Mixtape: 6 Crafts for Kids with CBTV

Chapter 1 - Mixtape: 6 Crafts for Kids
Make an assemblage with Abby and Violet
- In this next project, we're going to go around the house and collect items that we might not be using anymore. Maybe old toys or found objects. Natural items. We're really scavenging for supplies to put together into something we call an assemblage. It's assembling items and making them into a 3D collage. We're also going to explore form as an element of art. This project is inspired by Louise Nevelson, the American Ukrainian artist who created work from found items she collected on the streets of New York City. All of the items that we have collected have been agreed upon. We're not going and taking items from people's bedrooms or the kitchen that we haven't had permission to use. Do you wanna start looking through there? - [Violet] Yeah, I see some blocks that I'm gonna use. - [Instructor] You're excited about those blocks. What I like about assembling different items from around the house and from outside is that these items then are going to be put together in a form of your choosing. In order to put 'em together, you're gonna need a box top. Do you want to pick one of these? - [Violet] Yeah, can I have the medium one? - [Instructor] Yeah. - [Violet] Thank you! (objects knocking) - [Instructor] This big one's kind of fun! but I think I'm gonna build in this little tiny box. - [Violet] Yeah, it would take a long time to use that- - Yeah, okay. - A small one. - [Instructor] I'm gonna put our paintbrushes to the side 'cause we don't need them yet, and we've decided to share a hot glue gun today. This is a cordless hot glue gun, which I highly recommend because then you're not tripping over the cord or bumping into it. It's also important for safety purposes to make sure to have an agreement to not touch the metal tip of the hot glue gun. When you're done using it, we have an agreement that we always return it standing up on top of this piece of cardboard so we don't make a mess or damage any of our surfaces. Ready? - Let's go. - [Instructor] Okay, I know you wanted to use this cow. Would you like to use the cow (laughs) - [Violet] Maybe. - [Instructor] I also put in here this pack of tiny colored pencils- 'cause I thought- they could be fun. - You could take out. - The colored pencils. - Yeah. - And use those. - Okay, pause. - [Instructor] Wait, wait, wait. What are you doing? - What? - We're gonna assemble first and then we're gonna come back and glue it all together. - Oh. - Do you know why we're gonna do it that way? - Why? - Because then it lets you figure out different ideas of how to put it together before you decide on the way you like- it best. - Oh, okay. - Does that sound good? - I'm just like, I'm off! - I should have told you. - You were excited to get going. Okay, ready and go! (objects rattling) Lego bike. - [Violet] Hmm, wait, oh, that's a screwdriver! - [Instructor] I know. There's a tiny bone. - Oh my gosh. - What is in here? - Oh, I found a domino. - Can I use this? - Yeah, sure. - Okay. - Please use the domino. - [Violet] Good thing because me and Cora do not- do well with the dominoes. - Yeah. - [Instructor] Your kids might think that some of these items are more precious than they actually are. It's important to remind them that you're taking them and giving them a new life by assembling them together into a freeform sculpture. - [Violet] I mean, these are fun to- - That's kind of fun. - Do something with. - [Violet] But it is also fun to do this. - [Instructor] Yeah, I noticed that you lined up those blocks kind of all in a row. - Rainbow order. - Uh huh. - [Instructor] Oh, you put them in a rainbow order. That's fantastic! - [Violet] I'm gonna do rainbow, so can I use this? - [Instructor] Yeah, I'm feeling kind of inspired by being in the city this week, so I am actually going to use some of these to create like little- abstract buildings? - Where's the Lego? - [Violet] Oh there you go. - Oh, fun. Oh, you're really going with a rainbow theme as you put all these together. That's

