

# child's play



## Art



## active learning series

Developed by Kathy Reschke, project coordinator,  
and Lesia Oesterreich, Iowa State University family life specialist.

Family life 4

**... and justice for all**

The Iowa Cooperative Extension Service's programs and policies are consistent with pertinent federal and state laws and regulations on nondiscrimination. Many materials can be made available in alternative formats for ADA clients.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa

**IOWA STATE UNIVERSITY**  
University Extension

*Helping you become your best.*

PM 1770a-1 | October 1998

**TABLE OF CONTENTS**

**Science Art**

Wet and Dry Painting	4
Spin Art I	5
Sandpaper Collages	6
Tissue Paper Collages	7
Oil Pictures	8
Faded Designs	9
Spin Art II	10

**Edible Art**

Pretzel Designs	11
Rainbow Toast	12
Color Cookies	13
Picasso Pancakes	14
Poke Art	15
Rainbow Parfaits	16

**Math Art**

Pair Pictures	17
Circle Collages	18
Folded Paintings	19
Yarn Collages	20
Puffy Paints	21
Pattern Printing	22

**Cooperative Art**

Group Painting	23
3-D Rainbow	24
Buddy Painting	25
Buddy Bodies	26



## **Outdoor Art**

Water Painting	27
Colored Snow	28
Easy Weaving	29
Texture Rubbings	30
Wind Catchers	31

## **Art Materials**

Play Dough	32
Salt Dough	33
Face Paint	34
Finger Paint	35

## **Resources**

Art Supplies To Have In Stock	36
Children's Art Books	37

For additional sets of PM 1770a, contact your local county office of ISU Extension or the Extension Distribution Center at:

119 Printing & Publications Building  
Iowa State University  
Ames, Iowa 50011-3171

Phone: 515-294-5247

Sets are \$1.00 plus postage.

**IOWA STATE UNIVERSITY**

University Extension

*Helping you become your best.*

PM 1770a-3 | October 1998

Science Art

## WET AND DRY PAINTING

*What you need:*

- powdered tempera paints
- cotton balls and/or cotton swabs
- white construction paper
- squirt bottles filled with water, set on mist
- newspapers or plastic tablecloth placed on floor

*What you do:*

1. Put several colors of dry tempera paint into shallow containers.
2. Use a cotton ball and/or cotton swab to make a design on paper.
3. When the design is finished, place the paper on the newspapers or tablecloth.
4. Squirt the paper with water while standing and watch how the picture changes. (*Note: Do this step outside if the weather allows.*)
5. Allow the picture to dry.



What you can say:

- \* How did your picture change when you made it wet?

More ideas . . .

- Use water-based markers instead of dry tempera paints. Watch what happens when the picture is squirted.
- Wet the paper with a sponge first and then apply the dry tempera or use markers to create a design.
- On a rainy day, put the pictures outside to get wet.

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a- 4 | October 1998

## SPIN ART I

### *What you need:*

old record player turntable  
thinned tempera paint  
eye droppers  
thin paper plates

### *What you do:*

1. Press a paper plate onto the center stem of the turntable.
2. Turn the record player on so that the turntable is spinning (the higher the speed, the better!).
3. Use eye-droppers to drop paint onto plate while it is spinning. Experiment with amount of paint, placement of paint (toward middle versus toward edge), speed of turntable, etc.



*What you can say:*

- \* How did the paint move?
- \* How are your designs the same as your friends'? How are they different?

*More ideas . . .*

- Use markers to make designs on the paper plate as it is spinning.

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-5 | October 1998



## SANDPAPER COLLAGES

### *What you need:*

large pieces of sandpaper  
scissors  
yarn  
felt

lace  
fuzzy fabric  
any other materials that will stick  
to sandpaper

### *What you do:*

1. Cut and arrange pieces of yarn, felt, etc. on the sandpaper in a design.  
Display or rearrange as many times as you wish.

### *What you can say:*

- \* Why did the parts stick to the paper?
- \* Are there any other things you could find that would stick to sandpaper?
- \* What's another way you could arrange the pieces?



