Specialized Training in Early Childhood Education

Friday, June 29, 2018

Developed by the Mississippi Department of Education
in partnership with
North Mississippi Education Consortium

Coordinated by:
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Mississippi Department of Education

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Early Childhood Program Specialist,
North Mississippi Education Consortium
University of Mississippi
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State Superintendent of Education

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Chief Academic Officer

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Office of Elementary Education and Reading

Tenette Smith, Ph.D.
Director
Office of Elementary Education and Reading

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Early Learning Collaborative Coordinator

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Early Childhood Instructional Specialist

Candice Taylor
Early Childhood Instructional Specialist/ 619 Coordinator

Kristi Gary
Office Coordinator
Week 1

Monday, June 18

Jill Dent
Office of Early Childhood
Mississippi Department of Education
*Early Childhood Guidance and Best Practices*
*Executive Function and Self-Regulation*

Laura Dickson
Office of Early Childhood
Mississippi Department of Education
*CLASS Overview Training*

Teresa Laney
Office of Special Education
Mississippi Department of Education
*SPED Early Language Development*

Tuesday, June 19

Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
University of Mississippi
*Moving Forward*

Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
University of Mississippi
*Read Right from the Start - The Power of Language Part I & II*
*Equipping the Classroom on a Shoe String Budget*
*Use of Learning Centers*

Wednesday, June 20

Pam Schiller
Author and Curriculum Specialist
Schiller Educational Resources
*Nurturing Social and Emotional Intelligence*

Pam Myrick-Mottley
Early Childhood Consultant
*Trauma Sensitive Classroom*
Thursday, June 21
  Pam Myrick-Mottley
  Early Childhood Consultant
  Using Conscious Discipline to Support a Trauma Sensitive Classroom

Friday, June 22
  Laurie Weathersby and Jayda Brantley
  Office of Intervention Services
  Mississippi Department of Education
  MTSS Instruction

  Jen Cornett
  Office of Intervention Services
  Mississippi Department of Education
  Gifted

  Melissa Banks
  Office of Elementary Education and Reading
  Mississippi Department of Education
  #tech4littles

  Sandy Elliott
  Office of Student Intervention Services
  Mississippi Department of Education
  Supporting English Learners
Week 2

Monday, June 25
Brittany Herrington
REACH-MS
The University of Southern Mississippi
Behavior Challenges: Proactivity Counts

Nicole Briceno
Mississippi Early Childhood Inclusion Center
The University of Southern Mississippi
Reaching and Teaching All Children in the Inclusive Classroom

Tuesday, June 26
Shenikia Robinson and Darna' Robinson
Atlanta Speech School
Read Right from the Start
Empowering Children’s Lives Through Language

Wednesday, June 28
Kenya Wolff and Burhanettin Keskin
Early Childhood Education
The University of Mississippi
Working with Diverse Families Lee Anne Grace Barnes

Lee Anne Grace Barnes
Tupelo School District
Utilizing Music to Foster Early Literacy

Thursday, June 29
Lydia Boutwell
Office of Early Childhood
Mississippi Department of Education
Schedules, Standards, and Planning...Oh My!

Laura Dickson
Office of Early Childhood
Mississippi Department of Education
STEAM
Pulling it All Together

Friday, June 30
Limeul Eubanks
Office of Secondary Education
Mississippi Department of Education
Collages Inspired by Eric Carle
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday 06.18</th>
<th>Tuesday 06.19</th>
<th>Wednesday 06.20</th>
<th>Thursday 06.21</th>
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<td>AM LIVE FROM JAX, BILOXI after lunch and JAX to finish the day</td>
<td>LIVE FROM GREENVILLE</td>
<td>AM LIVE FROM JAX AND PM LIVE FROM HBURG</td>
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<td>LIVE FROM JAX</td>
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<tr>
<td>10:00AM-11:15AM</td>
<td>JILL DENT Early Childhood Guidance and Best Practices</td>
<td>CATHY GRACE Power of Language Part 1</td>
<td>PAM SCHILLER Nurturing Social and Emotional Intelligence</td>
<td>PAM MOTTLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>JEN CORNETT Gifted</td>
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<td>11:15AM-11:30AM</td>
<td>Q&amp;A</td>
<td>Q&amp;A</td>
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<tr>
<td>1:00PM-2:15PM</td>
<td>LAURA DICKSON CLASS Overview</td>
<td>CATHY GRACE Power of Language Part 2</td>
<td>PAM MOTTLEY Trauma Sensitive Classroom</td>
<td>PAM MOTTLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>MELISSA BANKS #tech4littles</td>
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<td>2:30PM-3:45PM</td>
<td>TERESA LANEY SPED Early Language Development</td>
<td>CATHY GRACE Budget on a Shoe String and Use of Learning Centers</td>
<td>PAM MOTTLEY Trauma Sensitive Classroom</td>
<td>PAM MOTTLEY Using Conscious Discipline to Support a Trauma Sensitive Classroom</td>
<td>SANDY ELLIOTT Supporting English Learners</td>
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<td>Time</td>
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<td>Wednesday 06.27</td>
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<td>8:30AM-9:45AM</td>
<td>BRITTANY HERRINGTON</td>
<td>SHENIKIA ROBINSON and DARN'A ROBINSON</td>
<td>KENYA WOLFF AND BURHANETTIN KESKIN</td>
<td>LYDIA BOUTWELL</td>
<td>LIMEUL EUBANKS</td>
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<td>NICOLE BRICENO</td>
<td>SHENIKIA ROBINSON and DARN'A ROBINSON</td>
<td>LEE ANNE GRACE BARNES</td>
<td>LYDIA BOUTWELL</td>
<td>LIMEUL EUBANKS</td>
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<td></td>
<td>Reaching and Teaching All Children in the Classroom</td>
<td>Empowering Children’s Lives Through Language</td>
<td>Utilizing Music to Foster Early Literacy</td>
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<td>LAURA DICKSON</td>
<td>FINAL QUESTIONS &amp; ANSWERS</td>
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<td>Reaching and Teaching All Children in the Classroom</td>
<td>Empowering Children’s Lives Through Language</td>
<td>Utilizing Music to Foster Early Literacy</td>
<td>Putting it All Together</td>
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Visual Arts Learning Activity
Different Types of Lines