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awesome. Once you have an idea of where your piece is going, it's really fun to just go for it and start gluing things together. - Yeah, just put everything, ooh! - [Instructor] Ooh, oh, look it. - I can squish it in. - Look it- - I put that lid in there- - Oh, oh, oh. - And it made like a circle. - It it like perfect. - [Instructor] Yeah, I know that- I'm gonna use that, so I'm gonna glue this down. Okay. - Okay. - [Violet] Yeah, I know I'm gonna, I know I'm gonna use this piece, but I'm gonna try to put it in the way I want it to. Oh, that's perfect! Okay. - [Instructor] The little wood scraps are kind of fun to layer, huh? - Yeah. - I need a toy. - [Violet] Oh, ah. - Huh? (talking over each other) I think I'm gonna go with this horse. Look at, you can also glue different items to different parts of the box. It doesn't have to all be glued flat down. With this horse, I'm gonna actually glue its hooves down to the bottom so that when I display my piece, it ends up being upright like that, - [Violet] I'm trying to shake my thing up- so it looks like... - Yeah. - [Instructor] It might be helpful if you're ready to glue those things, you might wanna move them over here in that same line and then put them back one by one. - Oh, yeah. - Do you think. - That would be helpful? - Wait. - [Violet] I'm just gonna put it in a line and- - [Instructor] That's a great idea too. You're gonna put the glue directly on there? Yeah. - Hah. - Nice choice, - Hah. - [Violet] Okay. - [Instructor] Go for it, before it dries. (Violet speaks indistinctly) I think it's important to be playfully engaged in this process. Gluing together objects might not be something that you've done before, but it really is a very playful experience. - You can insert going down. - [Instructor] Yeah, yeah. I'm just excited about, oh, do you want that? - (gasps) No, okay! - Do you want that? - [Instructor] You can maybe take one of those out. I bet you can pull one out. - [Violet] Oh, pulled it, yay! (object snaps) - Yeah. - Got it. - [Violet] That sweet relief of pop. (Instructor laughs) - [Instructor] Can I use that green one then? - Yes. - Okay. - [Violet] You can use the green one because I already have like- a teal one. - Sometimes. - [Instructor] We have to negotiate about sharing the materials, don't we? - Yeah. - Especially. - [Instructor] If you have siblings at home there's a lot of negotiation that happens in this project as well. - Yes. - And collaboration. Okay, I'm getting excited about what you're doing, but I'm gonna get into mine now. (objects tapping) - [Violet] Yeah! (gun taps surface) I'm going to try something with these ginkgo leaves after. - [Instructor] Cool. I'm sort of putting this domino piece kind of hovering- - Yeah, I like it. - By the edge of that. - It's really cool. - Yeah thank you. - [Violet] You could make it as like a stable for the horse. - [Instructor] Oh, yeah, if I wanted to do like a little- like a create a little world. - 3D. - A 3D world. - Yeah. - That's actually another direction that this project could go. If you weren't focused on form and building abstract assemblage, you could grab different objects and create little worlds for different things to exist in. (objects knocking) - [Violet] I don't have any clouds. Wait, what if I hot glued a hot glue stick down? - You could- but we probably don't want. - Yeah. - [Instructor] To now 'cause we need those glue sticks. - [Violet] Wait, actually, I have no idea. - Yeah. - Ooh. - [Instructor] Oh, cool. I'm also trying to organize my objects. I don't know if you're doing that but I'm trying to, oh I can tell you're doing that actually. - Yeah. - [Instructor] Is organizing something in a small space can feel really satisfying? - [Violet] There's another green. How did I miss this? Wait, what? - [Instructor] Oh, giant, giant Lego or giant building block. - [Violet] Ah, got it! Okay. - You all right? - [Violet] I'm going to use this one. I can't squish that one up there, so I'm going to, oh, yeah. Ginkgo leaves. - Hmm. - Going to try. - [Instructor] Oh, that fan shape is really nice. - [Violet] I'm gonna try to overlap these ginkgos so it looks cool. - [Instructor] Do you want more? - [Violet] Yeah, thank you. You don't wanna burn yourself, if like, if you're using leaves, because they're pretty thin and so you wanna be really careful. - We are making sure to keep all of our items inside the frame of the box. That's gonna help when we go to display them either on a shelf or tacking them up to the wall. If items are sticking out of your box, you're gonna run the risk

