

KID_Preneurship 2020-1-LV01-KA201-077505



ACTIVITY NAME	Imprint
OUTPUT NUMBER	IO1
PARTNER	“Values, Virtues, Integrity” Foundation
ACTIVITY & CLASS	CREATIVITY Classes: 5-7 years
DURATION	30 min
OBJECTIVES	Main: To help kids develop their creativity and imagination Other: Curiosity Taking initiative Team work and communication To learn about symetry
MATERIALS	Oil/tempera paints different colors. Two pieces of hardboard (recommended) or canvas (35x50) per a group of 5-6 children Wet wipes (to remove paints from hands/fingers); Aprons (to protect clothes) Painting brushes or palette knives (if fingers are not enough)
LEARNING ACTIVITY METHOD	First the teacher explains to the group what is symetry and gives simple examples of how to complete an object in a symmetrical way The learning method is group finger-painting. This is a collective creative process that involves everybody. <u>VERSION 1</u>

	<p>In the activity children get the task to paint an object which has a mirror image.</p> <p>The painting is a diptych – two parts of a cardboard/fiberboard or other solid material with same size. It is important that children use a lot of paint in order to cover the symmetrical part too.</p> <p>The most popular example is a butterfly. On one part of the card/fiber-board the participants squeeze different colors of (oil) paints, forming one half of the butterfly. Then they put the other part of the card/fiberboard on it, push the two against each other and then detach them. Thus they have a mirror image of the other part of the butterfly and just form the painting on both parts of the diptych.</p> <p>The kids should first think of what could be drawn this way and then do it as a real product – this could be an airplane, flying saucer, centipede, human face (smiling or frowning), etc.</p> <p><u>VERSION 2</u></p> <p>The process is similar to the described above. The participants squeeze different colors of oil paints in the center of a cardboard, fiberboard, or other stiff surface suitable for painting), stick a cardboard/fiberboard of the same size on it, push and then detach.</p> <p>This way on both surfaces they have an almost identical image. The group splits in two small groups that work independently on finishing this abstract painting.</p> <p>One of the groups could work inside-out (from the imprinted image in the center to the periphery of the canvas). The other group could work outside-in, i.e. to liken the imprinted image to something (for example, a bunch of flowers, but also anything else) and to put it in the respective context (for example to draw a vase for the flowers, or accordingly).</p> <p>At the end of the creative process, the participants will have two beautiful paintings that have started from one and the same initial point, but developed into a different finish.</p>
--	--

VISUALS

Images/videoclip

VERSION 1



Another example of VERSION 1



VERSION 2



Another example of VERSION 2
(two different paintings from one and the same spot)



Source for all images: Past projects photo archive of “Values, Virtues, Integrity” Foundation

TEACHER PREPARATION	<p>The teacher must secure that in this activity participants are involved in the interactive creative process firstly by squeezing the oil paints so that they fill the circle, the butterfly wing or any other form on the hardboard. The spot must be all filled with a big amount of oil paint.</p> <p>After all the space is filled, the second piece of hardboard is put over and the participants press it hard in order to get stuck to the oil paints. The teacher should make sure that the two parts of the future painting are precisely placed one on top of the other.</p> <p>After few minutes with the support of the children holding the hardboard below the teacher quickly lifts the upper hardboard with the footprint from the oil paints. Normally the forms will be mirrored, but in case there are some empty spots on the second canvas, it is possible to gently put it again and press harder in order all the space in the object to be filled with a lot of paint.</p> <p>After separating the hardboards there are two options to finish the paintings – using palette knife to work inside the spots or to work with fingers outside the spots. General instructions of background creation with oil paints are given and the participants use their imagination to create forms or abstracts out of the colourful spots.</p>
TEACHER'S EVALUATION	<p>Did children cooperate well in the groups??</p> <p>Did they understand the concept of mirroring?</p> <p>Did the exercise develop children's creativity?</p>