

## ACTIVITY 5: Take a Different Look



**It's all about perspective!**

**Accidents can cause you to look at things in another way.  
You'll never know what you might find!**

### TARGET AGE GROUP

**Preschool-K**

### TIME

**60-90 minutes**

### PREPARATION

**Review the RTL Activities introduction for tips  
and suggestions before implementation.**

## WATCH

### **“Accidents Happen, If You’re Lucky” (6:11-09:01)**

#### ***The Cat in the Hat Knows a Lot About That!***

Reflect on the ideas being explored by Cat in the Hat and his friends, Nick and Sally. Here are some questions you might ask:

- ▶ *Do you think Sally sat on Cat’s hat on purpose or was it an accident?*
- ▶ *What does it mean to do something on accident?*
- ▶ *Did Cat accidentally spatter paint on paper or did he do it on purpose?*
- ▶ *What does it mean to do something on purpose?*
- ▶ *What did Cat do on purpose to change the paint spatter into a painting?*

After sharing and leading a brief picture walk of *It Looks Like Spilled Milk* by Charles G. Shaw ask:

- ▶ *Have you ever looked at a cloud and saw a dog, but your friend saw something different?*
- ▶ *Have you ever heard the word perspective? What do you think it means?*

Allow kids to express their perspective of a few pictures, then flip the pictures to develop a new perspective. Discuss the meaning of perspective as a way of looking at something and a way to compare something to other things.

## EXPLORE

**Kids will explore how changing your perspective can often change what you see.**

### **Materials:**

- ☐ Paper
- ☐ Marbles/small ball
- ☐ Washable paint
- ☐ Tray/box lid with sides
- ☐ *The Beautiful Oops!* by Barney Saltzberg

# INSTRUCTIONS

## CREATE ART:

- ☐ Place a sheet of paper in a box lid or tray.
- ☐ Have children follow these steps to create their art:
  - Place paint colors on a piece of paper.
  - Add one or more marbles in the box.
  - Start painting by tilting the box in various directions.

## EXPLORE ART AND PERSPECTIVE:

- ☐ Ask kids to describe what they see in their art.
- ☐ Have children turn their painting upside-down and take a second look. Ask:
  - ▶ *What do you see now?*
- ☐ While the pictures are drying, engage the kids in a reading of *The Beautiful Oops!* by Barney Saltzberg.
- ☐ Once paintings have dried, take a gallery walk and ask the kids to describe what they see in their friends' art.

## MORE WAYS TO PLAY:

- ☐ Painting in an enclosed container (such as a chip can, coffee can, etc.).
- ☐ Have kids shake, rattle and roll a marble to create a beautiful painting.
- ☐ Add various collage materials to their painting to create something new.
- ☐ Work as partners to view clouds and record what they see.
- ☐ Create ink blot pictures.

## READ

Bring the whole group together and read *The Beautiful Oops!* by Barney Saltzberg again, pausing to ask questions and connect back to the topic of accidents, mistakes and perspective.

### Before reading:

- ☐ Show the cover of the book as you read the title, author and illustrator. While looking at the book cover, ask:
  - ▶ *What is an oops?*
  - ▶ *How can an “oops” be beautiful?*

### As you read:

- Have kids predict what each “oops” could become before turning the page.

### After the reading:

- ▶ How did you react when you made an “oops”? Did you become frustrated or upset?
- ▶ How can changing your perspective turn an “oops” into something beautiful?

### Other book suggestions:

*Accident* by Andrea Tsurumi

*The Dot* by Peter H. Reynolds

*It Looks Like Spilt Milk* by Charles Shaw

*Glasses for D.W.* by Marc Brown

## SHARE

Send the parent letter home with kids to encourage at-home conversations with families about this activity.

Hello Families:

Today, through marble painting, your child learned that accidents can lead to new and exciting discoveries. Along with Cat in the Hat, from the PBS KIDS program *The Cat in the Hat Knows a Lot About That!*, we learned that when you take a second look and change your perspective, you'll never know what you might find!

