

➔ Arts and Crafts (VSO)

 **(introduction...)**

 **Introduction**

 **(introduction...)**

 **Things to remember**

 **Painting Ideas**

 **Painting equipment**

 **Printing Ideas**

 **(introduction...)**

 **Crayon Ideas**

 **Other Art Ideas**

 **Craft Ideas**

 **Musical Instruments**

 **Body Art**

 **Accessories for the Body**

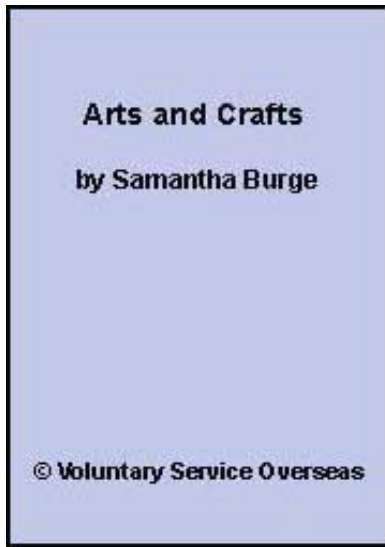
 **Dyeing Material**

 **Other Craft Ideas**

 **About the Author:**

 **Welcome to VSO: Volunteers working for a better world**





Arts and Crafts (VSO)

(*introduction...*)

Introduction

Painting Ideas

Printing Ideas

About the Author:

Welcome to VSO: Volunteers working for a better world

by Samantha Burge

The material that follows has been provided by VSO (Voluntary Service Overseas)



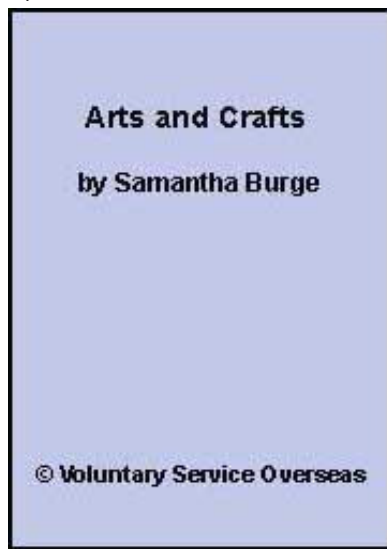
[Home](#) > [ar](#).[cn](#).[de](#).[en](#).[es](#).[fr](#).[id](#).[it](#).[ph](#).[po](#).[ru](#).[sw](#)

Arts and Crafts (VSO)

Introduction

(*introduction...*)

Things to remember



Arts and Crafts (VSO)

Introduction

Art and craft is a subject in which all children can take part. Even the smallest child enjoys using bright colours, and sticking things together. This book is a collection of ideas for teaching art and craft to any child. It was written for children with learning difficulties in mind, but it would be equally applicable for children aged 3 - 9 years old.

Most of these activities can be completed within ten minutes, so they are ideal for children with limited ability and short attention spans. It is very helpful to both child and teacher if the teacher demonstrates what she/he wants the child to do (as well as telling them) before starting the activity. This makes it much easier for the child to understand.

Things to remember

Very often the process of the activity is much more important than the result. Not all children can be great artists, but all can enjoy art!

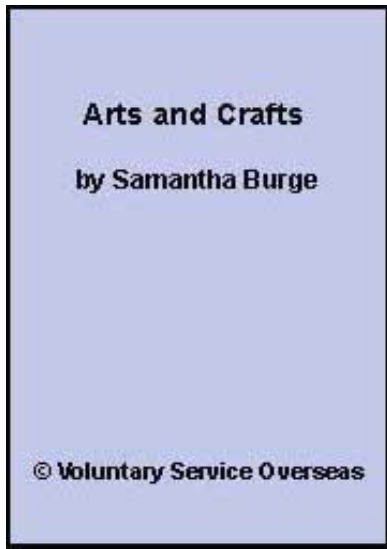
- 1. Try to let the children do as much for themselves as possible. It will mean much more to the children if they have been able to complete the art or craft on their own.**
- 2. Painting activities can be messy, so plan in advance. Paint outside, or cover the table or floor with old newspaper; roll up long sleeves; and tell the children to wash their hands as soon as they have finished.**
- 3. Some children are slower than others. If possible, don't rush the child, as again, the child will feel more in control if left to her/himself.**
- 4. Most of the objects in this book are easy for the teacher to prepare. Many objects, like stencils, can be used time and time again if made from strong card.**
- 5. If possible, display the children's art and craft work, as it will help the child feel proud of what s/he has achieved**



[Home](#) > [ar.cn.de.en.es.fr.id.it.ph.po.ru.sw](#)

 **Arts and Crafts (VSO)**

  **Painting Ideas**



Painting equipment

Arts and Crafts (VSO)

Painting Ideas

Painting equipment

Paint brushes

Sponge spreaders

Rags bundled up and tied to sticks

Small pieces of cut-up sponge

Fingers

Other objects useful for printing, splatter painting, stencils, etc.: large simple shells, leaves, spoons, forks, cardboard centres from sellotape rolls, wheels from broken toys.

Drip patterns

Equipment

3 paintbrushes or sticks

Large sheets of paper

Newspaper (to protect the floor)

Thick paint in 3 colours

Method

- 1. The paper is placed on the floor and the child stands above.**
- 2. Allow a thick dollop of paint to drop onto the paper, and move the brush through the air to create a pattern below.**

String patterns

Equipment

Piece of thin string (30 - 50 cm long)

Paint in shallow bowls

Paper

Method

- 1. Place the string into the bowl of paint.**
- 2. Lay the string on half the paper with a tail left outside.**
- 3. The other half of the paper is then folded over the string.**
- 4. Pull the string with one hand while pressing on the top of the paper with the other hand.**

Roller-ball painting

Equipment

Thin paint or water ink (works better)

Clean, empty, roll-top deodorant bottles

Paper

Method

- 1. Fill the deodorant bottles with ink or paint.**
- 2. Roll a picture or a pattern onto the paper.**

Finger painting

Equipment

Finger paint (This can be made by adding powder paint to cornflour paste - see modelling materials)

Large trays

Paper

Fingers (!)

