JANUARY
ARTISTIC EXPRESSION
AFTERSCHOOL CURRICULUM
January is about appreciating the beauty and wonder of art. Participants will have the opportunity to learn about various types of art throughout time and use art as a way of expression. Get ready to dive into a world of imagination and exploration through color and creativity.

**GOAL:** Have the children learn about the development of art through time. Children will be able to express themselves through different types of art and learn about art history.

**WEEKLY THEMES:**
1. Week 1: Ancient Art – 12/6-12/10
2. Week 2: Fauvism – 12/13-12/17
3. Week 3: Expressionism – 12/20-12/24
4. Week 4: Cubism – 12/27-12/31

**TIPS FOR THE MONTH:**
1. Remember to greet all parents and ask for an ID at pick up.
2. Review the activity plan each week/day in efforts to stay ahead of the game.
3. Check/restock all first aid kits to ensure you have all supplies needed.
4. Don’t forget to plan for monthly fire drills and severe weather drills.
5. Stay in communication with all staff on site and your PD.
6. Keep all spaces neat and organized.
### TABLE OF CONTENTS

#### WEEK 1–Ancient Art

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COMPONENT</th>
<th>TEKS</th>
<th>REC. AGE</th>
<th>SUPPLIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cave stories</td>
<td>Arts</td>
<td>117.102, .105, .108, .111, .114, .117,</td>
<td>ALL</td>
<td>Crayons, markers, paper plates, light grey construction paper (12 x 18), 3-4 different colors of paint, pencils (optional), butcher paper for older children</td>
</tr>
<tr>
<td>Greek Vases</td>
<td>Arts</td>
<td>117.102, .105, .108, .111, .114, .117</td>
<td>ALL</td>
<td>Scissors, markers, crayons, orange 12 x 18 construction paper, pencils</td>
</tr>
<tr>
<td>Greek Mosaics</td>
<td>Arts</td>
<td>117.108, .111, .114, .117</td>
<td>8-11</td>
<td>Black, red, yellow, orange, light blue &amp; dark blue construction paper, glue, white crayons, scissors, plates or bowls</td>
</tr>
<tr>
<td>Cuneiform Coding</td>
<td>Arts</td>
<td>117.102, .105, .108, .111, .114, .117</td>
<td>ALL</td>
<td>Modeling clay paint brushes or pens, foil</td>
</tr>
<tr>
<td>Egyptian Temple</td>
<td>Arts/21st Century Skills</td>
<td>117.108, .111, .114, .117</td>
<td>8-11</td>
<td>Construction paper, glue, tape, tissue paper, pipe cleaners, cups, popsicle sticks</td>
</tr>
<tr>
<td>Ancient Egyptian Headdress</td>
<td>Arts/ Global Learning and Inclusion</td>
<td>117.102, .105</td>
<td>4-7</td>
<td>Template print out (1 for each child), glue or staples/stapler, markers, crayons</td>
</tr>
<tr>
<td>Lego Parthenon</td>
<td>Arts/21st Century Skills</td>
<td>117.102, .105</td>
<td>4-7</td>
<td>Construction paper or copy paper, pencils, markers, crayons, colored pencils, pencil sharpener (if needed), Legos, popsicle sticks</td>
</tr>
</tbody>
</table>

