# Name or Title of the activity: Date: July 31st, 2019.

**Yarn Garland Sculpture**

**Reference for the activity:**

 Hands on: As we grow, (2019). Retrieved from <https://handsonaswegrow.com/yarn-circle-garland/>

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

Yarn garland sculpture art allows children to explore the textures of the glue and yarn directly in their hands. The process of the activity can take between one to two days which adds an element of conversation daily about the activity with the children.

As a team of 4, the children can help you with the set up of the art area and supplies.

1. Place floor cover sheet onto the floor to catch the droplets of glue
2. Place the muffin try on the floor
3. Place the tin foil dish with glue inside on the floor
4. Each child now picks a ball of yarn of their choice
5. With guidance and scaffolding support the children with the next step. Have the children place the yarn on the floor. Take the end of the yarn and pull the yarn up to be as tall as their head.
6. With craft scissors instruct the children to cut their yarn.
7. Next the children, one child at a time, will place their yarn in the dish of glue. With the brush they will push the yarn into the glue to be completely covered in glue.
8. Carefully the child now hold the glue soaked yarn as tall as their head and then dangle and guide the yarn into the muffin tin.
9. Repeat the process until all 12 muffin tins are full of glue soaked yarn.
10. Dry time may take between one to two days.
11. Once the yarn circles are complete dry together you can thread them together to make a yarn garland circle sculpture.

# How does this activity support your philosophy on children’s sensory learning?

Yarn garland sculpture art supports sensory learning through the direct sense of touch with the smooth liquid glue and the ruff texture of the yarn. Allowing children the opportunity to get messy will enrich their experience. When children engage with their hands to explore through actions of touching, pouring, pinching, sorting and moving, they build up their fine motor skills. Body and mind skills they will use later for writing and tying shoes. Sensory learning is the most natural way for children to learn new information about the world around them.

**Preparation/equipment/material needed:**

 Floor covering sheet

 Muffin try

Tin foil dish

 A variety of different coloured balls of yarn

 Non toxic glue

 Craft scissors

 Paint brush

 Tub of warm soapy water to wash hands in

**Expected** set-up time: 20 minutes

**Location** of activity: Either an outdoor or indoor art area with lots of space.

Approximate **time/ length of this activity:** One to two days.

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

I believe when I introduce the art activity, which provides a fun and exploring element of playing with glue, this will pique the children’s interest straight away. As all children enjoy the opportunity to get messy!

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,

 Physical – 5.3 Fine Motor Skills. Tool use – By pulling, dangling, and cutting the yarn, the children are practicing their fine motor skills.

Social – 1.1 Making Friends. Exchanging ideas, materials and points of view with others the children are developing social skills.

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

According to: Early Learning Framework, communication and literacies is a living inquiry pathway help children use many languages to express ideas, participate in relationships, and make meaning in their homes and communities as well as in early years and school settings.

\_\_\_--

***\_***

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

When a child has complete their art and washed their hands they have the opportunity to pick a play station they wish to engage in.

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