## TISSUE PAPER COLLAGES

### What you need:

- colored tissue paper, cut or torn into small pieces
- wax paper or plastic wrap
- liquid starch or thinned glue (equal parts water and glue)
- 1 inch paintbrush
- table covering (plastic tablecloth or newspaper)

### What to do:

1. Cut a piece of plastic wrap or wax paper. (*Note: Taping the paper to the table will keep it from moving around while the child works.*)
2. Use the paintbrush to spread the starch or glue mixture onto the paper.
3. Place pieces of tissue paper, one at a time, onto the starch/glue (overlapping pieces makes for interesting color discoveries!).



4. When the design is finished, paint over the tissue paper again with the starch/glue.
5. Allow the collage to dry.
6. Place in a window or other sunny place for best viewing.

*What you can say:*

- \* Do you like the way your design turned out?
- \* How do the colors look when you hold it up to a light?
- \* Which colors do you think look best next to each other?

*More ideas . . .*

- Use clear Contac® paper, stick tissue paper to it, then place another piece of the clear Contac® paper on top.

**IOWA STATE UNIVERSITY**

University Extension

***Helping you become your best.***

PM 1770a-7 | October 1998

## OIL PICTURES

*What you need:*

cooking oil  
powdered tempera paints  
construction paper  
spoons

rectangular cake pan with 1 to 2  
inches of water  
paper cups  
newspaper

*What to do:*

1. Mix equal parts oil and tempera paint in cups with spoon until smooth (each picture will need only a teaspoon of paint). Mix as many colors in separate cups as you like.
2. Drop several drops of oil paint onto the surface of the water and gently swirl with the spoon.
3. Carefully lay a piece of paper on top of the water and paint. Let the paper float for several seconds; then carefully lift the paper off the water.



4. Place the picture on the newspaper to dry.

*What you can say:*

- \* Did the oil and water mix together? Why not?
- \* Can you make a different design by swirling the paint a different way?

IOWA STATE UNIVERSITY  
University Extension

***Helping you become your best.***

PM 1770a-8 | October 1998

## FADED DESIGNS

### What you need:

- dark and/or bright colored construction paper
- white paper
- shape stencils (optional)
- scissors
- tape

### What you do:

1. Cut shapes or designs from the white paper.
2. Lightly tape the white shapes to the darker paper. (*Note: One or two large shapes will show up better on each paper than many small shapes.*)
3. Place picture in a sunny spot (for example, tape it to a window that gets lots of sun or secure it in a sunny spot outside). Allow to remain in the sun for several days.



4. After several days, gently remove the white shapes from the colored paper and note the change in the paper that was not covered. (*Note: You may be interested in checking the progress of your fading pictures each day or make several and take one out of the sun each day to compare.*)

*What you can say:*

- \* How does the covered part look different from the uncovered part?
- \* Why do you think it changed?

*More ideas . . .*

- Things to use instead of paper shapes: leaves, letter shapes (spelling out a child's name), pre-cut shapes, familiar household objects or toys.

IOWA STATE UNIVERSITY

University Extension

***Helping you become your best.***

PM 1770a-9 | October 1998

## SPIN ART II

### *What you need:*

sharpened pencil  
thin paper plate  
thinned tempera paint  
eye droppers  
paint shirts

### *What to do:*

1. Poke a hole in the center of the paper plate with the pencil.
2. Place several drops of paint on different areas of the plate.
3. Put the pencil through the hole in the paper plate and push it about half way down.
4. Twirl the pencil between your hands (be sure you wear paint shirts and do this in an area that is easy to clean up; outside is the best!). Watch the way the paint moves on the paper plate.





*What you can say:*

- \* How did the paint move?
- \* Does it move the same when you twirl the plate fast and slow?