#### MONTH CATCH GAMES

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>NAME</th>
<th>REC. AGE</th>
<th>Health &amp; Wellness/Physical Activity</th>
<th>SKILLS EMPHASIZED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making it happen</td>
<td>Instructions to maximize your efforts and make the activity session fun and safe for all children. For more information please look at the full CATCH curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fast Games</td>
<td>Sherlock Holmes</td>
<td>8-11</td>
<td>4 cones and 2 scarves</td>
<td>Fleeing, dodging, chasing, running</td>
</tr>
<tr>
<td>Fast Games</td>
<td>Heart Alert</td>
<td>8-11</td>
<td>4 cones and 3 scarves</td>
<td>Fleeing, dodging, chasing, running</td>
</tr>
<tr>
<td>Fast Games</td>
<td>Glue and Stretch</td>
<td>6-11</td>
<td>4 cones and music (optional)</td>
<td>Walking and stretching</td>
</tr>
<tr>
<td>Bean Bag</td>
<td>Keep Away</td>
<td>7-11</td>
<td>1 ball or bean bag per every 3 students, boundaries</td>
<td>Throwing, catching, defending</td>
</tr>
<tr>
<td>Bean Bag</td>
<td>Frogs on the Lilypads</td>
<td>5-7</td>
<td>1 hoop per every 3-4 students, 1 bean bag per student, boundaries</td>
<td>Tossing accuracy, locomotor skills</td>
</tr>
<tr>
<td>Aerobic Games</td>
<td>Pass the Hat</td>
<td>5-8</td>
<td>6-10 items to pass (e.g. beanbag, flying discs, scarf, etc.), 1/8 mile course, 6 cones</td>
<td>Jogging</td>
</tr>
<tr>
<td>Plastic Hoop</td>
<td>Hoop Jump</td>
<td>5-7</td>
<td>1 hoop per student and music</td>
<td>Locomotor skills, jumping and landing, general and self space awareness</td>
</tr>
<tr>
<td>Plastic Hoop</td>
<td>Musical Hoops</td>
<td>ALL</td>
<td>15 hoops, 4 cones, and music (optional)</td>
<td>Various locomotor movements (skipping, galloping, sliding, walking, and jogging)</td>
</tr>
</tbody>
</table>
CAVE STORIES

PREPARATION (before the session):
Prepare paints by put 3-4 colors on a paper plate for children to share.

ACTIVITY INSTRUCTIONS:
1. Begin by giving each child a piece of construction paper.
2. Instruct children to crumble their paper up (without ripping the paper) to give it an older looking effect. This is an optional step.
3. Explain to children they will be making their own cave art using pictures to tell a story.
4. They can use paint to add color while using markers and crayons for smaller details.
5. Following this activity ask children to share their cave art story.

OPTION FOR OLDER CHILDREN:
1. Divide children into groups of 3-4
2. Instruct them to work together to create a wall of cave art. Children may work together to create one story or they may have several on one sheet of butcher paper.
3. Following, have each group share their stories.

MATERIALS:
- Crayons
- Markers
- Paint
- Paper plates for paint
- Paintbrushes
- Light grey construction paper (12 x 18)
- 3-4 different colors of paint
- Pencils (optional)
- Butcher paper for older children (1 per group of 3-4)

GREEK VASES

MATERIALS:
- Scissors
- Markers
- Crayons
- Orange 12 x 18 construction paper
- Pencils

PREPARATION (before the session):
1. None

ACTIVITY INSTRUCTIONS:
1. Begin by explaining to children that Greek vases were used to not only hold water, they were used for decoration. Vases were often decorated based on the time period. For example, during the Geometric Period, geometric patterns were used.
2. Instruct children they will be making their own vase with their own pattern or story.
3. Provide each child with a vase template (older children can create their own style of vase using 12 x 18 construction paper).
4. Encourage children to be creative and use different shapes.
**GREEK MOSAICS**

**MATERIALS:**
- Black, red, yellow, orange, light blue & dark blue construction paper
- Glue
- White crayons
- Scissors
- Plates/bowls

**PREPARATION (before the session):**
1. Precut different colors of small squares out of construction paper and place into small bowls or a plate.
2. Optional: if using the provided template, create tracers out of cardstock for the children.

**ACTIVITY INSTRUCTIONS:**
1. Begin by explaining that mosaics were and still are made from small bits of glass and pebbles. Mosaics decorated the walls and floors of Ancient Greece and later Ancient Rome and continue to be a memorizing work of art in Europe.
2. First, instruct children to draw a Greek ship in pencil on black construction paper (template provided if needed- if using template, have children use template to trace boat onto black construction paper).
3. Draw over pencil lines with a white crayon and add waves at the bottom of the paper.
4. Next, use blue squares of paper (mix of light/dark blue) to fill in the water.
5. Last fill the sky with a sunset-like a mosaic of yellow, orange, and red.

**CUNEIFORM CODING**

**ACTIVITY INSTRUCTIONS:**
1. Begin by explaining to children that cuneiforms are the earliest form of writing. Cuneiforms look like the hieroglyphics of Ancient Egypt but were actually created before.
2. Explain to children they will be creating their own cuneiform.
3. Provide each child with modeling clay and one square of foil to put their modeling clay on (without foil or some kind of barrier, modeling clay can leave a white cast on the table).
4. Instruct children to flatten out their modeling clay and begin using the end of a paintbrush or the end of a pen to make their symbols.
5. Provide children with copies of the alphabet template that is on the next page of this curriculum.