Method

- 1. Place one or several dollops of paint on a tray.**
- 2. Move the paint around inside the tray.**
- 3. Wash hands!**
- 4. Press a piece of paper into the tray.**

Reflections

Equipment

Paper

Paint and paintbrushes

Method

- 1. Fold the paper in half.**
- 2. On one half of the paper, paint splodges of colour.**
- 3. Fold the second half over onto the right, and rub the outside of the paper gently.**
- 4. Unfold the paper.**

Often, this can be cut out into a butterfly shape.

Splatter painting

Equipment

Paint

Paintbrushes

Paper

Objects with interesting outlines (these can be old junk, or simple washable shapes)

Method

- 1. Place the object(s) on the paper.**
- 2. Splatter paint (one or several colours) around the object(s), creating outlines**

on the paper.

3. Remove the objects from the paper when finished.

For a finer spray use toothbrushes:

1. Place the object(s) on the paper.

2. Dip the toothbrush into the paint.

3. Drag a pencil over the top of the toothbrush, towards the body, so that a spray of paint splatters around the object(s), creating outlines on the paper.

For an even finer spray, rub the paint-filled toothbrush over the fine mesh of a sieve. (This works very well).

Stencils

Equipment

Objects around (or inside of) which you can paint (eg biscuit cutters); or make your own stencils by cutting out shapes from a card (use both the card and the shape cut out as stencils - see diagram on the next page).

Paint

Paintbrushes

Paper

Method

1. Place the object on the paper.

2. Hold the object still with one hand and paint around the stencil with the other hand, or paint inside the stencil.

Bubble painting

Equipment

Tray with deep sides

Washing-up liquid

Water

Paint

Paper

Drinking straws or bicycle pump

Method

- 1. Fill the tray one third full of water.**
- 2. Add paint and washing-up liquid, and mix well.**
- 3. If children are able, use drinking straws to create a mass of bubbles (the bicycle pump may be necessary if children have trouble making enough bubbles).**
- 4. One child places her/his paper on top of the bubbles, then gently lifts it off.**
- 5. Be sure to create enough bubbles before each child places her/his paper on top.**

We found it easier for children if different colours are kept in different pots:

Powder paint (4 or 5 colours)

Pots (plastic water bottles with the top half cut off work well, but be careful to ensure

that the edges are not dangerously sharp)

Water

Washing-up liquid

Drinking straws

- 1. In each pot make a mixture of water, one colour of powder paint, and washing-up liquid.**
- 2. The child uses a drinking straw to blow into each pot in turn, then places the paper over it - ending up with a circle of bubble colours. Don't worry if the colours overlap.**

Blow painting

Equipment

Paint

Paintbrushes

Drinking straws

Paper

Method

- 1. Place a dollop of paint on the paper.**
- 2. Use the drinking straw to blow the paint around in a pattern.**

Lino painting

Equipment

Lino stencils (the teacher can cut these out of lino flooring in advance; thin card can also be used, but is not as hard-wearing)

Lino rollers (these can be bought from any art or educational supply shop; if unavailable, use any smooth cylinder which can be rolled, eg a glass bottle)

Shallow trays for paint
Paint and paintbrushes
Newspaper
Paper

Method

- 1. Cover the table or floor with newspaper.**
- 2. Cover one area with a few extra sheets of newspaper to make a softer pad.**
- 3. Place the lino stencil on a piece of plain paper above the newspaper pad.**
- 4. Put a little paint on the tray, and roll the lino roller back and forth through it (evenly coating the surface of the roller).**
- 5. Roll the roller over the top of the lino stencil as evenly as possible.**
- 6. To repeat the pattern, carefully pick up and re-position the stencil, then repeat the procedure.**
- 7. This technique also works well on clean, stiff material (eg calico).**

Group picture

- a) Different children paint different parts of a picture onto the same paper.**
- b) All the children paint a part of the picture which can be cut out and stuck on a background.**

Ideas

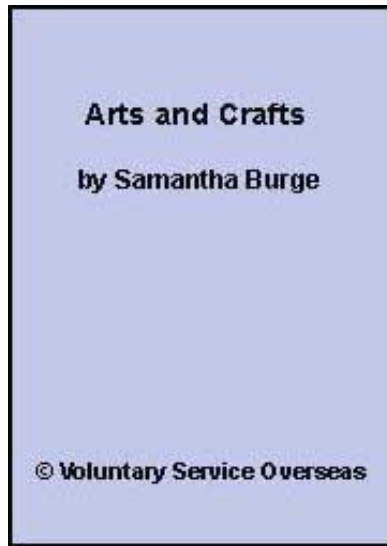
Tree for a class forest Fish or boats for a class sea Face for a crowd Butterfly or bird to sit on a class tree Piece of clothing for a class washingline Car for a busy

road

Fruit for a market stall



[Home](#) > [ar](#).[cn](#).[de](#).[en](#).[es](#).[fr](#).[id](#).[it](#).[ph](#).[po](#).[ru](#).[sw](#)



Arts and Crafts (VSO)

Printing Ideas

 *(introduction...)*

 Crayon Ideas

 Other Art Ideas

 Craft Ideas

 Musical Instruments

 Body Art

 Accessories for the Body

 Dyeing Material

 Other Craft Ideas

Arts and Crafts (VSO)

Printing Ideas

Equipment

Paper

Paint in shallow dishes

Objects for printing

Method

- 1. Dip objects for printing into the paint and print them onto paper.**
- 2. Different colours can be used and different objects combined to give interesting patterns.**

Ideas

Hands

Feet (need shallow trays with large sheets of paper very close by)

'Junk' (wheels, bricks, pen tops, sticks.....)