**To find out more about what your kid learned, you can ask:**

- ▶ *Tell me about your marble painting. What did you see in your painting?*
- ▶ *Can you tell me what it means to change your perspective?*
- ▶ *What did you see when you changed your perspective of the painting?*

We also had the opportunity to read together *The Beautiful Oops!* by Barney Saltzberg. Have your child retell the story to you.

Here are some related books to look for at the library:

*Accident* by Andrea Tsurumi

*The Dot* by Peter H. Reynolds

*It Looks Like Spilt Milk* by Charles Shaw

*Glasses for D.W.* by Marc Brown

Tune into your local PBS station and visit [pbskids.org](http://pbskids.org) online for more opportunities to learn, watch and play together with your family. Watching videos and playing games with your kids encourages social interactions, bonding and learning.

You can also access PBS KIDS content free in PBS KIDS Video app and the PBS KIDS Games app.

## Resources to Support Perspective Activities

Get kids thinking and exploring like scientists using this collection of perspective resources from Ready to Learn and PBS KIDS. Providing young kids the opportunity to participate in simple, PBS KIDS-inspired investigations is a great way to support developing science inquiry skills and practices. They can ask questions, make predictions, collect data, draw conclusions and experience perspective first-hand.

These resources can be used and adapted to meet the particular needs of your learning environment and the kids that you are working with. Whether you are a program director, classroom teacher, after-school and summer provider, PBS station staff or any other adult working with young children, these resources are for you!

Resources are grouped by activities, videos and games (online and mobile), and include a list of books related to the topic of perspective taking. Resources can be used as-is, adapted, grouped to make a complete lesson, integrated into preexisting lessons, or used as a jumping off point for your own lesson ideas.

**For more resources, visit: [pbslearningmedia.org/collection/rtl-educator](https://pbslearningmedia.org/collection/rtl-educator)**



### Videos

#### ***The Cat in the Hat Knows a Lot About That!***

***"Accidents Happen, If You're Lucky!"***

**Grade Level: PreK-2**

Accidents can cause you to look at things in another way, and you never know what you might find! In this fun song from *The Cat in the Hat Knows a Lot About That!* Nick and Sally learn to keep an open mind about accidents, and all the new discoveries they can lead to!

#### ***Pinkalicious & Peterrific***

***Best Pink Present***

**Grade Level: PreK-1**

Art can be made in unexpected ways, as Pinkalicious learns in this video clip. It's her father's birthday, and she uses paint and paper from her "make things" box to make some very special wrapping paper. When her brother Peter bumps into her and the paint splatters, Pinkalicious thinks her art project is ruined. She soon discovers that creativity and an open mind can turn "mistakes" into something wonderful.

### **Ready Jet Go!**

#### **The Moon and Its Shapes**

**Grade Level: PreK-3**

Why does the Moon look different sometimes? In this clip from *Ready Jet Go!*, Jet, his friends and parents take a fantastic journey to the Earth's Moon. They discover that the Moon doesn't actually change shapes—it's all a matter of perspective! From Earth, the Moon will appear to have different shapes depending on where it is in the Earth's orbit.

### **Cyberchase**

#### **A Different Point of View**

**Grade Level: 3-5**

In this video clip, students will look at Sleight and Presto from different points of view to see different geometric shapes. The video helps students to see which points of view Sleight and Presto look the same (front and side) and different (top) from.

### **Daniel Tiger's Neighborhood**

#### **Daniel's Ruined Picture**

**Grade Level: PreK-K**

Daniel and Miss Elaina are painting pictures of themselves. They both need the red paint, but Miss Elaina had it first. Then, she accidentally spills paint on Daniel's picture. That makes Daniel mad! He stomps and accidentally rips her picture. Now Miss Elaina is mad too! But that's okay. You can be mad at someone you love. When you are ready, give them a hug.