Early Childhood Education - Pre-K - Training

JUNE 2018

Limeul L. Eubanks, B.A., M.Ed., M.F.A., Staff Officer III
The Arts: Dance, Media Arts, Music, Theatre, Visual Arts, and World Languages
Office of Secondary Education
leubanks@mdek12.org

Visual Arts Activity – Different Types of Lines

Different Types of Lines

- Straight
- Curved
- Diagonal
- Wavy
- Zigzag
- Scalloped
- Dotted
- Dashed
- Spiral
Visual Arts Activity – Vocabulary Cards for Different Types of Lines

**Straight Line**

**Curved Lines**
Visual Arts Activity – Vocabulary Cards for Different Types of Lines

Diagonal Lines

Wavy Lines
Visual Arts Activity – Vocabulary Cards for Different Types of Lines

Zigzag Lines

Scalloped Lines
**Visual Arts Activity – Vocabulary Cards for Different Types of Lines**

**Dotted Lines**

**Visual Arts Activity – Vocabulary Cards for Different Types of Lines**

**Dashed Lines**
Visual Arts Activity – Vocabulary Cards for Different Types of Lines

Spiral Lines
Visual Arts Activity – Arts Center

What kinds of lines can I make with my marker?

What kinds of lines can I make with my paint brush?

What kinds of lines can I make with my crayon?

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Mississippi College- and Career-Readiness
Arts Learning Standards for Visual Arts

Early Childhood Education - Pre-K Training

JUNE 2018

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Mississippi Department of Education

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals  FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Mississippi College and Career-Readiness Arts Learning Standards
for Dance, Media Arts, Music, Theatre and Visual Arts

Purpose:
The *Mississippi CCR Arts Learning Standards for Dance, Media Arts, Music, Theatre, and Visual Arts*. The Standards describes what students should know and be able to do in dance, media arts, music, theatre, and visual arts.

These standards provide guidance in:
• Defining artistic literacy through a set of overarching Philosophical Foundations and Lifelong Goals that clarify long-term expectations for arts learning.
• Placing Artistic Processes and Anchor Standards at the focus of the instruction.
• Identifying Creative Practices during each step of the Artistic Processes across all learning.
• Specifying Enduring Understandings and Essential Questions that provide conceptual connections and articulate value and meaning within and across the arts discipline.
Mississippi College and Career-Readiness Arts Learning Standards for Dance, Media Arts, Music, Theatre and Visual Arts

Arts Integration

- Arts instruction combines essential concepts of the arts (performing, creating, responding) with instruction in other subject disciplines.
- Students learn essential concepts of the art forms and other disciplines simultaneously.
- It is designed to promote transfer of learning between the arts and other subjects, between the arts and the capacities students need to become successful adults.
Artistic Literacy

- Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Authentic participation in the arts call for an understanding of the processes that lead to fluency in an art form.
- Fluency in the language(s) of the arts and the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts.
- It is embodied in specific Philosophical Foundations and Lifelong Goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.
- For authentic practice to occur in classrooms, teachers and students must participate fully and jointly in arts activities where they can exercise the creative practices - Imagine, Investigate, Construct, and Reflect - as unique beings committed to giving meaning to their experiences.