**MATERIALS:**
- Modeling clay
- Paint brushes or pens (1 per child)
- Foil
EGYPTIAN TEMPLE

ACTIVITY INSTRUCTIONS:
1. Begin by explaining to children that all architecture created by the Ancient Egyptians was considered as a work of art. Temples were an example of the type of sculptural art created in Ancient times.
2. Explain to children they will creating their own temple in groups of 3-4.
3. Have a wide range of materials children may gather from in efforts to create their temple.
4. Once temples are completed, have each group share.
5. **This is a craft that may be done over the span of 2 days or more if children need extra time to complete their temples.**

MATERIALS:
- Construction paper (assorted colors)
- Glue
- Tape
- Tissue paper (assorted colors)
- Pipe cleaners
- Cups
- Popsicle sticks
- Etc. (any other supplies that may be needed)

EGYPTIAN HEADDRESS

PREPARATION (before the session):
1. Precut strips of cardstock to create head hands

ACTIVITY INSTRUCTIONS:
1. Begin by instruction children to color their headdress pieces and cut them out.
2. When they have completed the first step, they will be fit for their head band.
3. Children will then staple or glue their headdress pieces to their head band as seen in the picture below.
4. Explain to children that Egyptian headdresses were a artistic sign of importance. Gods and pharaohs depicted in ancient art wore head dresses of different styles to symbolize who they were.

MATERIALS:
- Template print out (1 for each child)
- Glue or staples/stapler
- Markers
- Crayons
ACTIVITY INSTRUCTIONS:

1. Begin by explaining what the Parthenon is. The Parthenon is a temple in Greece that was built around 447 BC. This temple was created with large sculptures to decorate all sides of the building depicting mythical creatures and battles. This temple was a place of worship and a place of art.

2. Instruct children to make their own Parthenon with drawings created from paper, placed on the sides.

3. Divide children into groups of 3-4 and provide each group with 5 sheets of paper.

4. While some children create the structure of their temple with Legos, other children can draw art for the sides of the temple. Children may also use other materials like popsicle sticks, feathers, paper, etc. to complete their temple (encourage children to use other materials instead of only using Legos).

5. Once drawings are finished, children may tape their drawings on.

MATERIALS:

- Construction paper of assorted colors or copy paper
- Pencils
- Markers
- Crayons
- Colored pencils
- Pencil sharpener (if needed)
- Legos for each group (25 pieces to begin with)
- Popsicle sticks (if needed)
Art Terms
Famous Artists

BOTTICELLI  MUNCH
CEZANNE  PICASSO
CHAGALL  POLLOCK
DA VINCI  RAPHAEL
DALI  ROCKWELL
KANDINSKY  RUBENS
MATISSE  VAN GOGH
MONET  WARHOL
Fast Games

NAME OF ACTIVITY: Sherlock Holmes
GRADE LEVEL: 3-5
EQUIPMENT: 4 cones, 2 scarves or objects to identify students that are "Lts"
SKILLS EMPHASIZED: fleeing, dodging, chasing, running

ORGANIZATION:
1. Designate activity area.
2. Designate 2 students to be taggers.
3. Designate 2 students to be the missing "gems".

DESCRIPTION:
1. The 2 "gems" are unknown to the 2 taggers.
2. On signal, the taggers try to find out who the 2 "gems" are by tagging students.
3. When tagged, a student does 10 jumping jacks in place, then rejoins the game.
4. When a "gem" is tagged he/she identifies themselves as a "gem" and walks around the perimeter until the other "gem" is found.
5. When both "gems" are found, 2 new taggers and 2 new "gems" are designated and the game begins anew.

TEACHING SUGGESTIONS:
1. For each game alternate the locomotor movements of skip, gallop and run. Also change the activity to do when tagged (e.g. jog in place, twist, jump tucks, stretches, etc).

