

"Using Art to Enhance Relationships"

Workshop Resources

BOOKS:

Artful scribbles: the significance of children's drawings

By Howard Gardner

Creative and Mental Growth

By Viktor Lowenfield and W. Lambert Brittain

Child Art Therapy: understanding and helping children grow through art

By Judith Aron Rubin

Doing Art Together: discovering the joys of appreciating and creating art

By Muriel Silberstein-Storfer and Mablen Jones

Don't Move the Muffin Tins

By Bev Bos

Mommy, Daddy, Look What I'm Saying

By Dr. Myra Levick

The Dot

By Peter H. Reynolds

SUPPLY CATALOGS:

Triarco

Discount School Supply

Dick Blick

Jerry's Artarama



WEBSITES:

American Art Therapy Association: www.arttherapy.org

www.crayola.com

www.kinderart.com

www.sanford-artedventures.com

Talking with Children about their Art

Helping children talk about their art can move them toward self-acceptance, exploration, problem-solving, identifying personal needs, fears, and experiences. Our goal is to understand THEIR perspective, not impose ours. Here are some helpful hints.

Ask Questions

- What is your picture/ sculpture about?
- How did you decide what to use?
- What is your favorite part?
- What is your least favorite part?
- Is there a story in this image?
- Can you tell me about this red part/ big mark? (esp with scribbles or abstract designs)
- What shall we do with this artwork?
- How do you feel when you look at your art?
- How did you decide what to make? How did you start?
- What is it that you don't like? (if a child is critical or erases excessively) what could make it better?
- How did you know when it was finished?
- "How" questions are better than "why" questions. "Why did you do that?" sounds like they might be in trouble. "How did you do that?" sounds like you are truly interested in their choices.

Make Comments

- It looks like you worked hard on that artwork.
- I like how you put all those colors together.
- This part looks really active/ calm/ interesting.
- It looks like you know how to use tools and/or art materials to make your art just like you want it.
- I noticed that you work quietly when you draw.
- I wonder if this character has a story.
- I noticed that you took your time on this.
- I wonder how this person you painted is feeling.
- I wonder if this part of the paper needs any marks on it (if a child finishes quickly and wants to start again)
- I noticed that you started this earlier in the day and came back to finish it.
- You seem to have a real knack for creating things.
- I like how you took that toy apart and re-assembled it into something new and original. (works best when children know which toys are allowed for this).

Things to Avoid

- Avoid making comments like “that is so pretty”. This can encourage children to make art just to please others or look a certain way. Also, children know when adults make comments that are not genuine. Comments about the child’s process of making art or specific aspects of the image are better.
- Avoid guessing what the art represents. If you are wrong, it puts you and the child in an awkward situation. If the child asks you, “what do you think it is?”, you can say, “I’d like to hear your words about your art”.
- Avoid questions like “Is that for me?”, or statements like “that is sooooo good”. These comments often come from a place of good intention, but may not be appropriate. Children may already have a plan about what they will do with the art or whom it’s for. Kids are often “guilted” into giving their art away. Encourage them to think about their decision.
- Avoid saying “I can’t draw” or “I don’t know how to paint”. If you, the adult, don’t take the risk to face challenges confidently, how can you encourage your child to do so? When trying new processes, you could say “let’s experiment and learn together”, “let’s try something new”, or “the more we practice, the better we will get”.

Collaborative Art with Children

- Children usually love making art with adults. When starting, let them direct the process: ask them if they want you to draw with them on their paper or on your own. Just being witnessed as they create their own image can be very validating.
- When creating together, think about the child’s needs. One child might need encouragement to be more independent and/ or assertive. Another might need help keeping their art space organized and safe. Both scenarios allow you to understand their interactive styles, problem-solving skills, ability to ask for help, etc.
- If a child says “I can’t, (s)he may truly feel that way. This is a perfect opportunity to empower and encourage by helping to problem solve or explore ways to “try out” the child’s ideas. Try to understand what they mean by “I can’t”, as it often means “I don’t want to make a mistake and embarrass myself”.

- If a child insists on you (the adult) doing the project for them, try negotiating with the child about how to collaborate. Ask “what should we do first?”, “which part will you do?”, or “do you have ideas about how I should draw?”
- Remember, art making is for the children. They are at a different developmental level than you are. The scribble or blob that (s)he identifies as a tree, IS A TREE and should be to you too. As they grow older, they will learn to draw trees more realistically. In fact, they will reach a stage in which everything has to be perfect, which often inhibits their willingness to draw. Your responses can soften this process to infuse confidence along the way.
- Encourage the WHOLE art making process: set-up, art making, and clean-up. Doing art ALWAYS involves some kind of set-up and clean-up. If you find yourself doing all or even most of the set-up and clean-up, find ways to include the child, or better yet, how YOU can help THEM. Respecting the art materials from an early age will develop skills that last.
- Give children an idea of how much time they have to make art. They need to understand that part of that time will be devoted to set-up and clean-up. Small reminders are helpful, for instance, “you have 15 minutes before clean-up...5 minutes until clean-up”. Finishing the art isn’t always necessary. You can explain that they can go back to it at another time. This process develops patience and promotes follow-through.
- HAVE FUN! Consider scheduling an ART NIGHT once a week for the whole family, with devoted time, space, and materials. The children learn valuable planning skills and develop confidence in the consistency of this process. If they are allowed to “make a mess” creatively, they can learn to value their own creations alongside those of their families’.

