

SPARKS!

ART FOR WELLNESS TOOLKIT

for the Community Care Sector

This Toolkit features a selection of art activities utilising a range of techniques that were designed by artists for the Community Care sector's inaugural Arts Residency. The pilot was held under the auspices of the AIC Wellness Programme between October 2017 and January 2018 and was a joint initiative by the Agency for Integrated Care and the National Arts Council.

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Sunshine Welfare Action Mission (SWAMI) Home
Villa Francis Home for the Aged

Ling Kwang Home for Senior Citizens, Ren Ci Hospital and **Society for the Aged Sick** for their advice on this Toolkit.

Amira Komari for demonstrating the activities in the instructional video clips.

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Published by Agency for Integrated Care
5 Maxwell Road, #10-00 Tower Block
MND Complex
Singapore 069110

Website: **www.aic.sg**

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From responsible sources
FSC™ C123317

Contents

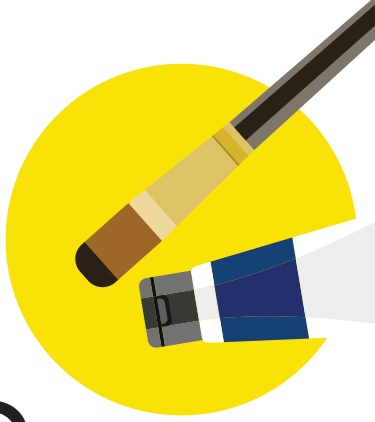
02
Introduction



04
Tips for a Fun, Smooth and Inspiring Art Session



11
How to Use this Toolkit



12
Overview of Activities
Introductory Art Activities

48
Overview of Activities
Sensory Stimulating Art Activities

80
Overview of Activities
Cognitive Stimulating Art Activities



116
Glossary of Materials

Welcome to the Sparks! Art for Wellness Toolkit



Creative activities present many benefits and enhance personal wellbeing. The art activities here were developed during the Community Care sector's inaugural Arts Residency and was created by 10 artists who were paired with 9 nursing homes across Singapore.

Taking into consideration wellbeing principles adapted from the "Five Ways to Wellbeing" (New Economics Foundation, United Kingdom), the art activities provide Community Care participants opportunities for self-expression, learning, discovery and social experiences. Step-by-step instructions, facilitation tips and selected videos are also provided so that anyone, regardless of their previous art experiences, can lead sessions confidently.

We hope that this Toolkit sparks joyful and memorable experiences for Community Care participants and people caring for them. Enjoy!

Agency for Integrated Care and National Arts Council



Five Ways to Wellbeing*

01 Connect...

with your immediate and wider community for support and enrichment

02 Be active...

and take part in activities you enjoy and are appropriate to your level of fitness and mobility





03 Take notice...

to strengthen and broaden awareness. Heightened awareness can enhance your self-understanding and enable you to make positive choices

04 Keep learning...

for a sense of confidence and fun

05 Give...

back to your community and create connections with others



*Aked, J., Marks, H., Cordon, C., & Thompson, S. (2008) Five ways to wellbeing: The evidence. The New Economics Foundation - https://bit.ly/2LDLWrL

Tips for a Fun, Smooth and Inspiring Art Session

A fun, smooth and inspiring art session is influenced by several factors:

- **The Environment: Where the Art Activity is Held;**
- **Our Manner: How We Select, Prepare and Deliver an Activity; and**
- **Our Reflections: What We Understand of the Process.**

These will enhance awareness and the ability to provide Community Care participants a positive artmaking experience whilst shaping us as good art facilitators.