IOWA STATE UNIVERSITY  
University Extension

*Helping you become your best.*

PM 1770a-10 | October 1998

## PRETZEL DESIGNS

### *What you need:*

1 package dry yeast  
1 1/2 cup warm water  
1 teaspoon salt  
1 tablespoon sugar  
4 cup flour

1 egg, beaten  
large mixing bowl  
cookie sheet, greased  
pastry brush

### *What to do:*

1. Pour warm water in large mixing bowl; sprinkle yeast on water and let sit for 5 minutes.
2. Add salt, sugar, and flour; mix well (dough will be stiff).
3. Knead the dough for several minutes.
4. Separate into 10 to 12 pieces.
5. Create individual designs with the dough.



6. Place finished dough designs on greased cookie sheet. Brush with beaten egg.
7. Bake at 425° for 12 to 15 minutes or until lightly browned.
8. Cool and eat.

*What you can say:*

- \* How does the dough feel? Will it feel different when it is baked?
- \* Are there different ways for you to shape the dough?
- \* What other shapes can you make?
- \* How is yours the same as your friends'? How is it different?

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-11| October 1998



*What you can say:*

- \* What does each color remind you of?
- \* Can you find something else that is [name a color they have used]?

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-12 | October 1998

## COLOR COOKIES

### What you need:

your favorite sugar cookie dough  
food coloring  
cookie sheet

glass tumbler  
sugar, in flat container

### What you do:

1. Separate dough into as many colors as you will have.
2. Add a different food coloring to each portion of dough and mix. (*Note: Children like to mix the food coloring into the dough by kneading it with their hands, but food coloring does stain a bit.*)
3. Pinch off a small amount of the colors that you want for each cookie.
4. Arrange colored pieces of dough next to each other on the cookie sheet.



5. Dip the glass tumbler in the sugar and then press down on the cookie dough until it is about  $\frac{1}{4}$  inch thick.
6. Bake as directed.

*What you can say:*

- \* Which colors did you choose? How many of each color?
- \* What happened to the pieces when you pushed the glass down on them?
- \* Do you think the colors will look the same when they are baked?

IOWA STATE UNIVERSITY  
University Extension

*Helping you become your best.*

PM 1770a-13| October 1998

## PICASSO PANCAKES

### *What you need:*

- leftover pancakes, cooled
- peanut butter
- small pieces of fruit (apples, bananas, pears, etc.)
- raisins and/or other dried fruit

### *What you do:*

1. Spread peanut butter on pancakes.
  2. Use fruit to create designs on each pancake.
- (Note: If not eaten immediately, cover and refrigerate.)*



### *What you can say:*

- \* What did you put on your pancake?
- \* Tell me about your design.
- \* How is yours the same as your friends'? How is it different?



*More ideas . . .*

- Use other “canvases” (tortillas, pitas, matzos, etc.)
- Use other spreads (jam, apple butter, cream cheese, pizza sauce, refried beans, etc.)
- Use other decorations (small vegetable pieces, shredded cheese, etc.)

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-14 | October 1998

## POKE ART

### What you need:

peanut butter dough:

Mix together:

- 1 cup non-fat dry milk
- 1 cup creamy peanut butter
- 1/2 cup honey
- 2 tablespoons cocoa
- 1 teaspoon vanilla

small pretzel sticks/crunchy bread sticks

thin carrot sticks/celery sticks  
raisins, oyster crackers, cereal,  
cucumber rounds, small apple  
chunks, cheese chunks, any  
other "attachable" foods

### What you do:

1. Mix peanut butter dough and refrigerate for at least one hour.
2. Separate dough into portions slightly larger than golf-ball size.
3. Using the dough as a base, poke other foods into dough to create an edible sculpture.
4. If you will not eat these right away, refrigerate your creations and any remaining dough.



*What you can say:*

- \* Tell me about what you made.
- \* Which foods are the same shape?
- \* What other food could we have used for a base? for “attachables”?

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-15 | October 1998

## RAINBOW PARFAITS

### *What you need:*

yogurt or pudding, as many flavors as you like  
several kinds of fruit, finely chopped, in separate containers  
granola, crushed graham crackers, and/or crushed vanilla wafers  
clear plastic cups  
spoons

### *What you do:*

1. Spoon selected ingredients into cups in layers, spreading each new ingredient to the sides of the cup to cover the previous layer. **Do not mix!**
2. Eat immediately or refrigerate until eaten.



