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# ART FOR ALL

THE MUSEUM'S FIGURINES

design: MULO

MUSEUM OF CYCLADIC ART

Art is important for all children. But, for children with disabilities, it is necessary, liberating and healing. Artistic activities provide opportunities for all children to express their emotions and aspirations, develop their imagination, and gain knowledge and trust in themselves, thus gaining self-confidence and self-esteem.

The Museum of Cycladic Art has created a series of art books for children with learning and other difficulties. Each book of this series refers to a different collection or section of the museum, and aims to get children acquainted with Cycladic and Ancient Greek Art through visual arts activities.

The books are addressed to special educators and formal education teachers who have students with learning difficulties in their classes, teachers of integration classes, parallel support co-teachers and, generally, to all those who want to spend their time with children creatively.



Every child is different, with different personal needs. At the same time, each child has different experiences from previous visits to museums or general prior contact with art.



It is important to have a flexible attitude, and to modify and adapt each activity so that all children are able to participate in the creative process.



A safe environment of acceptance and understanding, with the organization of appropriate activities, the adoption of a positive attitude and a simple vocabulary, help children develop their skills and enjoy the experience of creating art.

Try to focus on what the children can do and not on what they can't.  
- Do not hesitate to suggest more difficult activities.  
Children will always surprise you.



Before starting, check that you have enough materials for the entire activity. Make sure to distribute them fairly, in order to avoid stress and conflict among the children.



Clearly define the goal of the activity so that the children can easily understand what to do.



Don't forget to set a specific time frame, in which the project should be completed.

# I make my own figurine

## Materials

- + newspapers
- + watercolors / tempera
- + paintbrushes
- + water
- + plastic cups (e.g. from a yogurt)
- + A4 worksheet with figurine image
- + white watercolor paper or plain A4 paper
- + scissors
- + napkins or cloths
- + glue

- Cover the table and the floor with newspaper.
- Fill the cups with water before the children start the activity.



- Place the watercolor set, the brushes and the white paper on the table.
- Make sure there is an empty shelf or some other free space nearby for the drying of the works.



\* Do not place the scissors and the glue on the table at this point.

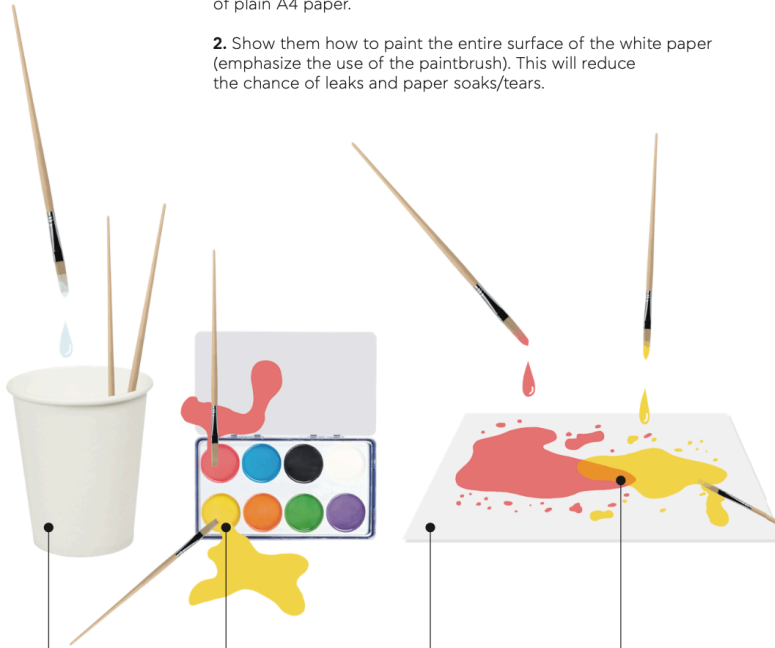


## Step 1: Painting on a white paper surface

1. Give each child a piece of white watercolor paper of plain A4 paper.

2. Show them how to paint the entire surface of the white paper (emphasize the use of the paintbrush). This will reduce the chance of leaks and paper soaks/tears.

*\* Because the works will be very wet, the children may need to complete this activity in two steps on in two different days.*



3a. Show them how we dip the brush in water, without draining the water.

3b. Apply paint to the brush. Rotate the brush in the color.

The more paint left on the brush, the greater the intensity of the color on paper.

3c. Do not drain the water brush, as water allows the paint to drip from the edge.

4. Explain that, as the colors are placed close to each other, they are more likely to mix. Encourage children to use at least two colors in their drawing.



Step 1: paint

Step 2: rinse

Step 3: take paint

Step 4: paint

5. Have the children rinse the tip of the brush in water, before dipping it in another color. You will need to remind them several times!