Philosophical Foundations and Lifelong Goals for Artistic Literacy

<table>
<thead>
<tr>
<th>Philosophical Foundations</th>
<th>Lifelong Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts as Communication</td>
<td>Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.</td>
</tr>
<tr>
<td>The Arts as Creative Personal Realization</td>
<td>Artistically literate citizens find at least one art form in which they develop sufficient competence to continue active involvement in that art form as an adult.</td>
</tr>
<tr>
<td>The Arts as Culture, History, and Connections</td>
<td>Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge.</td>
</tr>
<tr>
<td>The Arts as a Means to Well-being</td>
<td>Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.</td>
</tr>
<tr>
<td>The Arts as Community Engagement</td>
<td>Artistically literate citizens seek artistic experiences and support the arts in their local community.</td>
</tr>
</tbody>
</table>
Creative Practices

CREATIVE PRACTICES

IMAGINE
To form a mental image of concept

INVESTIGATE
To observe or study through exploration or examination

CONSTRUCT
To make or form by combining or arranging a series of elements

REFLECT
To think deeply or carefully about his or her work

Structure and Format

Artistic Processes

Discipline-based Instructional Resources
- Process Components
- Enduring Understandings & Essential Questions

11 Anchor Standards

Discipline Specific Performance Standards
### Artistic Processes and Anchor Standards

<table>
<thead>
<tr>
<th>ARTISTIC PROCESSES</th>
<th>DEFINITION</th>
<th>DEFINITION</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cr—Creating</strong></td>
<td>Conceiving and developing new artistic ideas and work.</td>
<td><strong>Pr—Performing/Presenting/Producing</strong></td>
<td>Performing (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.</td>
</tr>
<tr>
<td><strong>Re—Responding</strong></td>
<td>Understanding and evaluating how the arts convey meaning.</td>
<td><strong>Producing</strong> (visual arts): Interpreting and sharing artistic work.</td>
<td>Relating and presenting artistic ideas and work.</td>
</tr>
</tbody>
</table>

### Enduring Understandings and Essential Questions

**Enduring understandings** state each art form’s “big ideas” or important understandings, why they’re worth studying. **Essential questions** provoke inquiry.

- The arts learning standards are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating.

- **Enduring understandings** and **essential questions** act as instructional support materials that make up the bridge between the Standards and the classroom, and encourage inquiry-based learning for 21st century skills.

- Discipline specific process components operationalize the overarching anchor standards within each art form using power verbs that are subsets of the artistic processes.
Process Components

**Process Components** are the subsets of actions that support and illuminate each artistic process relative to the arts, as expressed by individual arts disciplines.

- Process component verbs describe the actions artist learners do to complete a task in each disciple specific grade-by-grade sequence of the Standards.

**Visual Arts Components for Pre-Kindergarten**

Creating: INVESTIGATE, PLAN, MAKE, REFLECT, REFINE, COMPLETE  
Presenting: SELECT, ANALYZE, SHARE  
Respond: PERCEIVE, ANALYZE, INTERPRET  
Connecting: SYNTHESIZE, RELATE
Words defined in the Glossary:

Collaboration - Joint effort of working together to formulate and solve creative problems.

Creativity - Ability to conceive and develop rich, original ideas, discover unexpected connections, and invent or make new things.

Innovative Thinking - Imagining or and conceiving something new and unexpected, including fresh ideas and ways of looking at things and new approaches to old problems as well as formulating new problems.

Materials - Substances out of which art is made or composed, ranging from the traditional to “non-art” material and virtual, cybernetic, and simulated materials.

Play - Spontaneous engaged activity through which children learn to experience, experiment, discover, and create.
### Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts

#### Pre-Kindergarten Through 8th Grade

**[VISUAL ARTS]**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Standard</th>
<th>Description</th>
<th>Essential Questions(s)</th>
<th>Investigate / Plan / Make</th>
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<tbody>
<tr>
<td><strong>CREATING</strong></td>
<td>VA: C.1.PK</td>
<td>Generate and conceptualize artistic ideas and work.</td>
<td>Engaging in self-directed, creative making.</td>
<td>Investigate / Plan / Make</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Engage in self-directed, creative making.</td>
<td>ESSENTIAL QUESTION(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</td>
<td></td>
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<tr>
<td></td>
<td>VA: C.2.PK</td>
<td>Generate and conceptualize artistic ideas and work.</td>
<td>Engaging in self-directed, creative making.</td>
<td>Investigate / Plan / Make</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Engage in self-directed, creative making.</td>
<td>ESSENTIAL QUESTION(s): How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VA: C.2.1.PK</td>
<td>Organize and develop artistic ideas and work.</td>
<td>Engaging in self-directed, creative making.</td>
<td>Investigate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Use a variety of art-making tools.</td>
<td>ESSENTIAL QUESTION(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VA: C.2.2.PK</td>
<td>Organize and develop artistic ideas and work.</td>
<td>Engaging in self-directed, creative making.</td>
<td>Investigate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Share materials with others.</td>
<td>ESSENTIAL QUESTION(s): How do artists work? How do artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks? What responsibilities come with the freedom to create?</td>
<td></td>
</tr>
</tbody>
</table>
Mississippi College- and Career-Readiness Arts Learning Standards
for Visual Arts

Pre-Kindergarten through 5th Grade [VISUAL ARTS]
Organize and develop artistic ideas and work
1. Create and tell about art that communicates a story about a familiar place or object.
   - How do artists, writers, and other designers develop ideas and stories about familiar places?
   - How are stories about familiar places told through art?

