

Harriet's Shelf: The Arts, 2004-2005 Selections An Annotated Bibliography

A selected listing of titles available on this topic from the
Early Childhood Training Center's Media Center



Early Childhood Training Center

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Harriet's Shelf, 2004-2005: The Arts

After more than 30 years of advocacy, dedication, and vision, Harriet Egertson retired in 2002 as administrator of the Office of Children and Families at the Nebraska Department of Education. In gratitude for her inspiration to expose all early childhood professionals to the best thinking in the field, the Early Childhood Training Center inaugurated space within the media center known as Harriet's Shelf.

Harriet Egertson has picked the topic of the arts for 2004-2005. She has personally selected and recommended that the following items be added to her special collection at the Early Childhood Training Center's media center.

You are invited to check back periodically for new additions. Some of the descriptions used are from the various book vendors' Web sites.

Authentic Childhood Exploring Reggio Emilia in the Classroom. Susan Fraser, Carol Gestwicki. (2002). Albany, NY: Delmar. This wonderful resource is a complete introduction to the Reggio Emilia approach to emergent curriculum in a North American setting. You will find some theoretical discussion, and many concrete, inspiring stories of teachers who are transforming early childhood classrooms and teacher preparation using Reggio Emilia principles.

Can I Play You My Song? The Compositions and Invented Notations of Children. Rena Upitis. (1992). Portsmouth, NH: Heinemann. The author has written a unique book to help regular classroom and private music teachers recognize and foster children's attempts at notating music as they engage in improvisation and composition.

The Colors of Learning: Integrating the Visual Arts into the Early Childhood Curriculum. Rosemary Althouse, Margaret H. Johnson and Sharon T. Mitchell. (2003). Washington, DC: National Association for the Education of Young Children. This volume will help early childhood professionals present in-depth art experiences to children so that they become engrossed in expressing their ideas and newly learned concepts through art media. Based on standards endorsed by the National Association for the Education of Young Children and the National Art Education Association.

Creativity and the Arts with Young Children. Rebecca Isbell, Shirley C. Raines. (2002). Clifton Park, NY: Delmar. The authors focus on nurturing creativity and integrating art experiences into all areas of the early childhood program. Includes sample thematic units, recipes, and stories.

Discovering Great Artist: Hands-On Art for Children in the Styles of the Great Masters. MaryAnn F. Kohl. (1996). Bellingham, WA: Bright Ring Publishing. Children ages 4 to 12 experience and enjoy painting, sculpting, drawing, and building works of art in the styles of the great masters, such as Van Gogh, Michelangelo, and Rembrandt. 150 art ideas divided into 5 main chapters, based on Long Ago Masters, Masters of the Renaissance, Baroque and Romantic Masters, Impressionist Masters, and Masters of Abstract and Pop Art. The sixth chapter is filled with games and learning materials children can make that will help them remember, learn, and enjoy the great masters and their works.

Educating through Art: The Steiner School Approach. Agnes Nobel. (1996). Melksham, Wilts: Floris Books. The author examines the importance of art in the development of the child and investigates why Waldorf/Steiner schools attach such importance to art in education. She describes Steiner's picture of the developing child and the importance of living relationships and community in the Waldorf school.

First Art: Art Experiences for Toddlers and Twos. MaryAnn F. Kohl. (2002). Beltsville, MD: Gryphon House. Seventy-five fun-filled art adventures that emphasize discovering the materials, exploring the processes, and "just letting it happen." Explorations in sticking things together and printing, among others.

From Play to Art. George Szekely. (1991). Portsmouth, NE: Heinemann. George Szekely shares his many records of exciting hours of play in which children discover their own art in their own ways.

How to Foster Creativity in All Children. Mary Mayesky. (2002). Clifton Park, NJ: Delmar. This book discusses what creativity is and how to promote it. Offers dozens of creative experiences related to art, movement, music, math, science, social studies, food, and language. Descriptions include goals, materials, preparation, and procedure. Many activities appropriate for before- and after-school programs. Includes language development objectives and activities for infants and toddlers.

More Than Painting: Exploring the Wonders of Art in Preschool and Kindergarten. Sally Moomaw, Brenda Hieronymus. (1999). Beltsville, MD: Gryphon House. With more than 100 activities, this book provides an endless variety of art activities for the classroom. Focusing on the process of *making* art rather than on the product, *More Than Painting* is the guide for developing an art curriculum in your classroom.

More Than Singing: Discovering Music in Preschool and Kindergarten. Sally Moomaw. (1997). Saint Paul, MN, Redleaf Press. Discover new ways to share music with kids. More than 100 activities and ideas for songs, instrument making, music centers, and extensions into language, science, and math. Clear directions and musical notations. Cassette contains songs accompanied by guitar or Autoharp. Includes songs for movement and transitions. Let the music begin!

Mudworks/Experiencias Creativas con Arcilla, Masa, y Modelado (Spanish/English Bilingual Edition). MaryAnn F. Kohl. (2002). Bellingham, WA: Bright Ring Publishing. The award-winning book *Mudworks* is now available in a new bilingual format, perfect for classrooms, homes, and playgroups. With over 50 gooey, open-ended activities to engage children's creativity, language, and motor development, *Mudworks* is sure to delight children ages three to eight.

Open-Ended Art. Kathy Douglas. (2001). Grand Rapids, MI: McGraw-Hill. Open-ended art opportunities allow preschoolers to explore and create, make choices, and problem solve. More than 50 art activities using drawing and sculpting tools; painting, gluing,

weaving, and sewing materials; and miscellaneous materials like food coloring, buttons, paint pens, and glue sticks.

Rapunzel's Supermarket: All About Young Children and Their Art. Ursula Kolbe. (2001). Byron Bay, NSW, Australia: Peppinot Press. *Rapunzel's Supermarket* shows new ways to look at everyday things such as textures, patterns, marks, and lines. Explains types of image making—bookmaking, claywork, and construction—that help children explore, communicate, and represent their ideas. Color illustrations of children's works and reprints of art masters are included.

Storybook Art: Hands On Art for Children in the Styles of 100 Great Picture Book Illustrators. MaryAnn F. Kohl, Jean Potter. (2003). Bellingham, WA: Bright Ring Publishing. Hands-on activities encourage children to read their favorite award-winning books, and then explore the styles and techniques of illustrators like Eric Carle or Wanda Gag. Projects include glue block printing, feather collage, pencil watercolor, and 3-D constructions. Includes materials list, process steps, variations, and information about that illustrator's style and history.

Supporting Young Artists: The Development of the Visual Arts in Young Children. Ann S. Epstein, Eli Trimis. (2003). Ypsilanti, MI: HighScope Educational Research Foundation. Two High/Scope authors describe the studio approach to teaching art that allows time to explore and investigate lots of materials. Anecdotes and pictures illustrate how art is integrated into daily experiences in language, literacy, math, motor experiences, problem solving, and socialization.

Weaving In the Arts: Widening the Learning Circle. Sharon Blecher and Kathy Jaffee. (1998). Portsmouth, NH: Heinemann. The authors share what they have learned from incorporating the fine arts into the daily curriculum: how teachers can help students use the fine arts as a bridge to reading and writing, and as valid ways of interpreting the world around them.