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of them breaking off. Are these all glued down? - Yeah. - Awesome, you're on your way. - [Violet] I'm on my way. You should have the horse. - [Instructor] I'm almost done with mine. - Yeah. - I do like that idea. - [Instructor] Of the horse. I'm gonna do that. It's gonna be tricky to get his hooves in there, but I'll try. - Ooh, a tiny person! - Hmm? - A little pig doll. - Ooh, I can stick it. - [Violet] In right here. I'm trying to use as much space as I can because, well, it would be really cool because I'm trying to stick everything in because I have the doll right here. I like had just enough room to put it in though. (Instructor laughs) - [Instructor] I'm not using that if you want that too. - [Violet] Okay. (glue gun taps surface) - [Instructor] What do you notice about the colors that I chose? - [Violet] Wait, oh, it's red, blue, yellow! - [Instructor] Yeah, you remember what those are called? - The primary colors? - The primary colors, yeah. (objects rattling) - [Instructor] Okay, I'm almost done with making all of my choices. How about you? - I, yeah, I just need to glue these down. - [Instructor] Okay. (objects rattling) - [Violet] Yeah, oh no, there's a hole in this! (Instructor laughs) - [Instructor] Oh, but you put the glue in the middle (laughs). - [Violet] Oh, no. - [Instructor] Oh, no, there's a hole in this (laughs). - [Violet] Actually, that's kind of cool though. - [Instructor] Yeah, I enjoy watching you work because I feel like I can see how your brain is making different- creative decisions. - Oh these kind of. - As you're piecing. - Look like gears. - It together. - They kind of look like ears. - They do look like ears. (glue gun taps surface) Time for a new glue stick. - [Violet] Time for a new glue stick! - You can really tell that as your child gets going, new ideas come to them and that's the really fun thing about observing and reflecting on what they're doing because their choices might mean something different to them than they might to you. - Hmm, I think I'm done. - You think you're done? - I'm done. - I'm done, okay. - [Instructor] Should we turn off the glue stick before we chat about our pieces? - [Violet] Wait. - [Instructor] Uh oh, (laughs). - [Violet] Came right off. - [Instructor] Maybe just, yeah, really get it in there. Yeah, all right. - [Violet] A lot of glue for that, done! - All right. Now that we're both finished, I wanted to show you another option. I created this piece before we arrived at the studio, and I started with just one layer of acrylic paint on it. So another way that you could push this project is that you can paint a layer of it, unifying it together. The element of unity in art is a really easy one to achieve if you have a lot of really different objects that you've put together. Painting it one solid color is something that Louise Nevelson became very famous for. For now, I think we actually like the way that these two pieces are looking on their own. What do you think? - [Violet] Yeah. I like my rainbow. I wanna keep it like (laughs) this. - [Instructor] Yeah, where would you want to maybe display that? - If I was gonna display it, I would probably wanna do it on a shelf. I could do it this way or I could do it this way. Either way would work. - Yeah. Violet's really flexible with the orientation of her project, and I think that, that is a really important part to remember, when you're doing this kind of an activity with your kids. There's no wrong way to engage in the process. (hands clapping) (group cheering)

Draw line monsters with Constance

- Lines are great for making designs and details and filling in spaces. So for today's prompt, we're going to be using this book, which is "Jeremy Draws A Monster" by Peter McCarty. This is one of my favorites. Well-loved, well-used, I don't even have the cover anymore. This book is really filled with beautiful and fun and quirky illustrations. And it is also a wonderful and touching story that can be interpreted in many different ways and used for many different lessons and ideas. But we're going to be inspired by the character Jeremy, who takes out his fancy pen and starts to draw, and Jeremy draws a monster. So we're gonna be drawing monsters and filling them in with lots of lines and designs in very much the same way that it happens in the book. So it's just a great, wonderful book