## **ACTIVITIES**

### **Pinkalicious & Peterrific**

#### **Accidental Art**

**Grade Level: PreK-1**

In this activity kids explore how to develop flexibility, express themselves and exercise their creativity, all while experimenting with different painting techniques and materials. They learn that mistakes can be opportunities.

### **Spilt Milk Blob Paintings**

**Grade Level: PreK-3**

In this activity, kids create blob art using white paint on black construction paper, and then use their imaginations and their own unique perspective to identify what they see on the page.





## BOOKS

*The Beautiful Oops!* by Barney Saltzberg

*Accident* by Andrea Tsurumi

*The Dot* by Peter H. Reynolds

*It Looks Like Spilt Milk* by Charles Shaw

*Glasses for D.W.* by Marc Brown



COURTESY OF IOWA PBS 2019



# Marble Painting

**Primary Content Area: Science (Time: 30 minutes)**

## Materials

- |   |  |
|---|--|
| <input type="checkbox"/> Large pans or box lids | <input type="checkbox"/> Muffin tins           |
| <input type="checkbox"/> Marbles                | <input type="checkbox"/> Plastic spoons        |
| <input type="checkbox"/> Paint                  | <input type="checkbox"/> Tape                  |
| <input type="checkbox"/> Large pans or box lids | <input type="checkbox"/> Saran wrap (optional) |
| <input type="checkbox"/> White paper            |  |

## Preparation

- Place a sheet of paper inside each lid. Tape the back of the paper to the bottom of the lid. Optionally seal lids with saran wrap and tape.
- Fill muffin tins with paint and marbles.

## Lesson Plan

### Small Group Activity (10 minutes)

1. State learning objective: Today we are going to make observations, ask questions, make predictions, and experiment like scientists!
  - Create a gesture or movement for key science words (observation, question, prediction, experiment). Example: "observation" make hand binoculars.
2. Scientists make observations.
  - Children take turns using sense of touch, smell, sight, and hearing to describe the marbles inside a lid (round, cold, smooth, hard, colorful, clear, small).
  - As the marbles move, ask children to observe what the marbles are doing (rolling, hitting each other, hitting the edge of the lid).
3. Scientists ask questions.
  - Model with a sentence stem: "I wonder how we could use these marbles to \_\_\_\_." (make music, race, play in water, paint)
  - State the question:  
"Our question is how can we use these marbles to paint? Let's find the answer together!"
4. Scientists make predictions.
  - Helpful question stems to prompt child predictions:  
"How would you use \_\_\_\_ to do \_\_\_\_?"  
"What do you think will happen if \_\_\_\_?"  
"If you do \_\_\_\_, what will happen?"
  - State the prediction:  
"We predict we can dip the marbles in paint and let them roll over the paper. Let's experiment to see if it works!"

## **Marble Painting Activity (20 minutes)**

1. Distribute a lid with paper to each child. Before getting started, discuss proper lid handling (keep the lid in front of you, hands only touching your own lid, side to side not up and down).
2. Children pick 3-4 colors of paint. Remove saran wrap from one corner of the lid and use a plastic spoon to place paint-covered marbles in lid. Reseal the saran wrap.
3. Children tilt the lid to roll marbles around the paper, practicing coordination and making art!
4. Children may wish to add more marbles if they run out of paint or wish to add more colors.

## **More Ways to Explore with Technology and Media**

- Watch: Watch Pinkalicious and Peterrific media clip Best Pink Present. In this clip, Pinkalicious uses her creativity to turn a paint spill into art.
- Play: Download and play the PBS KIDS Play & Learn Science app Ramp and Roll game.

## Inventing Art Lesson Plan | PINKALICIOUS & PETERRIFIC®

Children practice how to work cooperatively and exercise their creativity while expressing themselves through art in this **PINKALICIOUS & PETERRIFIC®** lesson plan. After watching video excerpts from the PBS KIDS series **PINKALICIOUS & PETERRIFIC®**, they experiment with different painting techniques and materials, create cloud-inspired and mixed-media collage art, and explore the idea that mistakes can be opportunities. In addition to creating a class collage or quilt, students help develop a “make things” box to be used for future projects.

