



Inventing Art Lesson Plan | PINKALICIOUS & PETERRIFIC®

Children practice how to work cooperatively and exercise their creativity while expressing themselves through art in this PINKALICIOUS & PETERRIFIC® lesson plan. After watching video excerpts from the PBS KIDS series PINKALICIOUS & PETERRIFIC®, they experiment with different painting techniques and materials, create cloud-inspired and mixed-media collage art, and explore the idea that mistakes can be opportunities. In addition to creating a class collage or quilt, students help develop a “make things” box to be used for future projects. Find out more about PINKALICIOUS & PETERRIFIC® on the series website.

Lesson Summary

In this lesson, children watch three video excerpts from the PBS KIDS series PINKALICIOUS & PETERRIFIC® that focus on creativity and the visual arts. Like the characters in the videos, children are encouraged to experiment with different painting techniques and materials. In addition to standard supplies, such as paper and paintbrushes, they use other implements, from sponges to eyedroppers to toothbrushes. They also make cloud-inspired works of art. After learning about mixed-media art from the artist Chanel Thervil, they come together to create their own mixed-media artwork and then a class collage or quilt. Finally, they help develop a “make things” box to be used for future projects.

See [Get Smart with the Arts!](#) for more information about how the arts can enhance children’s cognitive, social, emotional, and academic skills.

Time Allotment

Three or more class periods

Learning Objectives

- Students will experiment with different art media.
- Students will use their imagination to create art.
- Students will work together to create a collaborative work of art.

Prep for Teachers

Set up painting stations that feature each kind of painting implement as well as materials for a mixed-media art station. Children will rotate in pairs or small groups to try out the various methods and materials.

Supplies

Materials

- Items that can be used instead of paintbrushes, such as:
 - Small sponges (cut-up kitchen sponges or makeup sponges)
 - Plastic eyedroppers
 - Used toothbrushes
 - Cotton swabs
 - Feathers
 - Paper straws (you will need to put a drop of watered-down paint on the paper and have children blow gently through the straw to make swirls)
 - Sticks or twigs
 - Toothpicks
- Different sizes and types of paper (be sure to have same-sized paper for the end project)
- Paints, preferably acrylic (you can also use tempera)
- Paintbrushes (different sizes)
- Variety of materials for mixed-media art, including pens, pencils, markers, glitter, feathers, fabric scraps, pom-poms, stickers, wooden craft sticks, and paper scraps
- Cotton balls, glue, and sturdy paper (for the cloud and mixed-media paintings)
- Aprons or smocks to protect children's clothing
- Cardboard box or plastic crate (with a cover)

Handouts

For Teacher

- [Get Smart with the Arts!](#)
- [Picture Book Biographies of Visual Artists](#)
- [Recommended Reading List](#)

For Students

- [Create Your Own Accidental Art!](#)

Multimedia Resources

[Best Pink Present | PINKALICIOUS & PETERRIFIC®](#)

[Cloud Art | PINKALICIOUS & PETERRIFIC®](#)

Introductory Activity

- Begin a brief discussion about art by asking, "What is art?" Talk about how art helps us express our feelings and ideas. It also comes in many forms. Encourage children to expand their definition by including as many types of art as possible: visual arts (painting, drawing, sculpture, printmaking, collage), dance (ballet, jazz, modern, country), dramatic play (pretending, acting, storytelling), and music (classical, folk, rock, reggae).
- Explore the idea that anyone can be an artist. You may want to talk about past art projects that children have done, point out art that is on display in the classroom, or refer to artistic activities that children do outside of school.
- Discuss some of the materials that visual artists use in their work. Ask children for their ideas and write them on chart paper or a whiteboard. If possible, collect samples of the materials for the list. Add other ideas from what you have brought in for the cloud and mixed-media projects.

Learning Activities

1. Watch the Best Pink Present video excerpt.

- Tell children that now they are going to watch [Best Pink Present | PINKALICIOUS & PETERRIFIC®](#), an excerpt from an episode called Best Pink Present. Explain that Pinkalicious is a girl who loves to use her imagination to make all kinds of art, including painting. Her brother, Peter, often joins in the fun, but sometimes he can be a little annoying.
- After watching, check for understanding by asking students to recount what happened in the video. What was Pinkalicious planning to do? What happened when Peter bumped into her with his scooter? What happened after that? Correct any misunderstandings.

2. Accidental Art Activity

- Tell the children that they will now do some painting. However, instead of using brushes, they are going to experiment! (Note: You may want to use larger paper for this activity.)
- Show and name the tools that you have brought.
- Divide the class into pairs or small groups. Give each group a few minutes at each painting station to try out the implements.
- After children have completed their tour of the painting stations, gather them back into their pairs or small groups.
- Have one child from each pair or small group choose one of the painting implements (you can now add brushes to the mix). On a clean piece of paper, have the child begin a new work of art. Give students a moment to think about what they would like to show in their painting. You may want to circulate through the class and help children as

needed. You can also brainstorm some ideas as a class to get the process going. For instance:

- You can talk about making shapes, lines, patterns, or marks that overlap.
 - You can suggest that children make a drawing of something they have seen before: an animal, landscape, object, person, etc. They can also invent an animal or a make-believe place.
- After a few minutes, have the children stop and pass their paper to their partner or the next person in the group. Give that child a chance to choose an implement and add to the painting.
- Have the pairs or small groups view the painting together. How did it change? What colors or shapes were added? What happened to the original idea of what the picture was going to be? What does the painting look like it's about now? (If there's time, repeat the process by having the second child begin a painting and then have the first child add to it.)
- How did Pinkalicious feel at first when Peter bumps into her and "ruins" her original idea? What does she think about the final result? Have children talk about how they felt when their drawings changed.
- Have children sign (or dictate) their names to the shared painting.