Balloons (blow them up a little, tie the top, and bounce the paint onto the paper)

Plastic cars with chunky wheels (dip cars in paint, then drive them across the paper)

Sponge. Cut a sponge into different shapes and sizes (If a child has difficulty holding

the small sponge, secure it with a large bulldog clip).

Tennis Balls (good for outdoors, but messy - see balloons)

Fish or shrimps (the real thing)

Finger tips (maybe to fill in outlines of animals or shapes etc.)

Plastic or rubber table coverings (these work best if a pattern is cleanly cut out of the

material then mounted in a cardboard frame)

Cardboard patterns (strip one side of corrugated cardboard to expose the inside ridges. Cut these into different shapes (animals, trees etc). When they will leave a

**stripy shape when used to print.
Fruits and vegetables (cucumber and squash leave interesting shapes).**

Crayon Ideas

Equipment

Crayons in different colours

Paper

Knife - for teachers' use only

Objects in interesting shapes (eg coins, leaves etc)

Grater

Iron

Candle

Ideas

- 1. Cut notches along the side of a crayon with a craft knife, then use that side of the crayon to draw designs.**
- 2. Use the side of a crayon when rubbing an object placed underneath thin paper**
- 3. Grate crayons (or use a pencil sharpener), then mix colours between two sheets of paper. Rub a warm iron over the top.**
- 4. Hold a crayon (without paper wrapping) in a candle flame, then drip a pattern onto paper.**
- 5. Same as above, but drip crayon onto a plain candle to create a pattern.**

Children must be carefully supervised at all times while doing activities 4 and 5.

Other Art Ideas

Rubbings

Equipment

Objects that can be rubbed over: leaves, cut-out cardboard shapes, buttons, coins, textured materials, wood, concrete, sandpaper, fur, corrugated card etc

Crayons or candles

Paint and paint brushes

Paper

Ideas

1. Give each child a sheet of thin paper and a chunky wax crayon. Divide the page into sections (one per rubbing). Have the children walk around the school rubbing objects with different textures (walls, wooden doors, plastic bottles, materials, tree trunks, metal poles, stones, etc).

2. Give the children a box of 'rubbable' objects and a tray of wax crayons. Try to help them remember that they have to place the object underneath the paper and rub on top. If the children are capable, have them make rubbings to form a picture (a simple face or tree shape).

3. Use both rubbing and painting: Rub a pattern or picture on to the paper with crayon, and then paint over using thin watercolour paints. Rub an invisible pattern

or picture onto the paper with white candles - when the watercolour is painted on, it will only show on the areas not rubbed with wax, revealing the hidden picture.

Salt pictures

Equipment

1 cup paint powder mixed with 1/2 cup of salt

Paste mixture: 1 cup corn flour + 1 cup cold water

Paint brushes

Paper

Newspaper

Method

1. Cover work surface with newspaper.

2. Paint a picture on to paper with the cornflour paste.

3. Sprinkle mixture of paint powder and salt over the paste to create a picture that will sparkle.

Marble-rolling pictures

Equipment

Glass marbles

Paint in shallow dishes

Shallow cardboard box

Paper

Method

- 1. Place a sheet of plain paper in the bottom of the cardboard box.**
- 2. Cover each marble in a different colour of paint.**
- 3. Place the marbles on top of the paper.**
- 4. Tilt the box to roll the marbles around and create a pattern on the paper.**

Marbling

Marbling is a technique that can be used to decorate paper, wood, cloth, plastic or metal. If decorating plastic or metal, cover with at least two layers of spray lacquer once ink is dry.

Equipment

Large plastic tray with sides about 10 cm high

Marbling ink (with dropper). This is a specialist ink; if unavailable, use a small amount of oil paint from a tube mixed with vegetable oil to make a runny paste.

Stick or straw for stirring

Paper

Method

- 1. Half fill the tray with water.**
- 2. Drip a few drops of marbling ink onto the water.**
- 3. Use 3 or 4 colours.**
- 4. Use the stick to gently stir the inks that float on the surface (don't stir too fast, or colours will blend - if so, wait for them to separate).**
- 5. Child then lays the paper on top of the water.**

6. Gently pull paper up, and lay flat to dry.

Smelly pictures

Equipment

Paper with pre-drawn flowers (unless children are able to draw flowers themselves)

Colouring pencils or crayons

Glue

Talcum powder

Method

- 1. Draw a flower with a large centre (it may be easier to give the child a circle around which they can draw).**
- 2. Colour in the flower petals and stem.**
- 3. Spread a thin layer of glue in the centre of the flower**
- 4. Sprinkle the centre with talcum powder.**
- 5. Wait for glue to dry, then gently blow away excess powder.**

Also try changing from flowers to fruits or sweets. Or, add other smells by soaking a cotton wool ball in the scent, then gluing the ball onto the flower. Try garlic, perfume, soap, mothballs, spices.