**Find out more about PINKALICIOUS & PETERRIFIC® on the series website.**

### LESSON SUMMARY

In this lesson, children watch three video excerpts from the PBS KIDS series **PINKALICIOUS & PETERRIFIC®** that focus on creativity and the visual arts. Like the characters in the videos, children are encouraged to experiment with different painting techniques and materials. In addition to standard supplies, such as paper and paintbrushes, they use other implements, from sponges to eyedroppers to toothbrushes. They also make cloud-inspired works of art. After learning about mixed-media art from the artist Chanel Thervil, they come together to create their own mixed-media artwork and then a class collage or quilt. Finally, they help develop a “make things” box to be used for future projects.

See **Get Smart with the Arts!** for more information about how the arts can enhance children’s cognitive, social, emotional, and academic skills.

### Time allotment

Three or more class periods

### Learning objectives

- ☐ Students will experiment with different art media.
- ☐ Students will use their imagination to create art.
- ☐ Students will work together to create a collaborative work of art.

### Prep for teachers

Set up painting stations that feature each kind of painting implement as well as materials for a mixed-media art station. Children will rotate in pairs or small groups to try out the various methods and materials.

### Supplies

#### Materials

Items that can be used instead of paintbrushes, such as:

- ☐ Small sponges (cut-up kitchen sponges or makeup sponges)
- ☐ Plastic eyedroppers
- ☐ Used toothbrushes
- ☐ Cotton swabs
- ☐ Feathers

- ☐ Paper straws (you will need to put a drop of watered-down paint on the paper and have children blow gently through the straw to make swirls)
- ☐ Sticks or twigs
- ☐ Toothpicks
- ☐ Different sizes and types of paper (be sure to have same-sized paper for the end project)
- ☐ Paints, preferably acrylic (you can also use tempera)
- ☐ Paintbrushes (different sizes)
- ☐ Variety of materials for mixed-media art, including pens, pencils, markers, glitter, feathers, fabric scraps, pom-poms, stickers, wooden craft sticks, and paper scraps
- ☐ Cotton balls, glue, and sturdy paper (for the cloud and mixed-media paintings)
- ☐ Aprons or smocks to protect children's clothing
- ☐ Cardboard box or plastic crate (with a cover)

## INTRODUCTORY ACTIVITY

Begin a brief discussion about art by asking, "What is art?" Talk about how art helps us express our feelings and ideas. It also comes in many forms. Encourage children to expand their definition by including as many types of art as possible: visual arts (painting, drawing, sculpture, printmaking, collage), dance (ballet, jazz, modern, country), dramatic play (pretending, acting, storytelling), and music (classical, folk, rock, reggae).

Explore the idea that anyone can be an artist. You may want to talk about past art projects that children have done, point out art that is on display in the classroom, or refer to artistic activities that children do outside of school.

Discuss some of the materials that visual artists use in their work. Ask children for their ideas and write them on chart paper or a whiteboard. If possible, collect samples of the materials for the list. Add other ideas from what you have brought in for the cloud and mixed-media projects.

## LEARNING ACTIVITIES

### 1. Watch the Best Pink Present video excerpt.

- ☐ Tell children that now they are going to watch "Best Pink Present" **PINKALICIOUS & PETERRIFIC®**, an excerpt from an episode called "Best Pink Present." Explain that Pinkalicious is a girl who loves to use her imagination to make all kinds of art, including painting. Her brother, Peter, often joins in the fun, but sometimes he can be a little annoying.
- ☐ After watching, check for understanding by asking students to recount what happened in the video. What was Pinkalicious planning to do? What happened when Peter bumped into her with his scooter? What happened after that? Correct any misunderstandings.