### *What you can say:*

- \* How many layers do you have?
- \* What are the different colors of your layers?
- \* What would have happened if we stirred our parfaits?

IOWA STATE UNIVERSITY  
University Extension

*Helping you become your best.*

PM 1770a-16 | October 1998

## PAIR PICTURES

*What you need:*

pairs of different colored crayons, taped together  
paper

*What you do:*

1. Create designs with crayon pairs.

*What you can say:*

\* Two things together are called a pair. This is a pair of crayons. What else comes in pairs? (Give examples of body parts if they have a hard time thinking of other pairs.)

\* If you draw a circle, how many circles will there be? What if we had three crayons taped together?

*More ideas . . .*

- Experiment with crayons taped in threes, fours, and fives also.



IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-17 | October 1998

## CIRCLE COLLAGES

### *What you need:*

- round, relatively flat scrounge items (lids, etc.)
- circles of different sizes cut from various types of paper
- magazine/catalog pictures of round things
- large construction paper
- glue or tape

### *What you do:*

1. Select various round items and attach them to your paper with glue or tape.

### *What you can say:*

- \* What is the same about all of these things? What is different?
- \* Are there other circle shapes that we could put on our collages?
- \* What could we eat if we only wanted circle food today?





*More ideas . . .*

- Feature other shapes individually.
- Feature colors individually to make color collages.

IOWA STATE UNIVERSITY  
University Extension

*Helping you become your best.*

PM 1770a-18 | October 1998

## FOLDED PAINTINGS

### *What you need:*

- water
- food coloring
- several small shallow containers
- paper towels
- newspapers or plastic tablecloth

### *What you do:*

1. Put a cup of water into each container and add a few drops of food coloring so that you have several containers with separate colors.
2. Fold a paper towel several times.
3. Dip each corner in a different color, allowing the colored water to be absorbed by the towel.
4. Carefully unfold the paper towel and see your design.
5. Lay the painting on the newspaper or tablecloth to dry.



*What you can say:*

- \* What colors did you use?
- \* What happened when those two colors met on the paper towel?
- \* How could you make your design different?

*More ideas . . .*

- Encourage children to fold the paper in different ways and then compare designs.

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-19 | October 1998

## YARN COLLAGES

*What you need:*

yarn of different colors

scissors

paper

glue, diluted with equal parts water, in a shallow container

*What you do:*

1. Cut yarn pieces of many different lengths.
2. Take yarn, one piece at a time, and drag it through the glue mixture, coating it well.
3. Arrange the yarn on the paper.
4. Repeat with as many pieces of yarn as you need for your design.
5. Allow to dry thoroughly.



*What you can say:*

- \* Which of your pieces was the shortest? the longest?
- \* How could you make this long piece look shorter?
- \* Can you find two pieces that are the same length?

*More ideas . . .*

- Use other materials of varying lengths: ribbon, lace, strips of paper, straws, pipe cleaners, etc.

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-20| October 1998

## PUFFY PAINTS

*What you need:*

1/2 cup flour

1/2 cup salt

1 tablespoon powdered tempera paint

1/2 cup water

bowl

spoon

squeeze bottle

paper

*What you do:*

1. Measure and mix the flour, salt, and tempera paint in a bowl. Add the water and stir until blended (add enough water so that the mixture is squeezable but still thick).

2. Put the mixture into the squeeze bottle.

3. Squeeze the mixture onto the paper to make a design.

4. Allow to dry thoroughly.



*What you say:*

- \* This is one cup, but we only need half. Can you help me fill it half full?
- \* If we need one squeeze bottle for each color of paint and we want to make red, yellow, and blue, how many squeeze bottles do we need?
- \* We have all our ingredients in the bowl; what should we do next?

*More ideas . . .*

- Repeat the mixing and measuring steps with additional colors of paint.
- Write out the instructions for measuring and mixing the puffy paint in picture form as well as words and numbers so that children can “read” the directions and do it themselves.