Fast Games

NAME OF ACTIVITY: Heart Alert
GRADE LEVEL: 3-5
EQUIPMENT: 4 cones, scarves or objects to identify students that are "Lts"
SKILLS EMPHASIZED: fleeing, dodging, chasing, running

ORGANIZATION:
1. Designate boundaries.
2. Designate 3 students to be "Lts".
3. Students are scattered.

DESCRIPTION:
1. On signal, students that are "Lts" try to tag the others.
2. When tagged, students jog in place with hands on their heart saying "heart alert" to signal others to come and save them.
3. Students are saved when another student performs 5 jumping jacks with them.
4. Students doing jumping jacks cannot be tagged.

VARIATIONS:
1. BASKETBALL, SOCCER: Play the game with each student dribbling a ball.
Fast Games

NAME OF ACTIVITY: Glue and Stretch
GRADE LEVEL: 1-5
EQUIPMENT: 4 cones, music (optional)
SKILLS EMPHASIZED: walking, stretching

ORGANIZATION:
1. Students are scattered in pairs in a designated approximately 20 x 20 yd. activity area.

DESCRIPTION:
1. One partner is "It" and the other tries to stick like glue to him/her (without touching).
2. When the music begins (or on signal), "Its" walk trying to elude their partners by changing speed and direction.
3. After 20 seconds, stop the music (or on signal), have the "Its" stop and lead their partner in a 10 second stretch.
4. Reverse roles and repeat.
5. Students should walk without touching others. If contact is made, those students involved move outside the activity area and "take a break" by stretching a major muscle group for 10 seconds before returning to the activity.

TEACHING SUGGESTIONS:
1. Begin walking slowly, then progress to medium and fast speeds.
2. Change the size of the activity area; a larger activity area makes sticking harder; a smaller activity area makes sticking easier.
3. BASKETBALL, FOOTBALL, SOCCER: in basketball and soccer both partners dribble a ball. In football, 1 partner carries a football and the other defends by staying close.

Bean Bag

NAME OF ACTIVITY: Keep Away
GRADE LEVEL: 3
EQUIPMENT: 1 ball or bean bag per every 3 students, boundaries
SKILLS EMPHASIZED: throwing, catching, defending

ORGANIZATION:
1. Students in groups of 3 are scattered within a large activity area (approximately 20 x 20 yds).
2. 2 students are on offense and start approximately 10' apart, the other is the defender (in the middle).
3. See Keep Away diagram in the Formations Section on card #419.

DESCRIPTION:
1. On signal, offense tries to complete passes to each other while the defender attempts to block or intercept passes.
2. Offense gets 1 point for a completed pass, defense gets 2 for touching the object, and 3 points for intercepting the pass.
3. Change defenders every 2 minutes.
4. Groups may move around freely throughout the activity area.

TEACHING SUGGESTIONS:
1. "Passers, only throw when your partner is open."
2. " Receivers, move quickly to get away from the defender."
3. "Defender, move to stay between the 2 on offense, keep your hands up."

VARIATIONS:
1. Offense can have 3 players, with defense having 2 players.
2. Challenge to see how many points each individual can get.
Bean Bag

NAME OF ACTIVITY: Frogs on the Lillypads

GRADE LEVEL: K-2

EQUIPMENT: 1 hoop per every 3-4 students, 1 bean bag per student, boundaries

SKILLS EMPHASIZED: tossing accuracy, locomotor skills

ORGANIZATION:
1. Students are scattered on outside boundary of an approximately 20 x 20 yd. activity area, each with a bean bag.
2. Hoops are scattered inside boundaries.

DESCRIPTION:
1. On signal, students move in same direction around perimeter.
2. When the teacher says "toss your frogs," students stop moving, and toss bean bags aiming at the hoops (lillypads).
3. If there are 2 or more bean bags in 1 hoop, the 'frogs' have sunk the 'lillypad,' and that hoop is removed.
4. When all have tossed, the teacher signals each to retrieve his/her own bean bags. Students whose bean bags have sunk a lillypad all pick up that hoop and take it out of the pond together.
5. Play until all hoops are removed.

TEACHING SUGGESTIONS:
1. "Work together with the students around you to sink the lillypad."
2. "Try to retrieve your own bean bag."