## 2. Accidental Art Activity

- ☐ Tell the children that they will now do some painting. However, instead of using brushes, they are going to experiment! (Note: You may want to use larger paper for this activity.)
- ☐ Show and name the tools that you have brought.
- ☐ Divide the class into pairs or small groups. Give each group a few minutes at each painting station to try out the implements.
- ☐ After children have completed their tour of the painting stations, gather them back into their pairs or small groups.
- ☐ You can talk about making shapes, lines, patterns, or marks that overlap.
- ☐ Have one child from each pair or small group choose one of the painting implements (you can now add brushes to the mix). On a clean piece of paper, have the child begin a new work of art. Give students a moment to think about what they would like to show in their painting. You may want to circulate through the class and help children as needed. You can also brainstorm some ideas as a class to get the process going. For instance:
  - You can talk about making shapes, lines, patterns, or marks that overlap.
  - You can suggest that children make a drawing of something they have seen before: an animal, landscape, object, person, etc. They can also invent an animal or a make-believe place.
- ☐ After a few minutes, have the children stop and pass their paper to their partner or the next person in the group. Give that child a chance to choose an implement and add to the painting.
- ☐ Have the pairs or small groups view the painting together. How did it change? What colors or shapes were added? What happened to the original idea of what the picture was going to be? What does the painting look like it's about now? (If there's time, repeat the process by having the second child begin a painting and then have the first child add to it.)
- ☐ How did Pinkalicious feel at first when Peter bumps into her and "ruins" her original idea? What does she think about the final result? Have children talk about how they felt when their drawings changed.
- ☐ Have children sign (or dictate) their names to the shared painting.

### 3. Watch the Cloud Art video excerpt.

- ☐ Gather children to watch the “Cloud Art” **PINKALICIOUS & PETERRIFIC®**, an excerpt from an episode called “Cloud-O-Matic.” Before they watch, explain that Pinkalicious’s mother is an inventor. You may want to review the definition of inventor.
- ☐ After watching, discuss what happened in the excerpt. Ask:
  - What did Mom invent?*
  - What kinds of cloud creations did she make?*
- ☐ Watch the video again, if needed, to examine how Mom and then Peter made their flowers-by drawing a circle and then ovals all around for petals. Talk about the difference between a circle shape and an oval shape.
- ☐ If you can, go outside and look at clouds together. Ask:
  - What kind of weather is it outside?”*
  - What color are the clouds? Are there a lot of clouds or just a few?*

Talk about the different shapes you see. Do any of the clouds resemble animals or things? Have children share what they observe.

### 4. Cloud Art Activity

- ☐ Tell children that even though they don’t have a Cloud-O-Matic machine, they can make their own cloud-inspired art!
- ☐ Discuss the idea that in this excerpt, the art that Mom, Pinkalicious, and Peter made was not accidental. It was based on a specific design.
- ☐ Have children design their own cloud art, using pencils to draw their ideas.
  - Encourage them to sketch more than one idea of what they might want their clouds to be.
  - Consider having them practice using circles and ovals by making flowers like Mom and Peter did in the video.
  - Remind children that Pinkalicious drew a unicorn for her cloud art. What shape or figure would they like to make? Their drawings can be realistic or fantastical, shapes, or abstract forms.
- ☐ After children have decided on their design, do one of the following:
  - Option 1: Have them use a pencil to draw their clouds. Once they are satisfied, they can outline their drawing using markers. Have children fill in their drawings by gluing on cotton balls or layers of paper scraps or crepe paper of various colors. Children can pull and stretch the cotton to create different types of textures for the clouds.
  - Option 2: Have children paint or use colored pencils to draw and color in their clouds, experimenting with different color shading or patterns.

Display the finished cloud art in the class.