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with hilarious illustrations and beautiful pictures. So we're gonna use this book as the inspiration, and we're gonna draw a monster with simply using a ballpoint pen. That's it. Okay. So the cool thing about monsters is that they can be any shape, size. There's no wrong way to draw a monster. So I'm gonna do kind of a blobby monster. I'm gonna do weird blobby line. I'm going to add some feet. And maybe some weird hands. I'm gonna make my monster sassy with the hands on the hips and give it some eyes. What's cool about monsters is that you can have lots of different facial features. You don't have to have just two eyes. Mouth, some teeth, maybe one big tooth there on the bottom. Fill in those eyes. Maybe I'll give my monster some horns similar to Jeremy's monster. I like horns. And then that's the basis of just having a monster. And then we're gonna fill it in with lots of lines and designs. And it's a great time to practice making different kinds of lines, remembering our line charts, lines that we painted, any other kind of lines that you wanna make. So I'm gonna start filling it in with squiggly lines and loopy lines, zigzag lines, all kinds of lines. And you can fill in your monster with as many little itty bitty lines as you want. But what's really important, I think, if I was teaching this in class with kids, I would just remind them that we're not coloring in the monster. So we won't be using our pen to color in. We would just be making all the different kinds of lines that we can think of. And that can sometimes be a challenge 'cause you kinda wanna fill in by coloring, but that's not what this tool is for. You can always turn your paper. It's not against the rules. I'm gonna do some of my dotted lines that I enjoy. But I'll tell you what, as classroom teachers, there's nothing worse than 30 little pencils or pens making this noise. So sometimes we just draw them by, instead of tapping, actually drawing the lines. Feel like I'm wondering if my monster needs a nose. I think I'm gonna give it a little nose. Some coloring in the nostrils. So, but everything else is gonna be lines and designs. It's a great activity to do like in the car, if you have a whiteboard and driving. It's a good fun 'cause you can just keep going with so many different lines. And there's no wrong way. There's no wrong way to draw a monster. It's your monster. They can be funny. They can be silly. They can be mean and scary if you want. They can have claws, they can have wings. They can have all different kinds of things. That's basically the monster. I can do the arms and legs if I wanted to. I could fill in the horns if I wanted to keep going. I have another example to show you of a different monster done earlier. So you can see, I do like the horns. So this one, I spend a little bit more time filling in with the lines in all the portions of it. This is a great way to play with lines, to fill up space, to create texture, and just have a lot of fun creating monsters of any shape, size that you want to.

Paint an ice-cream cone with Suzy

- Are you ready to make some ice cream? We've got the letter I. Let's get started. I'm just going to draw in our ice cream lines. Here's our little cherry on top. Then I'm gonna grab myself some pink. I'm thinking that this is cotton candy ice cream. When I create these letters, I'm trying to have the shapes mimic the object or animal that we're talking about. So this is the letter I, and I want it to look like an ice cream cone. For the letter G, I wanted it to look like a goose. And I think the ice cream cone was the one that came the fastest to me, because an I actually does look like an ice cream cone. Hey, look at that, cotton candy ice cream done, or maybe it's strawberry. So next, we are going to do the cone. We're doing the cone next, because I want that to dry before I put on the the cone details. I'm gonna grab some yellow with my big brush again. And I've got a very special pen that I'm gonna try for my cherry. It's called a dauber, and it's really easy for everybody to use, because it just makes circles. So we're gonna try daubing out this cherry. Look at that, how fun. Got our fun, little cherry on top. Thank you, dauber. I'm gonna put a little heat on it, 'cause it looks like it's not quite dry. If I wanna add some detail, it's gonna all bleed everywhere. So an ice cream cone

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usually has some sort of a waffley pattern on it. I'm just gonna draw some lines here. And if you want to, maybe that's where you stop. Maybe you just use your pencil, and you draw some lines. I'm going to add another layer of color over the waffle lines. Gonna go with my dark yellow. And I'm gonna take my little, teeny brush. Teeny tiny brush. Then finally, you can add sprinkles or your favorite topping to the ice cream cone. My dad called sprinkles jimmies, and it could be 'cause his name is Jim, so he liked to use that term instead of sprinkles. This ice cream cone looks so good, I could almost take a bite.