VARIATIONS:
1. Vary the locomotor skill around the perimeter to retrieve bean bags.
2. To add difficulty, place the hoops closer to the center of the area; to make it easier, place them closer to the perimeter.
3. Make it more difficult to sink a lillypad with greater than 2 frogs.
Aerobic Games

NAME OF ACTIVITY: Pass the Hat

GRADE LEVEL: K-3

EQUIPMENT: 6-10 items to pass (e.g. beanbag, flying disc, tennis ball, scarf), on 1/8 mile course, 6 cones

SKILLS EMPHASIZED: jogging

ORGANIZATION:
1. File lines with 4-5 students per line, each with 1 item to pass.
2. Stagger the files around a marked course.

DESCRIPTION:
1. Each file begins jogging with the last student in line holding an item to pass. On signal, this student sprints to the front.
2. The object is passed back down the line until it reaches the last person. This person then sprints to the front and the process continues.
3. Challenge students to set a goal as to how long they can jog or how many laps they can complete without dropping “the hat”.

TEACHING SUGGESTIONS:
1. Allow files to practice “passing the hat” while standing still. Progress to “passing the hat” while walking and then running.
2. When students begin to jog and pass, emphasize that the lead runner must jog slowly to keep the line together (“move like a train”).
3. Encourage groups who tire of jogging to walk briskly until they can jog again.
4. For younger children play with one long line.

VARIATIONS:
1. Change the locomotor movement to skipping, galloping, etc.
2. Have students pass 2 objects, 1 in each hand.
Plastic Hoop

NAME OF ACTIVITY: Hoop Jump

GRADE LEVEL: K-2

EQUIPMENT: 1 hoop/student, music

SKILLS EMPHASIZED: locomotor skills, jumping and landing, general and self space awareness

ORGANIZATION:
1. Hoops scattered throughout the area. Each student standing in a hoop.

DESCRIPTION:
1. When music starts, students leave hoop and move around activity area, avoiding hoops. Teacher calls out locomotor skill to be used.
2. When music stops, students find a nearby hoop and jump in and out of the hoop using a teacher designated pattern.
   - 2 foot takeoff, 1 foot landing.
   - 2 foot takeoff, 2 foot landing.
   - 1 foot takeoff, same foot (hop).
   - 1 foot takeoff, other foot (leap).
   - 1 foot takeoff, 2 foot landing.

Plastic Hoop

NAME OF ACTIVITY: Hoop Jump (continued)

TEACHING SUGGESTIONS:
1. Start with slow locomotor skills and work up to skipping and galloping.
2. Vary the level, intensity, pathway and direction students move.
3. Remind students to avoid hoops (in as well as over).
4. For safety, only 1 student per hoop.

VARIATIONS:
1. If you have different colored hoops, designate a specific type of jump for each color (i.e. red = 2 foot takeoff, 2 foot landing) and encourage students to choose a different color hoop each time.
2. Students carry the hoop with them when they move to the music and drop it to use for the jumping.
Plastic Hoop

NAME OF ACTIVITY: Musical Hoops

GRADE LEVEL: K-5

EQUIPMENT: 15 hoops, 4 cones, music (optional)

SKILLS EMPHASIZED: various locomotor movements (skipping, galloping, sliding, walking, jogging)

ORGANIZATION:
1. Students and hoops are scattered in an approximately 20 x 20 yd. activity area.

DESCRIPTION:
1. On signal (music starts), a locomotor movement is called (e.g. skipping, galloping, sliding); students move randomly throughout the activity area.
2. Students may not enter a hoop while the music is playing.
3. Stop the music after 30 - 60 seconds; students immediately move inside a hoop. More than 1 student can be in a hoop at the same time.
4. Challenge students to move to a hoop quickly and to share hoops.
5. Resume the music, call out another locomotor movement, and remove 3-4 hoops while the students are moving.
6. The game ends when students have squeezed into 2-3 hoops.
7. Redistribute the hoops and repeat the activity.

TEACHING SUGGESTIONS:
1. For safety, have students move slowly at first (walk).
2. Stress controlled movement as the hoops become scarce.
3. Increase the distance between hoops to promote more activity.