6. Let the works dry.

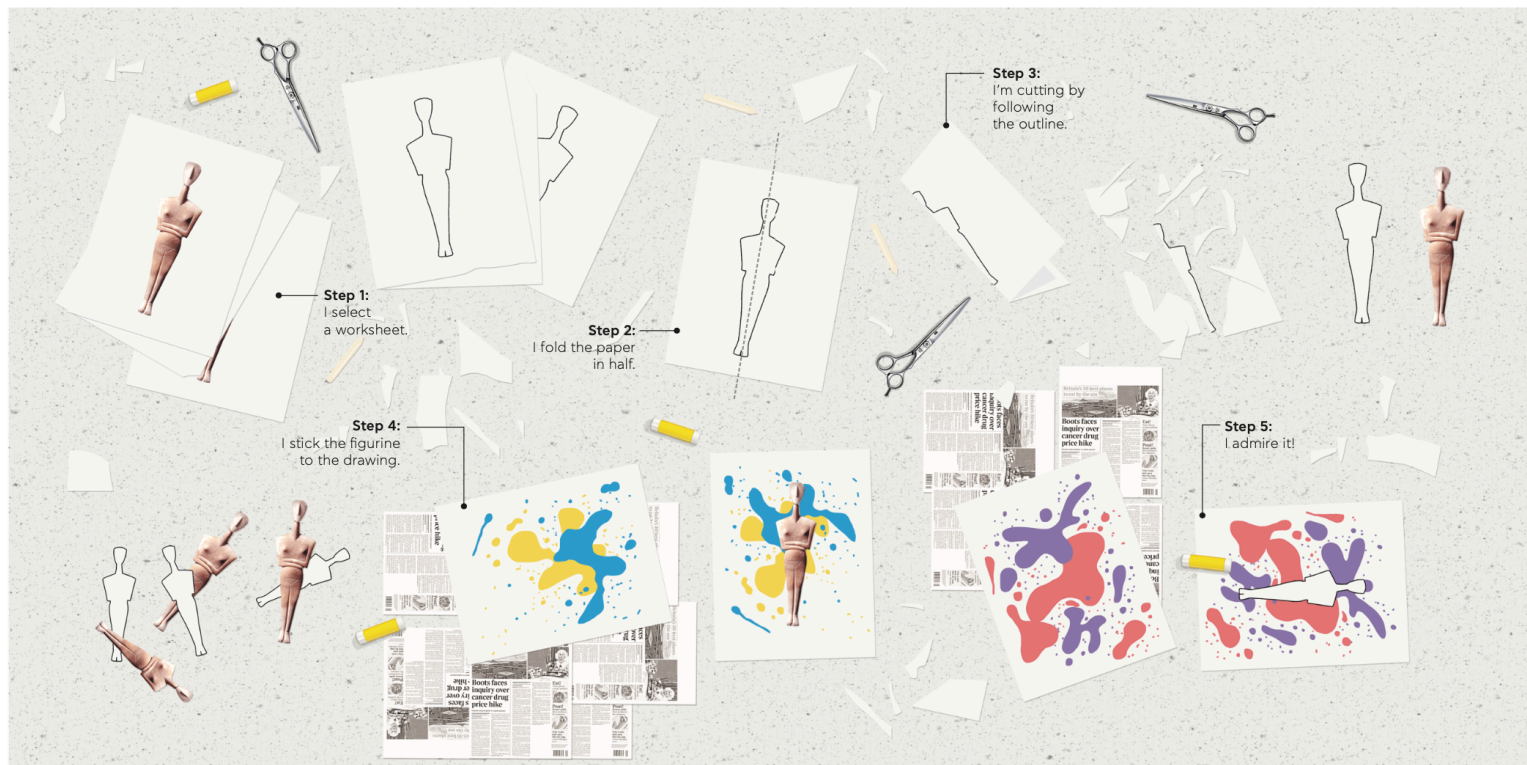


## Step 2: Cutting the outline of the figurine on the worksheet.

1. Show the children how to fold the worksheet in half and lengthwise.

2. Cut out the outline to create the figurine.

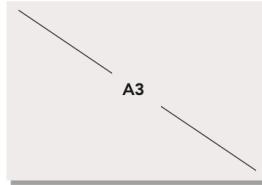
3. Stick the worksheet on top of the watercolor -painted work, after it has already dried.



# modifications – adjustments

## Difficulties with fine motor skills

Use larger brushes and pieces of paper.



Stick the paper on top of the table using paper tape, so that it remains stable and does not slip, making it easier for the child to create unhindered and without being disturbed by the difficulty that this would cause them.



Use double chamber scissors.



Use watercolors in tubes and apply the paints on a piece of baking paper, which will be glued to the table. This gives children more room to mix the colors.



## Difficulties in hearing or in audio processing

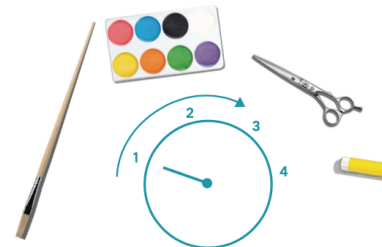
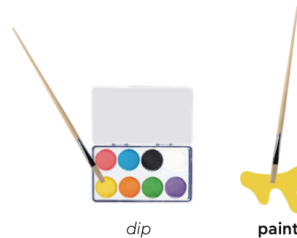
Provide step-by-step instructions, using images.

Limit ambient/background noise in the space of the activity.

When using paints, you can enrich them with food flavorings, in order to stimulate more of the senses of children who cannot completely concentrate on the activity.



The teacher can provide a rhythm to the instructions, such as, for example, "I dip the brush and then paint," "I dip the brush and then paint," and so on and so forth.



## Difficulties with gross motor skills

If the range of the child's arm is limited, a table with an easel or a permanent easel can be used during painting. By placing the paper on a vertical surface, the child's ears and eyes remain at an average stable position for the duration of painting and, this way, the child sees the image from a better angle.



## Vision problems

Present the materials in a clockwise direction.