Craft Ideas

Stone painting

Equipment

Clean flat stones

Powder paints

Poster paints

Paint brushes

Varnish, spray-seal or white glue

Permanent pen

Method

- 1. Chose a stone, and decide which side is top and which is bottom.**
- 2. Write your name on the bottom with permanent pen.**
- 3. Paint over the top with powder paint.**
- 4. Allow to dry.**
- 5. Paint on a design with poster paint.**
- 6. Allow to dry.**
- 7. Paint with varnish, spray-seal or white glue.**

String mats

Equipment

Strong cardboard

String/thick wool/cord

PVC glue

Scissors

Method

- 1. Dip a length (30cm) of string, wool or cord into the glue**
- 2. Coil the string, getting larger and larger, onto the cardboard**
- 3. Keep adding lengths of string, until the spiral is the size you desire**
- 4. Leave it to dry**
- 5. Cut out around pattern**

Children should always be supervised when using scissors.

Collage

This a simple activity in which pictures can be given texture.

Equipment

Paper

Pens

Interesting objects - see Ideas below

Method

- 1. Draw a simple outline for a child on paper, eg animals, clouds, trees, cars, flowers, fruit, piece of clothing.**
- 2. Cover the outline with glue, and then stick on textured material.**

Ideas: sand, shells, seaweed, bits of wool, strips of tissue paper, seeds (watermelon or pumpkin), peanut shells, dead leaves, grass, scraps of material from dressmakers.

Make up a picture

The children can make up pictures with scraps of paper, card, plastic, and material. If the children will have a great deal of difficulty cutting the material, then pre-cut shapes can be offered.

Face collage

Equipment

Pre-drawn sheet for each child with the outline of a simple head and shoulders

Glue

Variety of junk and material for collage work, including silver foil, straws, wool, polystyrene pieces, cloth scraps, buttons, beads, dried beans, pasta.

Method

- 1. Each child receives a sheet with the outline of a head and shoulders.**
- 2. The child should paste glue onto the paper and then stick on the different materials.**
- 3. Using the outline, stick on eyes, nose, mouth, eyebrows and fill in the T-shirt.**
- 4. The children could also stick on material for hair, ear-rings and a hat.**
- 5. Leave the picture to dry.**
- 6. The finished piece will be quite heavy, so it is worth mounting on card first before displaying on a wall.**

The process also works well for other pre-drawn simple pictures, such as:

The seaside with boats, waves, clouds, stones, sand and fish

Vase of flowers

Body with material clothes

Fruit and vegetable stall

House

Car

Art for windows

Equipment

Tissue paper

Clear plastic

PVC glue

Method

- 1. Layer strips of tissue paper onto pieces of clear plastic.**
- 2. Cover them well with PVC glue.**
- 3. Allow to dry.**
- 4. Stick to windows to allow light to filter through.**

Polystyrene boats

Equipment

Polystyrene blocks (waste from packaging)

Sticks

Coloured card, tissue, and/or material

Method

- 1. Cut boat bases from polystyrene.**
- 2. Test the boat in a bowl of water to see if it will float.**
- 3. Make sails for the boat from sticks and paper/material/tissue.**
- 4. Sail your boat.**

If you plan to sail your boat on the sea or river/canal, then make the base out of something that will rot (banana wood or leaf bases work well) instead of polystyrene.

Lollystick mobiles

Equipment

Lollysticks (cheap from craft shops)

White PVC glue

Paint

Paintbrushes

String

Method

- 1. Give the children a set number of sticks each (3, 4, or 5)**
- 2. Let them paint the sticks first.**
- 3. The children arrange the sticks into an individual pattern. Make sure the sticks touch each other.**
- 4. Stick the sticks with PVC glue**
- 5. When dry, attach string and hang.**

Explosion patterns

Equipment

Sheets from coloured magazines

Sheets of plain paper (one per child)

Newspaper

Glue

Method

- 1. Give the child a circle cut out of a coloured magazine page, or wrapping paper.**
- 2. The child cuts out sections of the coloured paper, and then sticks them onto the plain paper, slightly away from the main shape as if the circle is exploding.**

Musical Instruments

Junk makes good musical instruments, as anything that makes a sound can be used.

Shakers

Ideas

- 1. Fill empty plastic water bottles with one sort of the following objects: Small stones, water (mixed with a little food colouring), sand, buttons, small coins, plastic teaspoons, beads etc.**
- 2. Empty drink cans can also be easily filled:**
Give each child a rectangular piece of paper to decorate and wrap around the outside of the tin can. Fill the can with objects (see 1 above). Attach some ribbon streamers and plug the hole of the can.

3. Yoghurt cartons:

Fill one of the cartons one third full with objects (see 1 above) and then stick the other carton upside down on top. Attach streamers.

Scrapers and pluckers

1. Empty plastic water bottles have ridges near the neck of the bottle that can be scraped with a stick.

2. Corrugated cardboard with the top thin layer removed can also be scraped for an interesting noise.

3. Plastic water bottles with a section cut out of the middle can be 'strung' with elastic bands and plucked to create a sound. Care must be taken as the edges of cut plastic bottles can be extremely sharp if not cut carefully.

Crashers

Equipment

Junk: empty tins, cans, large stones, wood, plastic bowls

Method

1. Use any two pieces of junk that when 'crashed' together create a sound.

2. Children can decorate these, but the instruments will make a quieter sound when covered with paper.

Body Art

Big body

Equipment

Large sheets of plain paper or sheets of newspaper

Marker pen

Scissors

Paint or scraps of cloth and glue

Mirror

Method

- 1. Stick together enough sheets of paper so that a child can lie down on it.**
- 2. Using the marker pen draw around the child onto the paper.**
- 3. The teacher should now make sure that the children are aware which parts of the body shape are the head, stomach, arms, hands, legs and feet.**
- 4. Now the children could paint on clothing. It may be a good idea to give the children specific instructions, eg paint on a T-shirt. If the children seem unsure about doing this then have the child identify where a T-shirt would be worn and then the teacher could draw on the T-shirt outline with the marker pen.**
- 5. Instead of painting on articles of clothing, the children could stick on 'real' old clothes or those made from scraps of cloth or even borrow clothes, draw around them carefully onto coloured paper, cut out the paper clothes and stick them onto the body shape.**