Fold an origami star with Faith
- Making these stars is super addictive, so make sure you prep enough paper before you get started. I'd suggest doing a couple different widths to see what you're most comfortable with. Don't go any smaller than three-eighths of an inch, but no larger than a half of an inch, just to see what works best for you. We're working with a half an inch. Begin by grabbing your piece of paper about two-thirds of the way up, and you'll wrap the tail end around your finger and tuck this edge through. So essentially we're just making a knot with our paper, and we want these five sides to all be the same width. So you can see this side is a little bit wider. This side is the smallest. So this can be helped by just pulling this through a little bit more. And once everything is the same exact size, we crease it all down and then you'll fold up this tail end. If it's longer than the width of your shape, you can rip it off or you can fold it over, but we wanna make sure it doesn't extend past this edge. Now we're going to fold this straight down. And when we do that, the bottom edge will line up with this bottom edge. We're gonna fold it straight up along here, and the top edge will line up here. So we're gonna repeat this all the way around, making sure we're pinching it each time we crease it, and making subtle adjustments to make sure that these edges are always lining up, and we're folding it nice and tightly. And when we get to the end, we'll be able to tuck this into this flap. Now here is where we get some dimensionality. We're going to pinch this together to make it puff up. (paper crinkling) And there we have it, a little star. I'm gonna show you again using this pattern paper because it only has patterning on one side and you'll have to pay attention to that versus with our solid paper, which you didn't have to pay attention. So two-thirds of the way up, (paper crinkling) tying it in a knot, (paper crinkling) pulling it through. (paper crinkling) And if we fold this here, it does extend past the edge, so I'm just gonna fold it down. If we fold it up, this is the wrong side of the paper, so we'll fold it down. And this one's also a little bit longer, so we follow the exact same process, folding and creasing all the way around. (paper crinkling) And this is kind of too short to tuck into here, so we're gonna tuck in on this edge. And fold this up so that it doesn't extend past the edge. Tuck it in here. And then we pinch, pinch, pinch, pinch, and we have another teeny-tiny star. Now what do you do with these when you're finished? You can sprinkle them on a table or keep them in a bowl. You can write sweet messages on the inside of them. Or you can just pretend that they're confetti. (stars clicking)

Make a spider sculpture with Dawline
- You can use regular at-home materials to create works of art. Today, we're gonna be looking at an artist who creates larger than life sculptures. This artist's name is Louise Bourgeois. One of her most famous pieces is a giant spider that towers over reality. We are gonna be using aluminum foil to recreate little tiny spiders. We're gonna use regular household tinfoil. I precut some pieces of foil so that I can easily grab it and add when necessary. (foil rustling) First, I'm just gonna fold this over, and start forming. (foil rustling continues) (foil rustling continues) I am just getting these nice and

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tight. (foil rustling continues) (foil rustling continues) I think I have enough legs to get started. I am wrapping them around each other so that they form a tight center. (foil rustling continues) (foil rustling continues) (foil rustling continues) (foil rustling continues) (foil rustling continues) I wanna make sure my eight-legged friend has all the right parts. These are a little piece of fantasy that I imagine all spiders to have. And now, I'm going to move it around in different directions to make it stand. (foil rustling continues) Now, that we've made our little eight-legged friend, you can even make some other characters for them to interact with. (Speaker growling)

Fold a house book with Jody
- This piece of paper is rectangular. I think it's a little larger than 8.5 by 11. It doesn't really matter. I think it's maybe 8 by 12 piece of craft paper. Just really meant for children's crafts. I'm gonna fold the piece of paper in half, meeting the short edge to the short edge, matching up my corners. Boning down the crease. I'm gonna open it up. I'm gonna fold it in half again, this time meeting the long edge with the long edge. If you're working with kids, you might wanna call this the hot dog fold. And this the hamburger fold. Okay. Now we've got two folds in our sheet of paper. We're gonna meet the long edge to that center edge. So another hot dog fold. Crease it down. Turn it around. Again, meet the other long edge with that center edge. Making another hot dog edge. Okay, paper looks like that. Now we're gonna make the hamburger fold again. Okay. And now we're gonna take this corner and meet this top edge just right into that fold. And this is called a shirt collar fold. Give that a good crease. And we want to do that again on this side. Different angle, shirt collar fold. Right? So this is what it looks like so far. We're gonna open up our shirt collars and we're gonna push that down. And we crease it. And there we've got our house book. You can readjust the folds a little bit on both sides, depending on what you wanna do with it. Okay, and now you have a little house book. You can decorate it with drawings of your own house, your fantasy house, write stories about your house. And again, it's a great project to do with kids.

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