## STEM Extension

- ☐ In the video, Pinkalicious says that clouds are made from water, and Peter notes that “that’s where rain comes from.” Use these science facts to extend the lesson or to introduce a unit on weather.
- ☐ Explore how clouds are made and what they indicate about weather. You may want to use books or additional videos, such as “Clouds and Weather: Everyday Learning” or “PEEP and the Big Wide World: Stormy Weather.”
- ☐ If you want, go outside and observe clouds with the class (see above). Have children write or draw what they see.
- ☐ To help children observe weather and weather patterns, have them look at the clouds for five days in a row. Make a weather and cloud chart to record their findings or have them create pictures each day based on what they see. Create a chart with the days of the week and the accompanying pictures. Next to the chart, have children help you summarize what they have learned about clouds and weather. (See the What Is Weather | Lesson Plan for more activities and ideas.)

## 5. Watch the Mixed-Media Art video excerpt

- ☐ Explain to students that now they are going to watch “Mixed-Media Art” **PINKALICIOUS & PETERRIFIC®**, an excerpt about children working with a mixed-media artist named Chanel Thervil. Preview the term mixed media. Explain that the term is used to describe art that is made using different methods (mixed) and materials or formats (media).
- ☐ After watching the video, encourage children to share their reactions and thoughts. What did they think of Ms. Thervil’s mixed-media art? Did her studio look like a fun place to work?
- ☐ Talk about the word collage. Do students know what it means? Ask for suggestions and then explain that a collage is a work of art made up of many different pieces. Point out examples of collages that children may have previously made.
- ☐ Toward the end of the video, one of the children comments, “We all started with many (of the) the same things. Once we made our art, it became different.” Ask students to think about the art they’ve made so far. Did the same thing happen? How can art help each of us express our own thoughts, feelings, and ideas?
- ☐ Have children review the art they have created so far. Could any of their creations be called mixed media? Why or why not?
- ☐ To extend this activity (and to add a mixed-media experience if children haven’t already done so), invite children to experiment with a variety of materials to create their own mixed-media work of art.



## Culminating activity

### 1. Create a Collaborative Collage

- ☐ Remind students about the meaning of the word collage. Explain that now they are going to create a class collage from their own works of art! Have students choose one piece of art from the various works of art they've created—accidental art, cloud art, or mixed media. Make sure each piece has the artist's name on it.
- ☐ Help students tape or staple their pictures together. Then step back and take a look. Ask students:

*What patterns can you see? How did the collage, made up of different elements, become its own piece of artwork?*

If you want, have the class think up a title for the collage. Display it on a wall or bulletin board.

- ☐ Congratulate the class on their artistic talents!

### 2. "Make Things" Box

- ☐ Together, watch "Best Pink Present" PINKALICIOUS & PETERRIFIC® again. Notice when Pinkalicious takes out her "make things" box. What is in it?
- ☐ As a class, brainstorm ideas for a class "make things" box. If possible, go around the room and collect supplies to put in the box (pencils; colored pencils or crayons; markers; pens; stapler; glue; glitter; tape; cloth scraps; recycled items, such as paper towel tubes; and so on). If extra supplies are not available, make a wish list with the class and gradually fill the box over time.

### 3. Read All About It

- ☐ Gather books about various painting styles—realism, impressionism, pop art, folk art—and share them with the class. Include books by or about collage artists such as Henri Matisse and Romare Bearden. You may also want to use picture book biographies of artists (see Picture Book Biographies of Visual Arts) to introduce a variety of techniques. Invite children to create another painting on their own, experimenting with their choice of tools.

## Home-School Connection

- ☐ Send home the essay **Get Smart with the Arts!** so that families can support what children are learning. If you have a class website or newsletter, you may want to post a picture of the class quilt or collage.
- ☐ Invite families to make their own "accidental art" painting or drawing by sending home the **Create Your Own Accidental Art!** handout. Encourage families to send the finished art to class and, if possible, to write a short caption on it about who made it and what the painting is about.

# Create Your Own Accidental Art!



Have one family member start a drawing. It can be anything—a design, pattern, or picture of something. After a minute or two, pass it on to the next family member. Keep going until everyone has had a chance to add something. Congratulations! You've created “accidental “art”!