- 6. When adding facial features, photocopied facial parts could be stuck on in the relevant places as painting them on is a difficult activity. The children should, if possible, be provided with a mirror to complete this task.**
- 7. Complete all the 'decoration' before cutting out the body shape as this looks much neater. It may be necessary for the teacher to cut out the body.**
- 8. The outline can become a useful teaching tool, if it is drawn on white cardboard in thick marker pen and then covered in clear sheet plastic.**
- 9. The children can use non-permanent markers to draw on clothes or facial features or to mark where certain parts to the body are located, eg knee, neck or shoulder.**

Children should always be supervised when using scissors.

Hands and feet

Equipment

Coloured paper

Plain paper

Scissors

Glue

Pencils

Method

- 1. The children choose a sheet of coloured paper and then help each other to draw**

around their hands or wait their turn as the teacher draws around each child's hands.

2. The children need to be reminded to keep their hands still and their fingers splayed out.

3. If the children are able, let them cut out the outline of their hands.

4. The children then place the two hands side by side, with the thumbs on the inside, on the plain paper and stick them down with the glue.

5. Once the glue is dry, mix up the sheets and see if the children can identify, by laying their hands on top of the silhouettes, which pair of hands belong to which child.

Variations

Also try this activity with feet - it tends to tickle, so there is a lot of giggling! If none of the children in the group are able to cut using scissors then maybe they could print their hands instead. The teacher would need to make up quite a thick consistency of paint in shallow trays and the children could print their hands straight onto the plain paper.

The hands or feet could also be used to create a joint picture, eg leaves on a group tree or curly hair on a giant head.

Children should always be supervised when using scissors.

Head and faces

Equipment

Large sheets of plain paper (2 sheets of A4 stuck together is ideal)

Marker pen

Scissors

Glue

Mirrors

Colouring pencils

Duplicated sheet of facial features: 2 eyes, 2 ears, nose and mouth

Method

- 1. The children take it in turns to lie down, looking at the ceiling, with their heads on a sheet of paper.**
- 2. The teacher draws around the head as accurately as possible, including hair and ears, using a marker pen.**
- 3. The children receive a small duplicated sheet of facial features.**
- 4. The teacher then helps them identify the facial features. Have the children look at each other's faces and then their own in the mirror. Also draw the children's attention to the fact that sometimes we have 2 of something, eg eyes and sometimes just 1, eg nose.**
- 5. Then help the children decide which colour the eyes and mouth should be.**

6. The children colour the facial features .

7. The parts do not really have to be cut around very carefully, as long as both the background paper and duplicating paper are the same colour.

8. The children then, using the mirror, stick the facial features on 'their' head in the correct position.

Long fingers

Equipment

Sheets of newspaper

Sellotape

Method

1. Roll sheets of newspaper up into tubes and have the children wear one on each finger.

2. Have the children try to pick up different objects. The longer the fingers and the smaller the object, the harder the task.

Accessories for the Body

Newspaper clothes

Equipment

Cardboard

Marker pens

Scissors

String, wool etc

Staples and stapler

Newspaper

Paint, crayons etc

Sellotape

Shoes

Draw around the child's shoes or feet onto cardboard and cut out the shape. Cut out 2 extra thin strips of paper (or use string) and staple together to make a 'flip-flop' type shoe.

Clothes

Tear and stick sheets of newspaper around a child to form a cloak, long skirt, coat, apron, etc.

Hats

Simple cone shapes which the children can decorate are easy and stay well on a child's head.

1. Decorate with paint, crayons, buttons, stars, string, cotton wool etc. Use a double sheet of newspaper, folded length-ways, to make a good, strong, simple crown.

2. Have the children decorate their crowns before they are stapled to the correct size for the child.

Bags

The strongest and easiest bags are made out of small cardboard boxes.

1. Seal the box with sellotape and then have the children decorate the box with whatever they wish.

2. Cut the box as shown by the dotted line in the diagram to make a flap that will open and close.

3. Also punch 2 holes in the sides and have the child pass through string or thick wool.

4. Then the teacher can knot the string or stick with sellotape.

Masks

Equipment

Paper plates

Paints, crayons, felt-tip pens etc

String and elastic bands

Small pieces of cloth

Silver paper and glitter, if available

Paper plate masks

Paper plates can be made into simple masks.

Method

- 1. It is easier if the teacher cuts the eyes out first for the child and allows the child to hold it in front of their face, whilst standing before a mirror, so that the child gets some idea of what they are attempting to make.**
- 2. If the mask is supposed to represent a particular face then help the child to roughly mark what should go where, eg nose, whiskers or teeth.**
- 3. The child then decorates the mask with paints, crayons, felt-tip pens and/or sticks on small pieces of cloth, paper, string etc.**
- 4. The teacher can then help the child to add extras such as ears and nose for a pig or ears and trunk for an elephant.**
- 5. Then attach either string or elastic at the sides to keep the mask in place.**

It is very important that the children can see themselves in a mirror whilst wearing the mask.

Cut-out Faces

Method

- 1. Use thin plain card to cut out a face shape, eg an animal face.**
- 2. Give the children equipment to decorate their masks.**
- 3. Tie the mask at the sides with elastic or string and allow the children to look at themselves in a mirror.**

This is more time-consuming for the teacher but it is probably more likely to be recognisable than a paper-plate version.