VARIATIONS:
1. Use a variety of locomotor movements.
2. Gradually increase the amount of time students are moving and dribbling.
3. BASKETBALL, SOCCER: Play the game with students dribbling a basketball or soccer ball.
### TABLE OF CONTENTS

#### WEEK 2 – Fauvism

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COMPONENT</th>
<th>TEKS</th>
<th>REC. AGE</th>
<th>SUPPLIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matisse Collages</td>
<td>Arts</td>
<td>117. 102, .105, .108, .111, .114, .117, .113, .11, .12, .13, .14, .15, .16</td>
<td>ALL</td>
<td>Black cardstock, construction paper of assorted colors, glue, scissors</td>
</tr>
<tr>
<td>Self Portraits</td>
<td>Arts</td>
<td>117. 102, .105</td>
<td>7-11</td>
<td>White cardstock, pencils, paint (3-4 colors), paintbrushes, scissors, tape, paper plates, cups, optional: black construction paper</td>
</tr>
<tr>
<td>Fauve Portraits</td>
<td>Arts</td>
<td>117.108, .111, .114, .117</td>
<td>4-7</td>
<td>Cardstock, markers, crayons, colored pencils</td>
</tr>
<tr>
<td>Roll A Masterpiece</td>
<td>Arts</td>
<td>117. 102, .105, 113.12, .13, .14, .15, .16</td>
<td>7-11</td>
<td>Copy paper, pencil, markers, crayons, game sheet (1 per child), dice template (1 per child)</td>
</tr>
<tr>
<td>Fauvism Trivia</td>
<td>Arts</td>
<td>117. 102, .105, .108, .111, .114, .117, .113, .11, .12, .13, .14, .15, .16</td>
<td>ALL</td>
<td>None – questions provided in curriculum</td>
</tr>
<tr>
<td>Fauve Mural</td>
<td>Arts</td>
<td>117. 102, .105, .108, .111, .114, .117, .113, .11, .12, .13, .14, .15, .16</td>
<td>ALL</td>
<td>Markers, crayons, pencils, butcher paper</td>
</tr>
<tr>
<td>Derain Landscapes</td>
<td>Arts</td>
<td>117. 102, .105, .108, .111, .114, .117</td>
<td>ALL</td>
<td>White cardstock, paintbrushes, paint brush sponges, paper plates, cups, paint (5-6 colors if possible)</td>
</tr>
</tbody>
</table>

### MONTH CATCH GAMES

**Component:** Health & Wellness/Physical Activity

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>NAME</th>
<th>REC. AGE</th>
<th>SUPPLIES</th>
<th>SKILLS EMPHASIZED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making it happen</td>
<td>Instructions to maximize your efforts and make the activity session fun and safe for all children. For more information please look at the full CATCH curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fast Games</td>
<td>Sherlock Holmes</td>
<td>8-11</td>
<td>4 cones and 2 scarves</td>
<td>Fleeing, dodging, chasing, running</td>
</tr>
<tr>
<td>Fast Games</td>
<td>Heart Alert</td>
<td>8-11</td>
<td>4 cones and 3 scarves</td>
<td>Fleeing, dodging, chasing, running</td>
</tr>
<tr>
<td>Fast Games</td>
<td>Glue and Stretch</td>
<td>6-11</td>
<td>4 cones and music (optional)</td>
<td>Walking and stretching</td>
</tr>
<tr>
<td>Bean Bag</td>
<td>Keep Away</td>
<td>7-11</td>
<td>1 ball or bean bag per every 3 students, boundaries</td>
<td>Throwing, catching, defending</td>
</tr>
<tr>
<td>Bean Bag</td>
<td>Frogs on the Lilypads</td>
<td>5-7</td>
<td>1 hoop per every 3-4 students, 1 bean bag per student, boundaries</td>
<td>Tossing accuracy, locomotor skills</td>
</tr>
<tr>
<td>Aerobic Games</td>
<td>Pass the Hat</td>
<td>5-8</td>
<td>6-10 items to pass (e.g. beanbag, flying discs, scarf, etc.), 1/8 mile course, 6 cones</td>
<td>Jogging</td>
</tr>
<tr>
<td>Plastic Hoop</td>
<td>Hoop Jump</td>
<td>5-7</td>
<td>1 hoop per student and music</td>
<td>Locomotor skills, jumping and landing, general and self space awareness</td>
</tr>
<tr>
<td>Plastic Hoop</td>
<td>Musical Hoops</td>
<td>ALL</td>
<td>15 hoops, 4 cones, and music (optional)</td>
<td>Various locomotor movements (skipping, galloping, sliding, walking, and jogging)</td>
</tr>
</tbody>
</table>
**MATISSE COLLAGES**