IOWA STATE UNIVERSITY

University Extension

***Helping you become your best.***

PM 1770a-21| October 1998

## PATTERN PRINTING

### *What you need:*

- small objects/toys (small manipulatives, lids, Matchbox® cars, small blocks, etc.)
- paint (fairly thin), spread thinly on paper plates or small trays
- large paper (12 x 18)

### *What you do:*

1. Use the objects/toys to print on the paper, making various repeated patterns or designs.
2. Allow to dry.

[Note: This activity works best after the children have been introduced to the concept of patterns and repeated designs and have identified them in their environment.]





*What you can say:*

- \* I see you made two circles and then a square. What will come next?
- \* Tell me about your pattern.
- \* If I wanted to copy your pattern, what would I need first?

*More ideas . . .*

- Children who are not able to grasp the concept of patterns can enjoy experimenting with the different shapes of prints that each familiar toy or object makes (things with wheels are particularly fun!).

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-22| October 1998

## GROUP PAINTING

*What you need:*

3 to 6 children

one cup of paint and one paint brush for each child

large piece of paper (at least 24" x 24")

paint smocks/shirts

*What you do:*

1. Sit in a circle around the piece of paper.
2. Begin by painting a simple shape on the paper.
3. Going around the circle, have each child add to the design/picture.
4. Repeat as many times as will hold the children's interest.



*What you can say:*

- \* You surprised me when you added that to our picture! I wonder what [child's name] will add next . . .
- \* It took all of our ideas to make this one picture. Can you still find the parts that you added?
- \* Where should we put our picture so that all of us can see it?

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-23| October 1998

## 3-D RAINBOW

*What you need:*

- large piece of cardboard or tagboard (24" x 36")
- colored markers
- colored buckets or other large containers identified with different colors
- 5 to 6 children
- tape

*What you do:*

1. Draw the outline of a rainbow on the cardboard/tagboard, using the correct colored lines to define the space for each color.
2. Each child chooses a colored bucket.
3. Collect small toys and objects from around the room that match your designated color and place them in your bucket.
4. Bring the objects back to the rainbow outline (on the floor or a large table is best).



5. Tape the objects securely within the same-colored outline, so that all same-colored objects are together in the appropriate stripe of the rainbow.

*What you can say:*

- \* What color are you adding to our rainbow?
- \* What colors don't we have on our rainbow?
- \* What is the same about all of these things? What is different?
- \* Look what we made together! Where should we put our rainbow so everyone can see it?

*More ideas . . .*

- Find magazine pictures of different colors to cut out and glue to a rainbow.
- Use this activity to create a bulletin board.

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-24 | October 1998

## BUDDY PAINTING

### What you need:

- tempera paint (red, yellow, and blue)
- paint cups for each child
- paint brushes for each child
- large paper for each *pair* of children

### What you do:

1. Have children work with a buddy, giving each child a brush and a different color of paint in a cup, and supplying each pair of children with one piece of paper. –
2. Paint a design or picture, experimenting with what happens when the two colors are mixed.



*What you can say:*

- \* What happened when you painted together?

*More ideas . . .*

- Use easels or large mural paper on a wall or the floor for buddy painting.
- Give children additional colors, including black and white, to experiment with.

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-25| October 1998

## BUDDY BODIES

*What you need:*

large pieces of butcher paper (as big as children's bodies)  
washable markers

*What you do:*

1. Pair children together in an area with ample floor space.
2. Give each pair two pieces of paper and a set of markers.
3. As one child lies still on the butcher paper, the other child draws around his/her body (being careful to draw only on the paper!).
4. Switch places and draw the other buddy on the other piece of paper.
5. Use the markers to color in faces and clothing.





*What you can say:*

- \* What parts of your body do you see that your friend drew?
- \* Could you draw around your body by yourself? What made it easier when you were drawing your friend?
- \* Do you think it looks like you? How can you make it look more like you?

*More ideas . . .*

- Provide a mirror so that children can look at their reflection as they draw their characteristics.
- Provide samples of fabric, wallpaper samples, colored construction paper, yarn, etc. to use for clothing and other details.