Ballroom Masks

Method

1. Use the template on page 23 to make masks out of thin card and allow the children to decorate them. Silver paper and glitter look especially good on these: if possible, cut the masks out of a dark coloured card.

Many children do not like having their whole face covered and so may prefer these as they cover just the eyes. Also many children do not like the feel of a mask touching their face so instead of using string or elastic, a stick or straw could be stuck at the side of the mask so that the child can hold it against their face.

Children should always be supervised when using scissors.

Mouth masks

These are very easy masks that almost all children could attempt.

Method

- 1. Cut a paper plate in half.**
- 2. On one side draw a sad, unhappy mouth and on the reverse draw a happy, smiling mouth.**
- 3. The children can then colour these in.**

4. Staple a straw at the side for the children to hold their mask against their mouth.

5. Stand the children in front of a mirror so that they can see how they change expression by switching the mask back and forth.

The children could also add a beard, moustache, scar or spots.

Sunglasses

Equipment

Use template on the following page to cut out glasses frames in thin card.

Clear plastic in strips, just wider than the eyepieces of the glasses frames

Permanent markers

Felt tips or crayons

Glue

Mirror

Method

1. Give each child cardboard frames for them to colour.

2. Give each child a strip of clear plastic, which they colour using the permanent markers. Either colour the strip in one or two colours.

3. The child then sticks the plastic strip to the inside of the glasses, covering the eyepieces.

4. When the glue has dried, the teacher trims the plastic to fit the frames.

5. Make sure the child can see in a mirror when they try their glasses on.

6. Now everything they are looking at should have changed colour!

Binoculars

Equipment

2 toilet roll tubes

String or wool

Stapler

Sellotape

Hole punch

Clear plastic

Permanent marker pens

Method

- 1. The children decorate the outsides of the cardboard tubes.**
- 2. Give each child 2 squares of clear plastic and help the children tape these over the ends of the two tubes.**
- 3. Staple the two tubes together.**
- 4. Help the children to punch a hole each side of the binoculars and thread through the string.**
- 5. The teacher then ties a knot or sticks the string with sellotape.**

Dyeing Material

Basic Process

Equipment

Dylon cold water dye (comes with a cold water fixing agent)

Salt

Plastic gloves

Cheap cotton cloth - calico works well

Bucket or bowl

Stick or large spoon for stirring

Method

- 1. Make up the dye solution according to the manufacturer's instructions.**
- 2. Mix the dye with the stick or spoon.**
- 3. Give each child a piece of material.**
- 4. The children thoroughly rinse their material in clean water.**
- 5. Squeeze out all the excess moisture.**
- 6. Place the clean wet cloth into the bucket for about 30 minutes.**
- 7. The child will now need to put on the plastic gloves to take out their cloth, squeezing out the excess dye over the bucket.**
- 8. Rinse the cloth well in clean water and hang out to dry.**

Things to remember:

You can write the child's name on the cloth using permanent pen.

Cold water dyes are much safer than hot water dyes but the colours tend to be less intense.

If the material is likely to be washed, then on the first occasion pre-soak in a strong salt solution.

Tie-dyeing circles

Equipment

Dylon cold water dye (comes with a cold water fixing agent)

Salt

Plastic gloves

Cheap cotton cloth - calico works well

Bucket or bowl

Stick or large spoon for stirring

One clean stone

String

Method

- 1. Place the washed stone in the middle of the square of cloth.**
- 2. Cut a length of string and tie the cloth just behind the stone, as tightly as possible.**
- 3. It will probably be necessary to help the children with this, because if the string is loose the dye can get underneath and colour the material.**
- 4. Leave a gap of about 5cm and then tie the material again with a length of string.**
- 5. Tie a third time in the same way.**
- 6. Dye in exactly the same way as in 'Basic process'.**
- 7. Help the children to cut the string from around the cloth before it is rinsed and hung out to dry.**
- 8. The children will find that as long as the string was tied tightly enough, where the string bound the cloth the dye has been unable to penetrate, leaving three white circles.**

Lines of colour

Equipment

Dylon cold water dye (comes with a cold water fixing agent)

Salt

Plastic gloves

Cheap cotton cloth - calico works well

Bucket or bowl

Stick or large spoon for stirring

Large darning needle and thread or pegs

Method

- 1. Help the children to fold a square of cloth back and forth into a concertina shape.**
- 2. To keep the cloth in place either hold together with a few pegs or sew down the centre of the strip with large stitches.**
- 3. Dye the cloth in exactly the same way as in 'Basic Process'.**
- 4. Help the children to remove the pegs or cut away the stitches before they rinse the cloth and hang it out to dry.**

The process gives a very subtle effect.

Plastic bag dyeing**Equipment**

Dylon cold water dye (comes with a cold water fixing agent)

Salt

Plastic gloves

Cheap cotton cloth - calico works well

Bucket or bowl

Stick or large spoon for stirring

Small plastic bags

Rubber bands

Large needle

Method

- 1. Have the children rinse their piece of cloth in clean water.**
- 2. Squeeze well, scrunch up material and place inside plastic bag.**
- 3. Seal the plastic bag with a rubber band after forcing out as much air as possible.**
- 4. Punch holes in the bag with the needle.**
- 5. Dye the cloth in the same way as in 'Basic Process'.**
- 6. Help the child to cut away the plastic bag before they rinse the cloth and hang it out to dry.**

This process produces an interesting mottled effect.

It is also possible to use the dye to paint straight onto the cloth after rinsing it first and laying it out flat on many sheets of newspaper. The best effect seems to be using a variety of colours. These all 'run' into each other but can look very pretty.