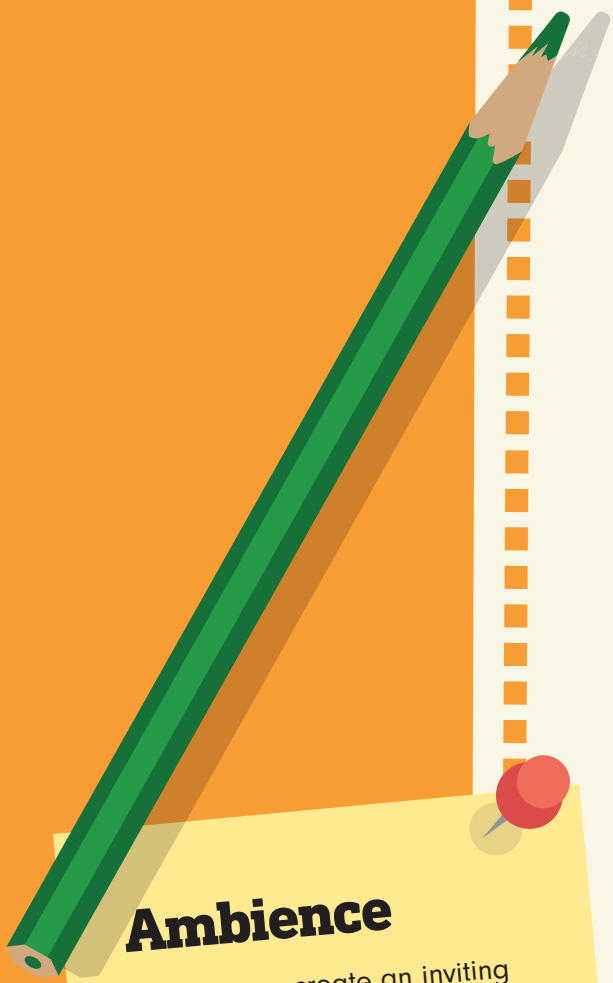
The guiding principle when planning an activity is to explore and provide avenues that will promote and maximise participants' wellbeing.

The Environment

WHERE THE ART ACTIVITY IS HELD

Create a Pleasant, Inviting, and Safe Environment

Everyone loves such an environment!
It is welcoming, inspiring and helps build rapport, promotes relaxation and encourages participation.



Space

- An ideal space is quiet, has good lighting, comfortable temperature and ventilation.
- If using lightweight materials (e.g., Crepe paper), it is advisable to work in an air-conditioned environment as fans are likely to blow the materials away.
- Arrange tables and chairs in a way that enables you and participants to see one another and the surroundings (e.g., A "U-shaped" table arrangement).
- Be aware of any tensions which may be inherent in the group and seat participants accordingly.
- Ensure that the setup allows for ease of movement and is free of safety hazards that can lead to falls and other injuries (e.g., Electrical wires, clutter and movable furniture that is not locked).
- Choose a space that will enable the artworks to dry undisturbed.
- Provide space for unfinished artworks to be placed for completion during the next session.
- Identify a space to exhibit all finished artworks, with details of the participants mentioned, whenever possible.

Ambience

- Music can create an inviting mood. Play relaxing/ participants' favourite music.
- Keep the music volume low yet audible so that it does not interfere with listening to your instructions.

Our Manner

HOW WE SELECT, PREPARE AND DELIVER AN ACTIVITY

A fun and smooth session requires preparation. This is essential so that you can lead the art session confidently.

→ Be Prepared and Organised

Know the Activity

- Be familiar with the aim and anticipated outcomes of the activity. Take note of the steps and required art materials.
- If the activity is new to you, try it out beforehand so you can lead it confidently.
- If this is your first time leading a session, rehearse it with colleagues and seek feedback to improve your facilitation skills and build confidence.

Logistics

- Give yourself enough time to set up the space and prepare the required materials.
- Place art supplies in a designated spot for easy identification and reach during the session. A trolley/portable cabinets to contain/store art supplies can be useful.
- Keep and handle all sharp items (e.g., Scissors/penknives) with care. Number them to ensure that all are kept safely after the session.
- Keep the workspace clean and tidy at all times. Dispose waste periodically and clear all spillage immediately.

