

IT'S THE PROCESS NOT THE PRODUCT

The young child does art to discover, explore and experiment. By allowing them this freedom 'to do' art they will discover many things including colour, shape, form and texture while experiencing joy, patience, creativity and the mystery of manipulating various materials. For this reason the **process** is more valuable to them than the **product** and is most beneficial for the young child. What a child has created is perfect for them and their stage of development. Introducing a variety of art materials, and allowing them to do their art will allow them the opportunity to explore and discover their world and is the foundation behind the term 'Process Art'.

Once the materials and concepts are introduced to them, do not correct, adjust, change or suggest. What they have created is their experiment, discovery and masterpiece, and is exactly how they want it!

Adults can encourage the joy of discovery by engaging with curiosity in the child's process. Asking open ended questions or observations is a positive way to reinforce the child's natural delight and creativity. The process of discovering whether it be the feel of wet, slippery paint, globs of clay or glue, constructing sculptures, mixing colours to discover new ones or just the joy of exploring art is the most important part of stimulating a sensory creative expression.

Art Educator and Author, **Mary Ann Kohl** suggests these open ended questions to "encourage discovery and process";

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| <ul style="list-style-type: none">• Tell me about your artwork.• What part did you like best?• You've used many colors.• Did you enjoy making this?• How did the paint feel? | <ul style="list-style-type: none">• The yellow looks so bright next to the purple!• How did you make such a big design?• I see the painting is brown. What colors did you use?• Show me the fluffy part.• I see you've made your own shade of brown. |
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GENIUS AT WORK



*The artist bent over his easel and took up his palette and brush.
He sketched in the curve of an outline in colors all vivid and lush.
I watched him add highlights and shadows with deftness and delicacy, convinced
that no Reubens or Titian worked with greater absorption than he.
He splashed on a bit of ripe crimson. He blended in scarlet and maize.
Then at length he leaned back from the canvas and appraised it with critical gaze.
Slowly he turned and presented that completed creation of his.
"See, Teacher! My picture's all finished. Now help me decide what it is."*

-Adelaide Holl