Other Craft Ideas

Indian eyes

Equipment

2 sticks for each child

Wool in four or more colours

Scissors

Method

- 1. The teacher helps the child to tie the 2 sticks together to form a cross.**
- 2. The child holds the cross steady in one hand and with the other hand winds the wool around one stick in a circle.**
- 3. The child then moves onto the next stick and does the same, moving the cross around as they do so. (See diagram)**
- 4. After the child has wound on 2-3cm then change the colour of the wool.**
- 5. After every 2-3cm, change the wool colour.**
- 6. Make a loop at the top of one of the sticks to hang the 'Indian Eye'.**
- 7. Could also hang 2 little bells on the side sticks that would chime in a breeze.**

This is quite a difficult process for the children to understand at first but most children do manage.

Weaving

Equipment

Empty box, eg a shoe box

String or plastic string or strips of material

Scissors

Hole punch

Method

- 1. Use the hole punch to pierce holes every 2cm along the two sides of the box, ensuring that the holes are opposite each other.**
- 2. Thread strings straight across the width of the box, making the strings parallel to each other.**
- 3. Now the children are ready to weave.**
- 4. Weave strips of material or plastic string over and under the string strung across the box. See diagram below.**
- 5. Explain to the children that with the first string they must weave first over and then under, over and under etc. With the second string they must weave first under and then over, under and over etc.**

Once the piece of weaving is finished, remove the weaving, either by destroying the box by cutting down to the holes and removing the weaving as a whole piece, or by cutting the side strings and carefully tying them together to stop the weaving unravelling.

Snails

Equipment

Strip of corrugated cardboard, about 40cm long for each child (peel one side of the cardboard away so that one side is ridged)

Drinking straws, cut into small pieces

Sellotape

Crayons or colouring pencils

Method

- 1. Give each child a length of the corrugated card.**
- 2. The child then decorates the side with ridges with patterns or stripes of colour.**
- 3. Curl the strip into a snail shape and hold in place with sellotape.**
- 4. Stick on 2 pieces of straw for snail feelers.**
- 5. Draw on a face.**
- 6. If making into a mobile attach a piece of string and hang up.**

Twister

Equipment

Circle of thin card for each child , about 30cm in diameter.

Colouring pencils, crayons or felt-tip pens.

Scissors

String

Method

- 1. The child decorates both sides of the circle.**
- 2. The circle then needs to be cut in one long continuous spiral. If the child is able to do this, draw a spiral in pencil as a guideline; otherwise, cut the spiral for the child. Children should always be supervised when using scissors.**
- 3. Pierce a hole in the middle of the circle .**
- 4. Thread through a piece of string and hang up to catch a breeze.**

Whizzer

Equipment

A circle of thin card for each child, about 20cm across

String

Ruler

Colouring pencils, crayons or felt-tip pens

Method

- 1. Using the ruler divide the circle into 8 segments on both sides of the card.**
- 2. Colour the different sections different colours.**
- 3. Make 2 holes very near the centre of the circle (see diagram).**
- 4. Thread a long piece of string through both holes and tie the string to make a loop.**
- 5. Help the children to place their hands apart with the string behind their fingers.**
- 6. Then twist the circle over and over.**
- 7. As the circle is let go and starts to spin, tell the child to pull the string taut and then relax their hands.**
- 8. As the circle spins all the colours become blurred; if it spins fast enough, the colours appear white. There is also a 'whizzing' sound as it turns quickly.**

Newspaper palm tree

Equipment

A large newspaper for each child

A plastic container or flowerpot for each child

Marker pens or coloured paper

Glue

Sand or plasticine
Sellotape
Scissors

Method

- 1. Write the child's name on the bottom of the pot using permanent marker.**
- 2. Decorate the outside of the pot using markers or by glueing coloured paper onto it.**
- 3. Fill the pot half full with either sand or plasticine.**
- 4. Open up the newspaper, halve it and lay one half over the other (see diagram).**
- 5. Roll the newspaper into a tube.**
- 6. Cut 3 slits down the side of the tube to at least half way down.**
- 7. Use fingers to gently pull out the inside branches.**
- 8. Pull the whole thing upwards to make a palm tree.**

Children should always be supervised when using scissors.

Invisible patterns

Equipment
Lemon juice
Paint brushes
White paper
Candle and matches

Method

- 1. Give each child a piece of paper.**
- 2. The child then paints a pattern using the lemon juice.**
- 3. Allow about 5 minutes for this to dry.**
- 4. Light the candle and hold the paper just above.**
- 5. As the lemon juice warms it will turn brown and so revealing a previously hidden pattern.**

Paper bird mobile

Equipment

Thin card for bird body: either give the children a pre-cut shape or make stencils

Crayons, colouring pencils or felt-tip pens

Scissors

Thin elastic

Decorative paper: shiny or wrapping paper is best, about 20cm x 20cm.

Method

- 1. Use the stencil to draw around and cut out a bird body.**
- 2. Draw on an eye and beak on both sides.**
- 3. Colour both sides of the bird.**
- 4. With the scissors make a slit through the middle of the bird about 3cm long.**
- 5. Fold the square of decorative paper back and forth like a concertina.**
- 6. Slot this through the slit and gently pull the folded paper to make wings.**
- 7. Make a hole along the back of the bird and thread through the elastic.**
- 8. Hang the bird and pull gently to help the bird fly.**

Potted gardens

Equipment

Small plastic pots - those used for ice-cream are ideal

Permanent markers

Old plasticine or sand

Dried grasses, flowers and leaves

Method

Send the children, in a safe area, to collect grasses, leaves, sticks and flowers. The children can then push their 'finds' into the sand or plasticine to create a miniature garden.

Modelling Materials

Slime

Add one cup of soap flakes to 2 litres of water and a few drops of food colouring; whisk together.

