engage in a stick hunt to find their art tool.
2. Then the children will place a dot, (side by side to create a line of paint) of the primary colours red, yellow, and green paint onto their paper plate
3. With their stick and their imagination, the children now experiment by applying the paint onto to their stick and then creative rainbow designs onto their easel paper art. Either by pushing, rolling, or pincer grasping with the art tool.
4. Once the child feels they have completed their art, both their easel paper art and rainbow stick can dry.

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

Right from the beginning of this art activity, the children are physical engaged through both fine and gross motor experiences. By looking for their art tool, using their art tool, to painting their art tool. Rustling through nature to find their art tool (stick) is also exiting and interesting. Also allows the children to explore more about their world through their senses (vision, hearing, smell, and touch).

**Preparation/equipment/material needed:**

Stick

Easel paper

Non toxic tempera paint in primary colours – red, yellow, and green

Large paper plate

Paper towels

Sink to wash hands in

**Expected** set-up time: 15 minutes

**Location** of activity: Outdoor nature area and at the art table located in the art area of the preschool centre. This activity can be enjoyed either in an outdoor or indoor art area location.

Approximate **time/ length of this activity:** 15 minutes

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

During circle time, I will introduce the children to primary colours by asking them “Does anyone know a primary colour? “ and “How many primary colours are there?” Once we establish the primary colours and talk about some interesting facts about primary colours I will ask the children “Who would like to make a rainbow art with the colours of red, yellow, and blue?” Then it will be time to talk about “what type of art tool can we find outside to use to paint our rainbow?” Followed by, “Let’s go on a stick hunt adventure!” I believe this will pique the children’s curiosity.

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 Dearly Childhood Settings,

Physical – 5.1 Increasing Levels of Activity, Endurance, and Variation in Types of Activity and Skills. “Let’s go on a stick hunt adventure!” Involving children in planning and decision-making increases their active involvement in play.

Physical – 5.2 Gross Motor Skills. Indoor and outdoor programs that offer choice and enough time and space for exploration provide the circumstances for gross motor skill practice.

Physical – 5.3 Fine Motor Skills. Tool use – By pushing, rolling, and pincer grasping their stick, the children are practicing their fine motor skills.

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

According to the Early Learning Framework, well-being and belonging is a living inquiry pathway that is vital to children as they learn about and investigate the world around them. By developing responsive relationships with adults and peers, each child can contribute to their own well-being and to the well-being of their family, community, and society. ***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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

When the child feels they have finished their rainbow art, they will be guided to wash their hands, then invite to join the carpet to explore books about the colours of red, yellow, and blue.

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_