Know your Participants/ Create Access

- Know about the general health and interests of participants before selecting an activity to do. This will enable you to select one that is accessible, engaging and suitable.
- Consider participants' abilities and challenges (e.g., Visual, hearing, physical and cognitive) and ways to create/improve access, so that participants can engage comfortably in the activities.
- Create a list of potential approaches to enable participants to take part in the activity, for instance:
  - **Visual:** Ensure there is adequate lighting; if participants require glasses, ensure they have it and they are usable (i.e., Clean, in good shape etc.);
  - **Hearing:** Check that the environment is not noisy; ensure that instructions are audible; if hearing aids are used, ensure that participants have them and they are usable;
  - **Physical:** Ensure participants are seated and positioned safely in supported seating (e.g., Firm chairs with backrest and armrests) with adequate assistance provided on their weaker side, if needed; and
  - **Cognitive:** Repeat instructions if needed and keep sentences short and simple.
- Modify activities according to participants' needs, responses and behaviours and seek their feedback to better understand their thoughts and preferred approaches when engaging in these activities.
- Consider pairing participants with mixed levels of ability so that they are able to collaborate in the completion of the activity. Creating such opportunities contribute towards boosting self-esteem and confidence.

Stay Friendly, Authentic and Responsive

To ensure an enjoyable and fulfilling session, it is important participants feel welcomed and supported throughout the activity.

Welcome

- Greet and welcome participants as they arrive. It is good to learn and use different languages and dialects for common greetings.
- Provide all participants and facilitators name tags with their preferred way to be addressed written in big characters to help the group get to know one another better.

Check-in

- Have a quick check-in with participants to find out how they are before introducing and explaining the art activity. This provides a snapshot of their state of mind. For instance, "When you woke up this morning, what was the first thing you thought about?"
  - If the participant shrugs or has little to say, they are likely in a low mood and may need more attention during the session.
  - If the participant engages in a short conversation (e.g., Talks about food, the weather, the clothes to wear, their grandchildren etc.), they are likely in a good mood and will participate well during the session.
  - It is useful to orientate participants to the current date, day, time, place, upcoming festivals and significant events.

Facilitation

- Keep instructions simple and clear. Match your speed to that of the participant.
- Check for understanding by inviting participants to repeat/demonstrate the steps back to you.
- Ensure your voice is clear and audible. Use a microphone if needed.
- Be mindful that elderly participants can hear low pitch sounds better than high pitch sounds. Speak with a lower pitch if possible.
- Provide a demonstration/completed artwork as a visual aid on what the outcome may look like, encouraging participants to create their own version rather than replicating your example.

Encourage Ownership and Celebrate Achievements

- Enable participants to create their artworks. If more support is needed, demonstrate/simplify the steps further to encourage them to do as much as they can on their own.
- Refrain from working directly on their artworks to encourage participants' ownership of their finished pieces.
- Demonstrate/explain steps using your own set of separate materials. The aim is to leave as little of your personal imprint on their artworks as much as possible.
- Encourage individual expression and creativity.
- Invite participants to observe, explore and persevere in their artworks.
- Challenge them to explore and develop more complex ideas to build confidence and inspire more creativity.

Bridge and Encourage Interactions

- Attend to all participants equally during the session. Be mindful not to be perceived to be engaging in favouritism.
- Walk around to check participants' progress, providing advice and suggestions when needed. This is also an opportunity for you to assess the level of challenge and suitability of the activity for participants.
- Create ways for participants to interact with one another, so as to boost social interaction and bonds within the group.

Be Positive

- Stay open-minded and be ready to modify/adjust the activity; make the activity accessible for participants. It can be equally rewarding to encourage them to explore what they feel is achievable for them at that moment.
- Highlight and encourage participants for specific efforts and accomplishments that you observe during the session.
- Be mindful that participants can discern the quality of their artworks for themselves, be genuine when praising their efforts and accomplishments.

