

What's the Story  
Kindergarten & 1<sup>st</sup> Grade  
Cowboys, Indians, and Art

Resource Packet  
Booth Western Art Museum



## Kindergarten & First Grade: Cowboys, Indians, & Art

### Math & Visual Arts

**Materials:** Construction paper, scraps of wrapping paper, scissors, glue

**Activity:** A Shape Collage



#### **Step by Step**

1. Students choose two scraps of wrapping paper that are about the same size.
  - Students hold the two pieces together as they cut out a circle, triangle, or square.
  - Holding the two identical shapes together, the students fold the shape in half.
  - Cut out the center of the shape.
  - Additional cuts are made to the remaining shape.
2. Students glue the pieces on the construction paper square using parts of one colored shape to complete the other colored shape.

**Credit:** *How to Teach Art to Children*. Joy Evans and Tanya Skelton. Monterey, CA: Evan Moore Corp., 2001.

**Materials:** Black, 6" x 4" construction paper; various colors, 4" x 6" construction paper, scissors, glue

**Activity:** Shapes in Art



### **Step by Step**

1. Students cut shapes from the colored rectangles.
  - yellow—sun
  - green—top of a tree
  - red—house
  - blue—stairs
2. Students use colored paper scraps to add details to the cutouts.
3. Students layer the cutouts on the black paper. The farthest away should be in the back. Glue in place.

**Credit:** *How to Teach Art to Children.* Joy Evans and Tanya Skelton. Monterey, CA: Evan Moore Corp., 2001.

## **Activity: Using Your Senses**

**Materials:** familiar objects from the classroom and/or objects connected with Cowboys, Indians, and Art...Examples:

- Crayons, markers, paint brushes, glue sticks
- Items made of leather, cowbell, cowboy/girl boots, beef jerky
- Feathers, moccasins, beads

### **Sight**

- Teacher lines up objects on a table and asks students to identify and describe them.
- Students will close their eyes.
- Teacher removes one of the objects.
- When students open their eyes, they will try to identify the missing object.

### **Touch**

- Teacher places a few objects in a bag.
- Students take turns being blind-folded and touching and feeling the objects in order to identify them, explaining the attributes of each object as they go.

### **Taste**

- Teacher provides several foods for tasting, after checking for allergies of course.  
Examples:  
Lime, lemon, plum, peach, carrot, celery, chip, etc.
- Blindfold the student and let him/her taste a food.
- Student will answer questions: Is it salty, sour, sweet, bitter, etc.?

### **Smell**

- Teacher provides materials: class jars covered with paper or cloth and lids with holes punched in them, containing the following:
  - Cologne
  - Black pepper
  - Baby powder
  - Garlic
  - Shaving cream or soap
  - Coffee beans

Teacher allows students to smell each object and identify it only using their noses.

### **Sound**

- Teacher provides materials: metal spoon, wire hanger, 2 feet of kite string, ruler
- Teacher will tie the hanger of the spoon or hanger in the center of the string.
- Teacher will wrap the ends of the string around both fingers, making sure both strings are the same length.
- Student will place the tip of each index finger in each ear.
- Student will lean over so that the spoon or hanger hangs freely and tap it against the side of the table.

It will sound like a church bell because the metal in the spoon starts to vibrate when struck. These vibrations are transmitted up the string to the ears. Objects must vibrate to produce a sound.

**Credit:** <http://mypages.iit.edu/~smile/bi9506.html>