**MATERIALS:**
- Black cardstock
- Construction paper of assorted colors
- Glue
- Scissors

**PREPARATION (before the session):**
Pre cut three squares of different colors for each child

**ACTIVITY INSTRUCTIONS:**
1. Provide each child with a black piece of construction paper.
2. Once pre cut square blocks have been given to each child, instruct them to glue them onto their black construction paper with some overlap.
3. Next, provide children with 2 more pieces of construction paper of their choice and instruct them to create different shapes, cut them out, and paste them onto their black sheet of paper.
4. Explain to children this craft was inspired by the art work of Henri Matisse, a French artist during the Fauvism art period. Layering objects and bright color were very much seen in most of his late work.

**SELF PORTRAITS**

**PREPARATION (before the session):**
Place glue on paper plates for sharing and cups for water to clean brushes

**ACTIVITY INSTRUCTIONS:**
1. Begin by instructing children to create a silhouette of themselves (template provided on the next page if needed– remind children to add hair or any other features they would like to the template).
2. Once silhouettes are made, instruct children to cut out their silhouette out, leaving only the outside. This will now be their silhouette stencil.
3. Taking another sheet of cardstock, lay your now silhouette stencil on top and take the top edges for security.
4. Using paint, instruct children to use different colors to create a self portrait of themselves. Colors can represent feelings or how they view themselves.
5. Once they have finished, instruct children to lift their stencil starting from the bottom of the page.
6. Optional: Children may cut out black strips of paper to create picture frame for their portrait.

**MATERIALS:**
- White cardstock (2 per child)
- Pencils
- Paint (3-4 colors)
- Paintbrushes
- Tape
- Optional: black construction paper
- Scissors
- Cups
- Paper plates
FAUVE PORTRAITS

PREPARATION (before the session):
1. None

ACTIVITY INSTRUCTIONS:
1. For younger children, begin by providing them with a blank sheet of cardstock.
2. Instruct children to make a self portrait or one of someone they know.
3. Encourage them to use colors one may not normally use for eyes, lips, or hair. Fauvism is a time where bright and vibrant color was used in what seemed to be an unnatural way.

ROLL A MASTERPIECE

MATERIALS:
- Cardstock (1 sheet per child)
- Markers
- Crayons
- Colored pencils

ACTIVITY INSTRUCTIONS:
1. Provide children with one dice, one game sheet, and one sheet of copy paper.
2. Children will put together their dice cut out using tape.
3. Once dice are put together, instruct children to roll their dice to determine the start of their drawing.
4. Once all five rolls have been made, have children share their art work to see similarities and differences between art work.
5. This activity was inspired by Henri Matisse, a French artist who paved the way for Fauvism.

FAUVISM TRIVIA

PREPARATION (before the session):
Divide children into groups of 4-5

ACTIVITY INSTRUCTIONS:
1. After dividing children into groups, explain to them they will be playing fauvism trivia to test their knowledge and to help them gain knowledge about this pivotal time in art history.
2. Have one staff member read the first question. The team who raises their hand first, answers first. If the team answers wrong, another group may answer.
3. One point will be awarded per correct answer. The team with the highest points, wins.
<table>
<thead>
<tr>
<th>Roll #1 Background Piece #1</th>
<th>Roll #2 Background Piece #2</th>
<th>Roll #3 Figure</th>
<th>Roll #4 Nature</th>
<th>Roll #5 Fun Stuff</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Background Piece #1" /></td>
<td><img src="image2.png" alt="Background Piece #2" /></td>
<td><img src="image3.png" alt="Figure" /></td>
<td><img src="image4.png" alt="Nature" /></td>
<td><img src="image5.png" alt="Fun Stuff" /></td>
</tr>
</tbody>
</table>
When did Fauvism take place?
- Before 500 B.C.
- During the 17th Century
- During the 20th Century *
- It did not happen.