Reflect and complete artistic work
2. Share and talk about personal artwork.
   - What materials and tools did you use to create your artwork?
   - How do your materials and tools help you express your ideas?

Select, analyze and interpret artistic work for presentation
3. Identify reasons for saving and displaying objects, artifacts, and artwork.
   - Why is it important to save and display objects, artifacts, and artwork?
   - How do you decide which objects, artifacts, and artwork to save and display?

Develop and refine artistic techniques and work for presentation
4. Identify places where art may be displayed or saved.
   - What places are appropriate for displaying and saving art?
   - How do you decide where to display and save your artwork?

Convey meaning through the presentation of artistic work
5. Identify several stories or messages that the artwork tells.
   - What stories or messages can be conveyed through the artwork?
   - How do these stories or messages contribute to the overall meaning of the artwork?

Perceive and analyze artistic work
6. Distinguish between images and real objects.
   - How do images differ from real objects?
   - How do images help us understand the world around us?

Perceive and analyze artistic work
7. Use visual imagery to influence understanding of and responses to the world.
   - How do visual imagery influence our understanding of the world?
   - How do visual imagery influence our responses to the world?
Mississippi College- and Career-Readiness Arts Learning Standards
for Visual Arts

Interpret intent and meaning in artistic work.

Applying criteria to evaluate artistic work.

Synthesize and relate knowledge and personal experiences to make art.

Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Mississippi Department of Education
Ensuring a bright future for every child

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Visual Arts Learning Activity
Collages Inspired by Eric Carle

Early Childhood Education - Pre-K - Training

JUNE 2018

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English Language Arts and Visual Art Integrated Learning Activity

Are you a Very Busy Spider, a Grouchy Lady Bug, or a Very Hungry Caterpillar?

• In this session you will connect with your favorite Eric Carle character by exploring how the author and illustrator composed his picture stories through a variety of collage techniques.

• Using a range of materials, participants will create their own textured and painted papers using colors and shapes to make characters tell a story, connecting learners to literacy through art.
Eric Carle - Writer and Artist

Eric Carle Books

Eric Carle Photos
**Eric Carle - The Artist Who Painted A Blue Horse**

- Every child has an artist inside them, and this vibrant picture book from Eric Carle will help let it out.
- The artist in this book paints the world as he sees it, just like a child.
- There’s a red crocodile, an orange elephant, a purple fox and a polka-dotted donkey.
- More than anything, there’s imagination. Filled with some of the most magnificently colorful animals of Eric Carle’s career, this tribute to the creative life celebrates the power of art.

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**Eric Carle - The Artist**
Visual Arts Activity – Different Types of Lines

Different Types of Lines

- Straight
- Curved
- Diagonal
- Wavy
- Zigzag
- Scalloped
- Dotted
- Dashed
- Spiral

Visual Arts Activity – I am an artist and I can create ...

I am an artist

and I paint...
a blue horse
A blue horse

Inspired Collage Blue Horse

Franz Marc/Blue Horse

A red crocodile

Eric Carle red crocodile

https://www.frankishmarc.com
a red crocodile

Eric Carle Yellow Cow Collage

a yellow cow
a yellow cow

Real Cow

a pink rabbit

Real pink rabbit

Pink pink rabbit
a green lion

Real green lion

Eric Carle green lion

a orange elephant

Real orange elephant

Eric Carle Orange Elephant Collage
a purple fox

![Purple Fox](image)

a polka-dotted donkey

![Polka-Dotted Donkey](image)
Visual Arts Activity – Painting Different Types of Lines

Boy 1 Painting

Boy 2 Painting

Visual Arts Activity – Painting Different Types of Lines

Painting with hands 1

Painting with hands 2
Visual Arts Activity – Painting Different Types of Lines

- Painting with fingers
- Adding texture using a fork
- Painting making lines

Visual Arts Activity – Paintings to Collages

- Painting on newspapers
- Painted paper
Visual Arts Activity – Collages

Students cutting paper and glue

Students Creating Collages

Visual Arts Activity – Collages

Students creating a tree branch collage

Tree Branch Collage
Visual Arts Activity – Collages

Reflecting – Creative Practices: Imagine, Investigate, Construct, Reflect
**Visual Arts Activity** – I am a good artist.

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