Participants' Comfort

- Participants may leave the session before it ends. Have a quick chat with them privately before they leave to understand their concerns and to see if there are ways you may help them feel more comfortable/supported.
- Participants may also be feeling unwell. If they are ill, check their vital signs and offer a place to rest etc.

Provide a Graceful Exit

The way an activity ends is equally important to how it begins. A graceful exit provides a smooth transition for participants to rejoin their daily routine and to consolidate their experience of the session.

Closing the Session and Saying Goodbye

- Offer some time for "Show and Tell" and invite participants to share with the group about their completed works, the ideas, and their experiences creating the artworks.
- Display completed artworks in the designated space to greet participants when they attend the next session. Showcasing completed works from a previous session also serves as a great conversation starter for the new session.
- Invite participants to clean up the area where possible.
- Before ending and saying goodbye, briefly share your observations, highlighting participants' efforts and achievements.
- Offer words of encouragement and a round of affirmation by inviting the group to give themselves a round of applause.
- Before participants leave, share about the next activity briefly to create anticipation for the next session.

Timekeeping

- Keep track of the time and pace the group through the activity.
- Inform participants when the session reaches its mid-point, and during the last 15 minutes. However, be mindful not to rush participants/sound impatient as this may cause undue stress and anxiety and participants may stop doing the activity immediately.
- Request that participants carry out the finishing touches for their work towards the last 10 minutes of the session. Encourage them to complete their artworks/help gather tools/clear their workspaces.
- Reassure them that it is also perfectly acceptable to complete the artwork at the next session. Invite them to label their artwork with their name and place it in the pre-identified space for them to complete the next time.

Post-session Logistics

- Ensure that artworks are labelled with participants' name/their photos (or both) for easy recognition.
- Wipe/wash all used art tools and surfaces with disinfectant to prevent infection.
- Dispose waste and return the space clean and tidy.

Our Reflections

WHAT WE UNDERSTAND OF THE PROCESS

→ Take Stock

Take time to reflect on your experience at the end of the session while it is still fresh. The learning and realisations can help guide your future facilitation sessions.

Think Back on your Process/ Experience

- Reflect on these questions:
  - How do you feel about the session?
  - What worked well for you and your participants?
  - Were there any challenges/issues that arose?
  - How did you respond to them?
  - What actions/solutions would you take to prevent those challenges/issues from occurring again?

- Keep a journal of these reflections and solutions so that you and other facilitators can use it for future reference.





How to Use this Toolkit

All activities generally require about 90 minutes to complete, with some requiring a little more time. Activities may be carried out over 2 or more sessions, if preferred.

Art activities in the Toolkit are organised into 3 sections:

Introductory Art Activities

Sensory Stimulating Art Activities

Cognitive Stimulating Art Activities

Each section is arranged in order of its level of accessibility.

Additional assistance from facilitators may be required for more challenging tasks which require more complex fine motor skills or have slightly more complicated steps to follow/understand.

Level of Accessibility and Complexity		Remarks
01	**Easy**	Activity is easily accessible; requiring little preparation time from the facilitator
02	**Moderate**	Activity may require slightly more preparation time; assistance from the facilitator may be necessary
03	**Slightly Complex**	Activity requires fine motor skills and cutting; assistance from the facilitator may be necessary

Introductory Art Activities

The activities in this section are simple ways to introduce participants to artmaking and help foster social connections.

ACTIVITY	LEVEL OF ACCESSIBILITY AND COMPLEXITY	PAGE NUMBER
Renewed Purpose - Collage art on recycled boxes	01	13
Colour My World - Colour wheel game with felt fabric	01	17
Creative Expression - Creating art by rolling dice	01	21
Making a Mark - Monoprinting using acrylic paint	02	26
Let's Say Hello to ... - Stencilling with acrylic paint	02	30
Spectacular Spectacle - Creative play with pipe cleaners	02	37
Blossoming Flowers - Paper sculpting	03	41

In the next 7 activities, participants have opportunities to:

Connect
Get to know each other through these introductory art activities.

