

Art and craft

Creating music and art

Music and art develop children's imagination and creativity. As they make and respond to music and art, they explore ways to represent their feelings, ideas and experiences.

Making musical instruments

Using musical instruments allows children to be creative by using sounds, rhythms and movements, and to learn musical ideas such as beat, rhythm and tempo.

How to make a shaker

What you need

- Four small plastic bottles or jars with lids (e.g. a plastic drink/sauce bottle or spread jar)
- Rice/dried beans/lentils/seeds/small stones/dried pasta
- Collage materials/paints

What to do

1. Place some rice/beans/lentils/seeds/small stones/dried pasta in the empty plastic bottles/jars.
2. Seal the bottles tightly with the lid.
3. You could also place masking tape/electrical tape around the lids.
4. Shake the bottles to hear the sounds.
5. Decorate the shakers with shapes or lines, using paints or collage materials. By using different amounts of rice/beans/lentils/seeds/stones/pasta or different sized objects (e.g. gumnuts or small seeds), you can make shakers that make different sounds.

How to make rhythm sticks

What you need

- Four straight sticks (e.g. short pieces of dowelling, chopsticks or rulers)
- Collage materials/paint/coloured pens

What to do

1. Prepare your rhythm sticks by cleaning them or cutting them to size (e.g. cut into lengths of approximately 20–25 cm).

2. Tap the sticks together to hear the sound.
3. Decorate the sticks with shapes or lines, using paint, collage materials or coloured pens.

It is a good idea to make two sets of each of the above instruments, so that you can show your child how to use them, and play the instruments together. This means that you would need to make four shakers and four rhythm sticks.

Encourage your child to explore ways to control the sounds they create with their instruments (e.g. find ways to play softly, slowly, faster or a 'little louder') and 'work with' the music/singer. This will help them learn the difference between making 'music' and making 'sounds'.

Art materials

Here is a list of suggested materials that young children enjoy using as they create.

Painting materials

- Red, yellow and blue watercolour paint (or use food dye/powder paint in water)
- Red, yellow, blue, black and white acrylic/homemade paints (refer to resource page [Art and craft recipes](#))
- Painting tools – paint brushes (if possible with short, thick handles), sticks, cotton buds, string, spray bottles, rollers, sponges (refer to resource page [Painting](#))
- Plastic containers/tubs and mixing palettes to hold paint and water (e.g. yoghurt containers, small plastic drink bottles, ice-cube trays, ice cream lids)

Drawing materials

- Crayons – thick, wax crayons or oil-based pastels
- A variety of drawing/writing pencils (e.g. 2B, 4B, 2H, HB)
- Coloured pencils
- Felt pens
- Eraser and pencil sharpener

3D art materials

- Playdough – bought/homemade (refer to resource page [Art and craft recipes](#))



- Clay or plasticine for creating sculptures or connecting materials (e.g. matchsticks/straws)
- Collage materials and boxes (refer to resource pages [Box construction](#) and [Collage](#))

Everyday materials

- Scissors
- Variety of paper and card in a range of sizes and shapes (e.g. white paper, recycled paper and cardboard, coloured paper, newspaper, computer paper)
- Glue – glue stick/homemade glue and PVA glue (recommended for collage and construction) (refer to resource page [Art and craft recipes](#))
- Sticky tape and masking tape
- Wool and string for threading and weaving (refer to resource page [Threading](#))
- Magazines and catalogues
- Recycled materials (e.g. wood off-cuts, bark, leaves, fabric off-cuts) (refer to the resource page [Everyday and natural materials](#))
- Apron or old T-shirt to protect clothing from paint and stains, pegs, washing line/drying rack/wire fence for drying art works

Technology

- Computer and Internet
- Paint programs or photo software
- Digital camera (to create images, photograph artworks, and record learning)

Other arts materials your child may be interested in using

- Chalk/charcoal/pastels – for drawing
- Aquarelle pencils – apply water to drawings (with a paint brush) to create a watercolour effect
- Building/construction materials (e.g. wood off-cuts, hammer and nails, manipulative blocks/toys) (refer to the resource page [Manipulative play](#))
- Pipe cleaners – for painting with or creating sculptures/box construction
- Coloured ice-block sticks/matchsticks, drinking straws – for collage/creating sculptures and designs
- Aluminium foil – for painting on, wrapping/decorating and creating sculptures
- Greeting cards – for creating collage, decorating boxes, construction
- Paper clips – for creating sculptures or connecting materials (e.g. straws/cardboard)
- Split pins – for creating puppets/movable parts on construction pieces
- Wire coat hangers – for creating sculptures/mobiles

Create a butterfly painting

Creating ‘butterfly paintings’ is a wonderful way for children to explore colour and colour mixing. ‘Butterfly painting’ provides opportunities for children to imagine and create, as they manipulate colour (a visual art element) and paint (an art material), and explore ways to move paint (use art processes).

What you need

- Plain white paper
- Red, yellow and blue thick paints (e.g. acrylic/cornflour paint)
- Paint brushes/spoons to apply paints
- Apron/old shirt to protect clothing

What to do

1. Help your child to fold a piece of white paper in half to form a crease. Open the paper so it is flat on the table.
2. Encourage your child to paint/place blobs of different coloured paints on one or both sides of the paper. Your child can use any colours they like.
3. When your child has finished putting paint onto the paper, help them to fold the paper in half, using the crease as a guide, and pat/rub the two sides of the folded page gently together.
4. Carefully unfold the paper to reveal the ‘butterfly painting’.

Talking about the butterfly painting

- Talk with your child about the colours (e.g. *What colours can you see?*).
- Point out where the colours have mixed to form new colours (secondary colours).
- Talk about the shapes you can see (e.g. *Can you see the shape of a butterfly? Are there any round shapes?*).



For further information, visit www.qld.gov.au/kindy

Disclaimer: the information in this resource sheet is offered as a guide only, and should not be treated as an exhaustive statement on the subject.