Fauvism art pieces use black, white, and gray more than bright and vibrant colors.
- True *
- False *

Henri Matisse and Andre Derain were very known artists during this art movement.
- True *
- False

What time period was inspired by Fauvism?
- Ancient Art
- Cubism *
- Line Art
- Watercolors

Was use of object overlap used during the art time period of Fauvism?
- Yes *
- No

Fauvism was used to express feeling and the use of color was not used to match the realistic world we live in.
- True *
- False

This painting was not known piece of art during the Fauvism art period.
- A Stary Night*
- Women with a Hat
- Portrait of Madame Matisse
- The Open Window

Who led the Fauvism art movement?
- Andre Derain
- Henry Matisse
- Vincent Van Gogh

Fauvism lasted for over 20 years.
- True
- False *

Many of the artist who created art during the time of Fauvism were not French.
FAUVE MURAL

PREPARATION (before the session):
Pre cut butcher paper for each group

ACTIVITY INSTRUCTIONS:
1. Provide each group with one sheet of butcher paper.
2. Explain to children they will be working together to create a mural that incorporates Fauvism through many sets of eyes.
3. Children may have their own space on the mural or the group as a whole can work together to create a theme for their mural.
4. Emphasize that bright color was used during this art period and using unnatural colors for objects or characteristics (i.e. pink eyes, orange water, etc.) was key for expression.
5. Once all murals are finished, hang them around your site to display the Fauve art work of all groups.

MATERIALS:
- Markers
- Crayons
- Pencils
- Butcher paper (1–2 large sheets per group)

DERAIN LANDSCAPES

MATERIALS:
- White cardstock
- Paintbrushes
- Paint brush sponges
- Paper plates
- Cups
- Paint (5–6 colors if possible)

PREPARATION (before the session):
1. Place paint on paper plates for sharing
2. Pre fill cups for cleaning brushes

ACTIVITY INSTRUCTIONS:
1. Explain to children who Andre Derain was. Andre Derain was a French artist who co founded the Fauvism art period. Derain was known for his painted landscapes, sculptures, and portraits.
2. Instruct children to create their own landscape of their favorite place to be or even a place they may want to go.
3. Using a wide range of color, instruct children to use different colors to create their landscape.
4. Encourage children to use dots and lines to add texture to their paintings
Henri Matisse

Landschapes  Scissors  Painting  Woman with the hat
Modern artist  Henri Matisse  Fauvism  Shapes
Jazz  French  Colour  Papercutouts
Impressionism  Fish  Collage
Famous Artists

D C K A N D I N S K Y F X I F E I A H J C W J N
P Q O K N D Z Q U B O Q T B A K K O J M P N E B
S T C A A J T D L I R O T X Q M J G A Z K T R K
I O G E I C T N H K W S P U I O H N W B U I D R
O H P T R N A U E B F S L F T P E L K X I I N J
A E Z X D M S J P R P A P M R T R V D K L I M T
H K Q Q N K S F L X H C J S R X E B Y E W C V T
N H M U O P A I J O T I D W E R M R M O G C Q A
R A X Z M W C V R G C P M J M W B H E C U A Y C
T Q G K T V W U Q F C D A A O Z R L N I I S S Y
R N D E S S I T A M H A M V H M A V N C L T T X
S G G A U G U I N G R M G U I N V A M G D Q Z
J R I P X L B R Q C O E X I T M D A Z P O L I D
L X K P H I F W O I N C B T M H L N C M A B J M
T P F Q T F P W Z V A S Y A X A E Y I Y O T W E
R L N U E M I R O A V E G E G A Y L V M O N N M
H W L E D C R Q G D U R V A L S X J A J Y J E O
D F K D X I L Q W R I M H R J I P Q V N R E K T
B O F P O G M Z E T S C T X W H R M R A G T M L
C L A N I Y G P T B M L H K C O L L O P L E S L
U L E K K Z P E W A R H O L R O C A X W W B L O
C R W A Y O Q N T E R L Z V D Z K V R P L Z B O
K W L C H V Z X V D I E Q N M V K S I D A L I J

riley  cassatt  escher  cezanne
klimt  durer  mondrian  hopper
kandinsky  magritte  renoir  miro
goya  monet  homor  chagall
rembrandt  okeeffe  davinci  michelangelo
pollock  matisse  warhol  vangogh
gauguin  monet  dali  gauguin
levanti  monet  dali  gauguin