Adhesives:

Elmers glue
Paste
Wood Glue
Glue sticks
Masking tape
Clear tape
Colored tape

Collage:

Precut shapes
Natural materials
Pompoms
Fabric
Foam shapes
Magazine images
Precut magazine
images
Aluminum foil
Wax paper
Tissue paper
Assortment of craft
paper
Feathers
Stickers
Colored tape
Buttons
Glitter
Sand paper

Crafts:

Leather
Popsicle sticks
Ceramic tiles
Beading
Needlepoint
Knitting
Fabric painting
Paper mache

Drawing supplies:

Oil pastels
Chalk pastels
Pencils
Magic markers
Smelly markers
Fine tip markers
Crayons
Charcoal
Erasers
Gel pens
Metallic pens

Painting:

Easel painting:
already set up with
covered cups
Spray painting
Marble painting
String painting
Track painting: cars
& trucks
Assortment of
brushes, i.e. chubby
brushes, rag brushes,
sponge brushes
Squeeze bottles
Eye droppers
Dish soap for bubble
painting
Straws

Printmaking:

Cut vegetables
Cut fruit
Found objects, i.e.
keys, cups, large
buttons
Hand prints

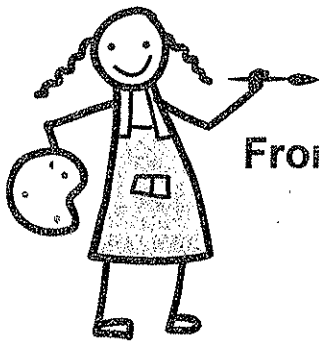
Shaped sponges
Styrofoam trays
Stamping supplies

Sculpture:

Wood pieces
Clay
Model magic
Natural objects, i.e.
sticks, leaves...
Paper rolls
Recycles material,
i.e. paper towel rolls,
foam
Pipe cleaners,
Toothpicks
Popsicle sticks
Aluminum foil
Tape
Wax
Plaster
Soap
Play dough

Surfaces:

White paper
Sand paper
Manila paper
Construction paper
Watercolor paper
Plastic trays
Plexiglas
Cardboard
Newspaper
Fabric
Wax paper
Canvas board
Card stock



From the American Art Therapy Association

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About Art Therapy

Art therapy is based on the belief that the creative process involved in the making of art is healing and life-enhancing. Through creating art and talking about art and the process of art making with an art therapist, one can increase awareness of self, cope with symptoms, stress, and traumatic experiences, enhance cognitive abilities, and enjoy the life-affirming pleasures of artistic creativity.

Art therapists are professionals trained in both art and therapy and hold a masters degree in art therapy or a related field. Art therapists work with children, adolescents, and adults and provide services to individuals, couples, families, groups, and communities. They often work as part of clinical teams, in settings that include mental health, rehabilitation, medical and forensic institutions; community outreach programs; wellness centers; schools; nursing homes; corporate structures; art studios; and independent practices. Art therapists are skilled in the application of a variety of art modalities (drawing, painting, clay, and other mediums) for treatment and assessment and conduct research as well as provide consultations to allied professionals.

Art therapists work with individuals of all ages, races, and ethnic backgrounds who have developmental, medical, or psychological impairments.

What is Art Therapy?

Art therapy is a human service profession which utilizes art media, images, the creative art process and patient/client responses to the created art productions as reflections of an individual's development, abilities, personality, interests, concerns, and conflicts. Art therapy practice is based on knowledge of human developmental and psychological theories which are implemented in the full spectrum of models of assessment and treatment including educational, psychodynamic, cognitive, transpersonal, and other therapeutic means of reconciling emotional conflicts, fostering self-awareness, developing social skills, managing behavior, solving problems, reducing anxiety, aiding reality orientation, and increasing self-esteem.

Art therapy is an effective treatment for the developmentally, medically, educationally, socially or psychologically impaired; and is practiced in mental health, rehabilitation, medical, educational, and forensic institutions. Populations of all ages, races, and ethnic backgrounds are served by art therapists in individual, couples, family, and group therapy formats.