IOWA STATE UNIVERSITY

University Extension

***Helping you become your best.***

PM 1770a-26 | October 1998

## WATER PAINTING

*What you need:*

buckets  
old paint pans  
water  
old paint brushes, 2" and larger  
paint rollers

*What you do:*

1. Fill the buckets and paint pans with water.
2. Use the paint brushes and rollers to "paint" on sidewalks, buildings, etc.



*What you can say :*

- \* How does it look different when you paint with the big brush? the small brush?
- \* Oh, look! What happened to the design you painted a little while ago?
- \* You must have strong arms to paint such big designs! Can you use your other arm, too?

IOWA STATE UNIVERSITY  
University Extension

*Helping you become your best.*

PM 1770a-27| October 1998

## COLORED SNOW

*What you need:*

- snow
- squirt bottles
- water
- food coloring or liquid tempera paint

*What you do:*

1. Fill squirt bottles with water, adding food coloring or paint to tint.
2. Squirt the colored water on the snow, making colorful designs.

*What you can say:*

- \* I've never seen snow that color! What color is it?
- \* I wonder what would happen if you squirted some yellow water on that blue spot.



*More ideas . . .*

- Use very warm water and talk about what happens to the snow when it is squirted.

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-28| October 1998

## EASY WEAVING

*What you need:*

colored paper streamers or old ribbon  
tricycles with spokes, fencing, low branches of bushes, stair railing, etc.

*What you do:*

1. Use strips of streamers or ribbon 3 to 4 feet long.
2. Weave the strips in and out of spokes, fencing, etc.

[*Note: This is a fun way for children to decorate for a party or celebration.*]

*What you can say:*

- \* It looks like I need to go in and out with this ribbon to make the best design. What would happen if I only put it on one side?
- \* Going in and out like this is like a pattern. Can we find some other places where we could make that same pattern? Could we make a different pattern instead? Let's try it.



IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-29| October 1998

## TEXTURE RUBBINGS

### *What you need:*

paper that is white or light-colored and fairly light-weight  
fat crayons with paper removed

### *What you do:*

1. Place paper on top of something textured (outdoor objects might be a brick wall, a sidewalk, or tree bark).
2. Placing the crayon flat on the paper, rub the crayon across the surface so that the texture shows through.
3. Repeat with as many different textured surfaces as you can find.

*[Note: Once children understand what kind of surfaces to look for, they enjoy "hunting" for more!]*





*What you can say:*

- \* How are those rubbings the same? Different?
- \* How does that surface feel? Is it rough? Smooth? Bumpy? Hard?

*More ideas . . .*

- Do texture rubbings indoors.
- Label all of the different texture rubbings and combine into a book about texture.
- Find relatively flat objects that can be placed under paper and rubbed (leaves, stencils, etc.).

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-30| October 1998

## WIND CATCHERS

*What you need:*

streamers or ribbon  
scissors  
large plastic lids  
tape

*What you do:*

1. Cut out center from plastic lids so that only the rim remains (be sure there are no sharp edges).
2. Cut streamers or ribbon into sections (3 ft. or shorter).
3. Attach several streamers to the plastic rim with tape.
4. Run with the wind catcher and watch it fly behind you or secure it to a tree branch or eave and watch it dance in the wind.



*What you can say:*

- \* How many pieces of ribbon do you think you will put on your wind catcher?
- \* Is there any wind blowing? How can you tell? How can you make the ribbon move if the wind isn't blowing?
- \* If I tie a big rope onto my circle instead of a ribbon, would the wind blow it? If not, why not?

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-31| October 1998

## PLAY DOUGH

*What you need:*

1 cup salt

2 cup flour

1 tablespoon powdered alum

2 tablespoons vegetable oil

1 1/2 cups warm water

food coloring

*What you do:*

1. Mix dry ingredients until blended.
2. Add oil, water, and food coloring. Stir until blended.
3. Knead until smooth.
4. Store in plastic bag or container.

*More ideas . . .*

- Make dough without food coloring. Let children help to color the dough by kneading in the food coloring (let children experiment with blending colors by adding two or more colors as they knead).