PINKALICIOUS & PETERIFIC® is produced by WGBH Kids and Sixteen South Studios.



Funding for PINKALICIOUS & PETERIFIC® is provided by the Corporation for Public Broadcasting, and public television viewers. Produced with the participation of Northern Ireland Screen. Corporate funding is provided by Kiddie Academy®, Homer, and Target.



© 2020 WGBH. Underlying © Victoria Kann, or Victoria Kann and Elizabeth Kann. TM: Victoria Kann. All third-party trademarks are the property of their respective owners. Used with permission.



# Picture Book Biographies Of Visual Artists

Here are just some of the many picture book biographies of artists that are available. Check with your local school or public library for more titles.

**Action Jackson** by Jan Greenberg and Sandra Jordan. This award-winning biography follows artist Jackson Pollack as he creates one of his most famous paintings.

**Artist to Artist: 23 Major Illustrators Talk to Children about Their Art** by the Eric Carle Museum of Picture Book Art. Children will enjoy reading letters and looking at art by the illustrators of their favorite books.

**Big Machines: The Story of Virginia Lee Burton** by Sherri Duskey Rinker. Learn about the life of the prize-winning illustrator of steam shovels, cable cars, and tractors.

**Frida Kahlo and Her Animalitos** by Monica Brown. The story of Mexican painter Frida Kahlo and her beloved pets is told in lively words and pictures. See also **Frida Kahlo: The Artist Who Painted Herself** by Margaret Frith.

**Henri's Scissors** by Jeanette Winter. This biography of Henri Matisse celebrates his cut-paper collages.

**Jacob Lawrence in the City** by Susan Goldman Rubin. This introduction to the well-known African-American artist is also a celebration of city life. Other artist biographies by the author include: **Andy Warhol's Colors**, **Matisse Dance for Joy**, **Counting with Wayne Thiebaud**, and **Magritte's Imagination**.

**My Name Is Georgia** by Jeanette Winter. This portrait of the famous American artist Georgia O'Keeffe follows her career from Chicago to New York to New Mexico.

**The Scraps Book: Notes from a Colorful Life** by Lois Ehlert. The well-known children's book illustrator tells about her life.

**The Sky Painter** by Maragarita Engle. This is the story of Louis Agassiz Fuertes, a young boy who is determined to paint birds.

**Uncle Andy's** by James Warhola. When James visits his famous uncle, Andy Warhol, he understands how an artist can transform everyday items into art.

**Vincent's Colors** by The Metropolitan Museum of Art. Pairing the artist's words with his gorgeous paintings, this is an introduction to the famous Impressionist.





# Get Smart with the Arts!

## Meet Pinkalicious and Peterrific

Premiering on PBS KIDS in February 2018, the show PINKALICIOUS & PETERRIFIC™ empowers children to think and express themselves creatively. Pinkalicious sees the world just a little bit differently than most—and not just because she loves everything pink! She is resourceful, resilient, and creative, and able to solve problems and find the joy in everyday activities. Peter (better known as Peterrific) brings along his own fun ideas and sense of humor.

Like most children, Pinkalicious and Peterrific especially love the arts. The series, based on a comprehensive arts curriculum, is a terrific way to inspire young viewers to discover and engage in their own artistic talents and interests.

## Did you know?

Did you know that ordinary arts activities can improve children's school skills and "smarts"? Simple activities—done solo or in groups—such as singing, playing instruments, dancing, make-believe play, and painting or drawing can help children be better at math, science, and literacy. In fact, a student who is engaged in the arts is four times *more* likely to be recognized for academic achievement and four times *less* likely to drop out of school later.

Today's focus on academic subjects, even in preschool and early elementary grades, has often lessened the time that children in school have for what some think of as "extras," including the arts.



Yet art activities not only help children learn, they also provide wonderful opportunities to build self-confidence and self-expression. And because children have different styles of learning, the arts provide opportunities for children to succeed and excel, further improving their self-esteem.