Be Active
Engage meaningfully in table top art activities.

Take Notice
Feel the different textures of art materials and combine them to create unique creations.

Keep Learning
Practise new ways of creating art such as through stencilling.

Give
Create personalised gifts from their artworks.

Renewed Purpose

COLLAGE ART ON RECYCLED BOXES

"The use of recycled boxes and colourful materials like cellophane paper and pom-pom balls, redefines unwanted daily items in our surroundings - giving new meaning and purpose to these items. This activity is envisioned for participants to keep learning with an open mind for new perspectives."

– Karen Koh and Lee Sze-Chin, Artists



Use items from the surrounding environment and refresh them with an artistic twist! This activity encourages participants to "think out of the box" by using recycled materials as part of their art materials and provides the opportunity to learn about colour concepts such as colour mixing, light and shadows.

Materials (per participant)

1. Cardboard box (choose a size that participants can use after the activity)
2. Different coloured cellophane papers (e.g., Red, yellow, blue and green)
3. Fabric including felt, recycled fabric from clothes, bedsheets, curtains
4. Small three-dimensional (3D) items with different textures (e.g., Coloured pom-pom balls, buttons, sequins)
5. Scissors
6. Plastic bowls
7. Paint brushes
8. Marker
9. White glue
10. Pre-cut stencils (optional)



Preparations:

- Cover boxes that have many prints on them with paper to create a plain surface so that it is easier for participants with visual challenges to trace the outlines.
- If working with participants who require more assistance, pre-cut all materials and place them in bowls for use.
- Squeeze glue into plastic bowls so it can be brushed on if participants have difficulties squeezing glue out of the bottles.

GRADE UP!

Participants can help pre-cut the materials as part of preparations for the art session.

Steps

Step ❶ & ❷

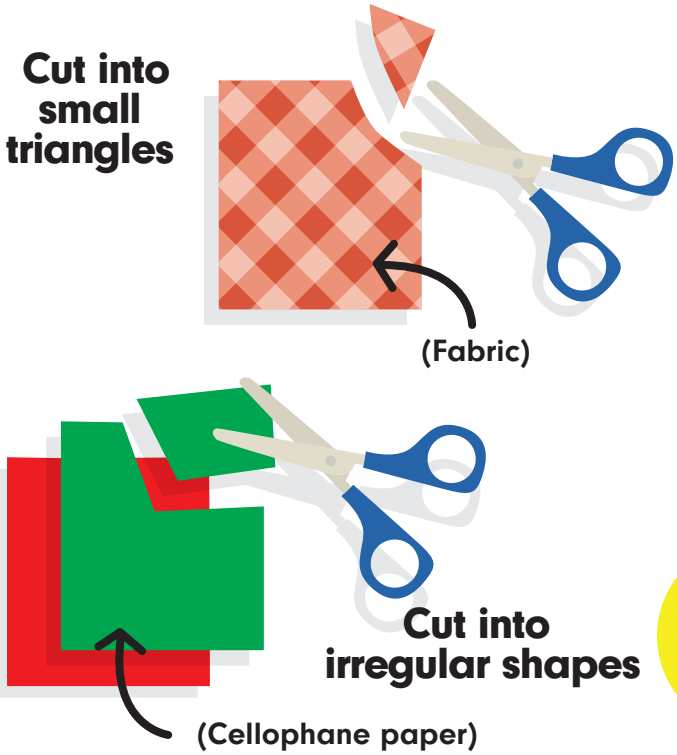
- **Cut fabric into small triangles**
- **Cut coloured cellophane paper into small irregular shapes**

GRADE UP!

Participants can draw preferred shapes on the fabric using a marker and then cut them out for use.