Goop

Mix together a small packet of cornflour with a cup of water and a few drops of food colouring. As it is mixed, the texture goes through a variety of stages, all of which can be used.

Cornflour paste

This paste can be added to powder paint to make finger paint. Mix 2 tablespoons of cornflour with a little water to form a paste. Add 1 cup of water and cook to a

custard consistency.

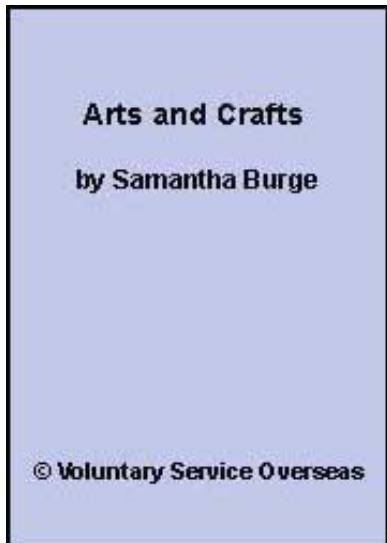
Playdough

Mix the following together in a saucepan and heat for 4 - 5 minutes: 2 cups of plain flour, 1 cup of salt, 2 cups of water, 2 tablespoons of oil and 2 tablespoons of cream of tartar.

[Source: VSO Books Working papers in Development series - <http://www.oneworld.org/vso> - with kind permission to take over this publication on this Library for sustainable development and Basic Human Needs CD-Rom series]



[Home](#) > [ar](#).[cn](#).[de](#).[en](#).[es](#).[fr](#).[id](#).[it](#).[ph](#).[po](#).[ru](#).[sw](#)



Arts and Crafts (VSO)

 *(introduction...)*

 Introduction

 Painting Ideas

 Printing Ideas

  **About the Author:**

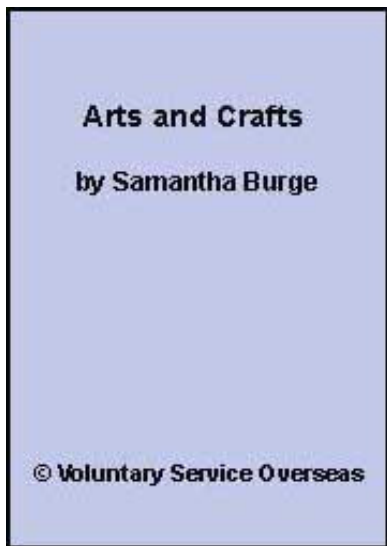
 **Welcome to VSO: Volunteers working for a better world**

About the Author:

The author is a qualified special needs teacher who has experience of teaching both adults and children with learning disabilities ranging from moderate to severe. Her particular interests are teaching through the use of games, developing life skills activities and making using play and craft equipment. Samantha worked for three years as Special Education Teacher in a school for children with learning disabilities in Thailand. Her work involved both working with the children as well as in-service training of the other teaching staff.



[Home](#) > [ar](#).[cn](#).[de](#).[en](#).[es](#).[fr](#).[id](#).[it](#).[ph](#).[po](#).[ru](#).[sw](#)



Arts and Crafts (VSO)

 *(introduction...)*

 Introduction

 Painting Ideas

 Printing Ideas

 About the Author:

  **Welcome to VSO: Volunteers working for a better world**

Welcome to VSO: Volunteers working for a better world

A Window on the Developing world - Launch of free teaching guides : "VSO's new

series of teacher's guides, now also available on the Internet, will help break down professional isolation and encourage free exchange of information and ideas between teachers and carers worldwide."

Jon Snow

VSO Books

VSO Books is the publishing unit of VSO. VSO Books publishes books in development based upon the professional experience of volunteers and their overseas partners. Titles cover topics from natural resources to school libraries, reflecting the wide range of development sectors in which VSO works.

Working Papers in Development

Working Papers in Development share first-hand experience recorded by VSO volunteers and their colleagues, allowing others to build upon their methods and approaches. The first series of Papers focuses on special education and further series will represent all areas of VSO's development work.

VSO Books - current publications

Care and Safe Use of Hospital Equipment.

Muriel Skeet / David Fear, 188pp, £5.00, ISBN 0950905054

The Science Teachers' Handbook

Andy Byers / Ann Childs / Chris Laine, 144pp, £3.99, ISBN 435923021

Setting Up and Running a School Library

Nicola Baird, 144pp., £4.50, ISBN 43523048

Adult Literacy

Paul Fordham / Deryn Holland / Juliet Millican, 170pp, £8.95, ISBN 0855983159

Agriculture and Natural Resources - A manual for development workers

Penelope Amerena, 117pp, £9.95, ISBN 0950905038.

Culture, Cash and Housing

Maurice Mitchell / Andy Bevan, 128pp, £6.95, ISBN 183391530

Made in Africa

Janet Leek / Andrew Scott / Matthew Taylor, 70pp, £4.95, ISBN 1853392146

Water Supplies for Rural Communities

Colin and Mog Ball, 56pp, £5.95, ISBN 1853391123

Introductory Technology - a resource book

Adrian Owens, 142pp, £9.95, ISBN 185339064X

Using Technical Skills in Community Development

Jonathan Dawson, ed Mog Ball, 64pp, £4.95, ISBN 185339078X

VSO Books - Forthcoming publications

Forthcoming publications for a wide development readership include titles on visual aids, maths teaching, nutrition and gardening, sports coaching, agricultural science teaching and special education.

VSO

317 Putney Bridge Road

London SW15 2PN. UK

Tel +44-(0)181 780 2266

Fax +44-(0)181 780 1326

URL <http://www.oneworld.org/vso/>