## What are the “arts”?

There are four areas in which young children typically experience the arts:

- **Dance** — moving to words, music, and rhythms; plus all types of dance (ballet, jazz, hip-hop, modern, tap, folk, and so on)
- **Drama/Theatre** — imaginary and make-believe play, puppetry, creating characters and acting out stories
- **Music** — singing, playing instruments, creating songs, clapping and other rhythm games
- **Visual arts** — painting, drawing, sculpting, collage, printmaking, and crafts

All children are artistic in their own way. Most children love to tell and retell stories—the first step in dramatic play. Whether it’s singing a well-loved song in circle time, making and playing homemade instruments, or listening to a wide variety of music, children naturally respond to music. From scribbles to squiggles to finger painting, and from collages to making clay or sand sculptures, children love to get messy with art materials. Very young children use their bodies to move through space, explore their world, and express feelings and ideas through dance, from swaying and wiggling to twirling and leaping.

## How can the arts be used to help kids learn?

One of the best things about integrating the arts into a child’s day is that art activities are such great fun. The arts can be done at little or no cost, inside or outside, as part of a regular routine, or at a special time. Here are just some of the academic benefits of using the arts with young children:

- **Math skills:** Visual arts activities help kids recognize patterns, shapes, sizes, as well as improving their graphing abilities and spatial relationships. Dancing, singing, and playing musical instruments also help children recognize patterns and learn about counting.
- **Science skills:** Art adventures, just like hands-on science, invite kids to make decisions, explore and experiment, and solve problems. While engaging in the arts, kids—like scientists—are encouraged to take risks and be innovative.
- **Language and literacy skills:** The arts offer many opportunities to learn new vocabulary, gain subject knowledge, and communicate with others. Whether creating short skits or made-up stories, performing, or presenting their work to others, children improve and expand their reading, speaking, writing, and vocabulary expertise.



- **Social and emotional skills:** When engaging in the arts, kids learn such lifelong skills as collaboration, decision-making, and sharing. They also learn ways to creatively express their emotions. The arts can be a way to build a sense of community, bringing people together to create something or perform. Because the arts celebrate and incorporate many cultures, a variety of art activities encourage an appreciation of diversity.

## How can you help?

You don't need to be an expert to help children participate in the arts. Whether you are a teacher, librarian, afterschool educator, parent, or grandparent, you can support children's artistic experiences easily and inexpensively. Try some of these ideas:

- **Make up stories.** Use homemade costumes and props to act out stories or draw pictures to make the words come alive. Create your own storybook together.
- **Beautify your surroundings.** Spruce up a park, a blank wall, or an ugly appliance with kids' drawings, collages, or murals. Invite your friends and neighbors to join in!
- **Listen to all kinds of music.** Feel the beat. Have a dance party! Add scarfs or wands. Draw how music makes you feel. Sing your favorite song on the way to school, waiting for the bus, or just before bed.
- **Attend a museum, local arts exhibit, or concert.** Check your local library and look online for free passes and neighborhood happenings.
- **Read a book about art or artists.** Talk about the art that was created and what inspired the artist. Encourage children to think of themselves as artists and congratulate them on their creativity.



And remember....have fun...  
no matter what you do!

PINKALICIOUS & PETERIFIC™  
is produced by WGBH Boston and Sixteen South.



Funding for PINKALICIOUS & PETERIFIC™  
is provided by public television viewers.  
Produced with the participation of Northern  
Ireland Screen. Corporate funding is provided  
by Kiddie Academy® and Homer.



© 2018 WGBH Educational Foundation. All rights reserved. Pinkalicious, Peter & the other Victoria Kann Pinkalicious characters and underlying materials (including artwork) are trademarks and copyrights of Victoria Kann; the texts of the *Pinkalicious* and *Purpleicious* books were written by, and are copyrights of, Victoria Kann and Elizabeth Kann. Used with permission.