- Add glitter to the dough.
- Add artificial flavoring that has a pleasant smell (peppermint, lemon, etc.), but remind the children that the dough is for smelling, not eating!

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-32 | October 1998

## SALT DOUGH

*What you need:*

- 4 cup flour
- 1 cup salt
- 1/2 cup water
- cookie sheet

*What you do:*

1. Mix flour, salt, and water. Knead until well-blended.
2. Make creations.
3. Bake on cookie sheet for 3 hours at 275-300° or allow to air dry for several days.



*More ideas . . .*

- Use this dough for making sculptures or works of art that you would like to keep. After they are completely dry, you can use watercolors or tempera to paint them.

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-33| October 1998

## FACE PAINT

### What you need:

- 2 teaspoons shortening
- 5 teaspoons cornstarch
- 1 teaspoon flour
- glycerin

### What you do:

1. Blend shortening, cornstarch, and flour until smooth.
2. Add glycerin a drop at a time until mixture is creamy.

*[Note: Some children may be sensitive to face paint. Never leave paint on longer than 30 minutes.]*



### More ideas . . .

- Add cocoa to make brown face paint. Use food coloring to make other colors.



IOWA STATE UNIVERSITY  
University Extension

*Helping you become your best.*

PM 1770a-34 | October 1998



IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-35| October 1998



## SCROUNGE (recyclable materials to save for making 3-D creations)

- old food boxes (cereal, cracker, etc.)
- cleaned containers (margarine, juice, yogurt, etc.)
- packing peanuts
- ribbon and fabric scraps
- lids
- cardboard
- styrofoam trays
- produce baskets/boxes
- popsicle sticks
- egg cartons
- buttons
- junk mail stamps
- wallpaper samples

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-36 | October 1998

## CHILDREN'S ART BOOKS

**1-2-3 ART: OPEN-ENDED ART FOR YOUNG CHILDREN** Jean Warren (1985).  
Warren Publishing House

**PRESCHOOL ART: "IT'S THE PROCESS, NOT THE PRODUCT"** MaryAnn Kohl (1994). Gryphon House

**SCRIBBLE ART: INDEPENDENT CREATIVE ART EXPERIENCES FOR CHILDREN** MaryAnn Kohl and Judy McCoy (1994).  
Bright Ring Publishing

**GOODEARTH ART: ENVIRONMENTAL ART FOR KIDS** MaryAnn Kohl and Cindy Gainer (1991). Bright Ring Publishing

**MATHARTS: EXPLORING MATH THROUGH ART FOR 3- TO 6-YEAR-OLDS** MaryAnn Kohl and Cindy Gainer (1996).  
Gryphon House

**SCIENCEARTS: DISCOVERING SCIENCE THROUGH ART EXPERIENCES** MaryAnn Kohl and Jean Potter (1993).  
Bright Ring Publishing

**MUDWORKS: CREATIVE CLAY, DOUGH, AND MODELING EXPERIENCES** MaryAnn Kohl (1990). Bright Ring Publishing

**COOKING ART: EASY EDIBLE ART FOR YOUNG CHILDREN** MaryAnn Kohl (1997). Gryphon House



SCRIBBLE COOKIES AND OTHER INDEPENDENT CREATIVE ART EXPERIENCES FOR CHILDREN

MaryAnn Kohl (1985). Bright Ring Publishing

ECOART: EARTH-FRIENDLY ART & CRAFT EXPERIENCES FOR 3- TO 9-YEAR-OLDS Laurie Carlson

(1992). Williamson Publishing

ADVENTURES IN ART: ARTS AND CRAFTS EXPERIENCES FOR 8- TO 13-YEAR-OLDS Susan Milford

(1997). Williamson Publishing

KIDS' CRAZY CONCOCTIONS: 50 MYSTERIOUS MIXTURES FOR ART AND CRAFT FUN Jill Frankel

Hauser (1994). Williamson Publishing

IOWA STATE UNIVERSITY

University Extension

*Helping you become your best.*

PM 1770a-37| October 1998

STATE LIBRARY OF IOWA



S 1728 02043 4619