3. Watch the Cloud Art video excerpt.

- Gather children to watch the [Cloud Art | PINKALICIOUS & PETERRIFIC®](#), an excerpt from an episode called Cloud-O-Matic. Before they watch, explain that Pinkalicious's mother is an inventor. You may want to review the definition of *inventor*.
- After watching, discuss what happened in the excerpt. Ask: *What did Mom invent? What kinds of cloud creations did she make?*
- Watch the video again, if needed, to examine how Mom and then Peter made their flowers—by drawing a circle and then ovals all around for petals. Talk about the difference between a circle shape and an oval shape.
- If you can, go outside and look at clouds together. Ask: *What kind of weather is it outside? What color are the clouds? Are there a lot of clouds or just a few? Talk about the different shapes you see. Do any of the clouds resemble animals or things?* Have children share what they observe.

4. Cloud Art Activity

- Tell children that even though they don't have a Cloud-O-Matic machine, they can make their own cloud-inspired art!
- Discuss the idea that in this excerpt, the art that Mom, Pinkalicious, and Peter made was *not* accidental. It was based on a specific design.
- Have children design their own cloud art, using pencils to draw their ideas.
 - Encourage them to sketch more than one idea of what they might want their clouds to be.
 - Consider having them practice using circles and ovals by making flowers like Mom and Peter did in the video.

- Remind children that Pinkalicious drew a unicorn for her cloud art. What shape or figure would they like to make? Their drawings can be realistic or fantastical, shapes, or abstract forms.
- After children have decided on their design, do one of the following:
 - Option 1: Have them use a pencil to draw their clouds. Once they are satisfied, they can outline their drawing using markers. Have children fill in their drawings by gluing on cotton balls or layers of paper scraps or crepe paper of various colors. Children can pull and stretch the cotton to create different types of textures for the clouds.
 - Option 2: Have children paint or use colored pencils to draw and color in their clouds, experimenting with different color shading or patterns.
- Display the finished cloud art in the class.

STEM Extension

- In the video, Pinkalicious says that clouds are made from water, and Peter notes that “that’s where rain comes from.” Use these science facts to extend the lesson or to introduce a unit on weather.
- Explore how clouds are made and what they indicate about weather. You may want to use books or additional videos, such as [Clouds and Weather: Everyday Learning](#) or [PEEP and the Big Wide World: Stormy Weather](#)
- If you want, go outside and observe clouds with the class (see above). Have children write or draw what they see.
- To help children observe weather and weather patterns, have them look at the clouds for five days in a row. Make a weather and cloud chart to record their findings or have them create pictures each day based on what they see. Create a chart with the days of the week and the accompanying pictures. Next to the chart, have children help you summarize what they have learned about clouds and weather. (See the [What Is Weather | Lesson Plan](#) for more activities and ideas.)

5. Watch the Mixed-Media Art video excerpt

- Explain to students that now they are going to watch [Mixed-Media Art | PINKALICIOUS & PETERRIFIC®](#), an excerpt about children working with a mixed-media artist named Chanel Thervil. Preview the term *mixed media*. Explain that the term is used to describe art that is made using different methods (mixed) and materials or formats (media).
- After watching the video, encourage children to share their reactions and thoughts. What did they think of Ms. Thervil’s mixed-media art? Did her studio look like a fun place to work?
- Talk about the word *collage*. Do students know what it means? Ask for suggestions and then explain that a collage is a work of art made up of many different pieces. Point out examples of collages that children may have previously made.
- Toward the end of the video, one of the children comments, “We all started with many (of the) the same things. Once we made our art, it became different.” Ask students to

think about the art they've made so far. Did the same thing happen? How can art help each of us express our own thoughts, feelings, and ideas?

- Have children review the art they have created so far. Could any of their creations be called mixed media? Why or why not?
- To extend this activity (and to add a mixed-media experience if children haven't already done so), invite children to experiment with a variety of materials to create their own mixed-media work of art.

Culminating Activity

1. Create a Collaborative Collage

- Remind students about the meaning of the word *collage*. Explain that now they are going to create a class collage from their own works of art! Have students choose one piece of art from the various works of art they've created—accidental art, cloud art, or mixed media. Make sure each piece has the artist's name on it.
- Help students tape or staple their pictures together. Then step back and take a look. Ask students: *What patterns can you see? How did the collage, made up of different elements, become its own piece of artwork?* If you want, have the class think up a title for the collage. Display it on a wall or bulletin board.
- Congratulate the class on their artistic talents!

2. "Make Things" Box

- Together, watch [Best Pink Present | PINKALICIOUS & PETERRIFIC®](#) again. Notice when Pinkalicious takes out her "make things" box. What is in it?
- As a class, brainstorm ideas for a class "make things" box. If possible, go around the room and collect supplies to put in the box (pencils; colored pencils or crayons; markers; pens; stapler; glue; glitter; tape; cloth scraps; recycled items, such as paper towel tubes; and so on). If extra supplies are not available, make a wish list with the class and gradually fill the box over time.

3. Read All About It

- Gather books about various painting styles—realism, impressionism, pop art, folk art—and share them with the class. Include books by or about collage artists such as Henri Matisse and Romare Bearden. You may also want to use picture book biographies of artists (see [Picture Book Biographies of Visual Arts](#)) to introduce a variety of techniques. Invite children to create another painting on their own, experimenting with their choice of tools.

Home-School Connection

- Send home the essay [Get Smart with the Arts!](#) so that families can support what children are learning. If you have a class website or newsletter, you may want to post a picture of the class quilt or collage.
- Invite families to make their own "accidental art" painting or drawing by sending home the [Create Your Own Accidental Art! handout](#). Encourage families to send the

finished art to class and, if possible, to write a short caption on it about who made it and what the painting is about.

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