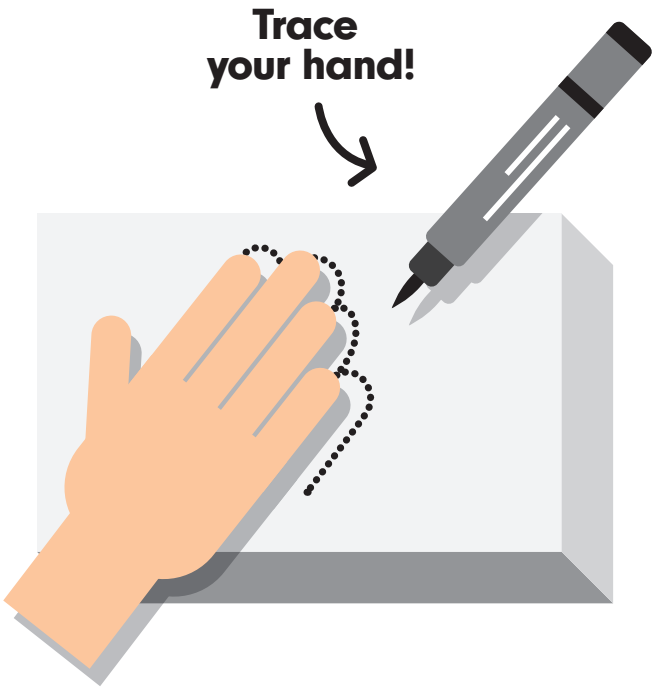
GRADE DOWN!

Participants can cut the cellophane paper into larger-sized shapes first, and facilitators can assist them to make smaller versions of these shapes/cut them into smaller pieces.



Step ❸

Trace an outline of your hand on the surface of the box using a marker. Using the the largest surface of the box may be easiest.



GRADE UP!

Participants can trace outlines of other items in addition to their hand.

GRADE DOWN!

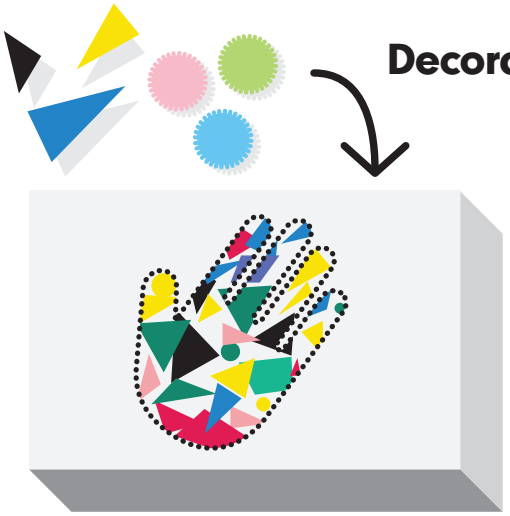
Should participants have difficulties tracing the outline of their hand, facilitators can assist them to do so or to make outlines of other shapes.

Facilitators can prepare pre-made stencils for participants to use for tracing/as a guide.

Step 4

Glue cellophane pieces and paste them within the outline to fill in the handprint. Overlap the cellophane pieces to create more colours and explore colour mixing.





Step 5

Decorate the box further with the remaining pre-cut fabric triangles and small 3D objects such as coloured pom-pom balls.

Facilitation Tips

- Introduce the concept of colours, light and shadow:
  - o How light flows through the coloured cellophane and creates coloured shadows on white surfaces;
  - o Formation of secondary colours by adding two primary colours* e.g., Yellow + blue = green; blue + red = purple; red + yellow = orange.

* Primary colours include Red, Yellow and Blue.

For more information, refer to Facilitation Tips on Page 29.

Further Ideas

Art Ideas

- Instead of filling in the outlines with cellophane, participants can also cover the surfaces with pictures of items that they like, photos of loved ones or a mixture of both (i.e., Filling in the outline of their hands with pictures of items that they like).

Discuss

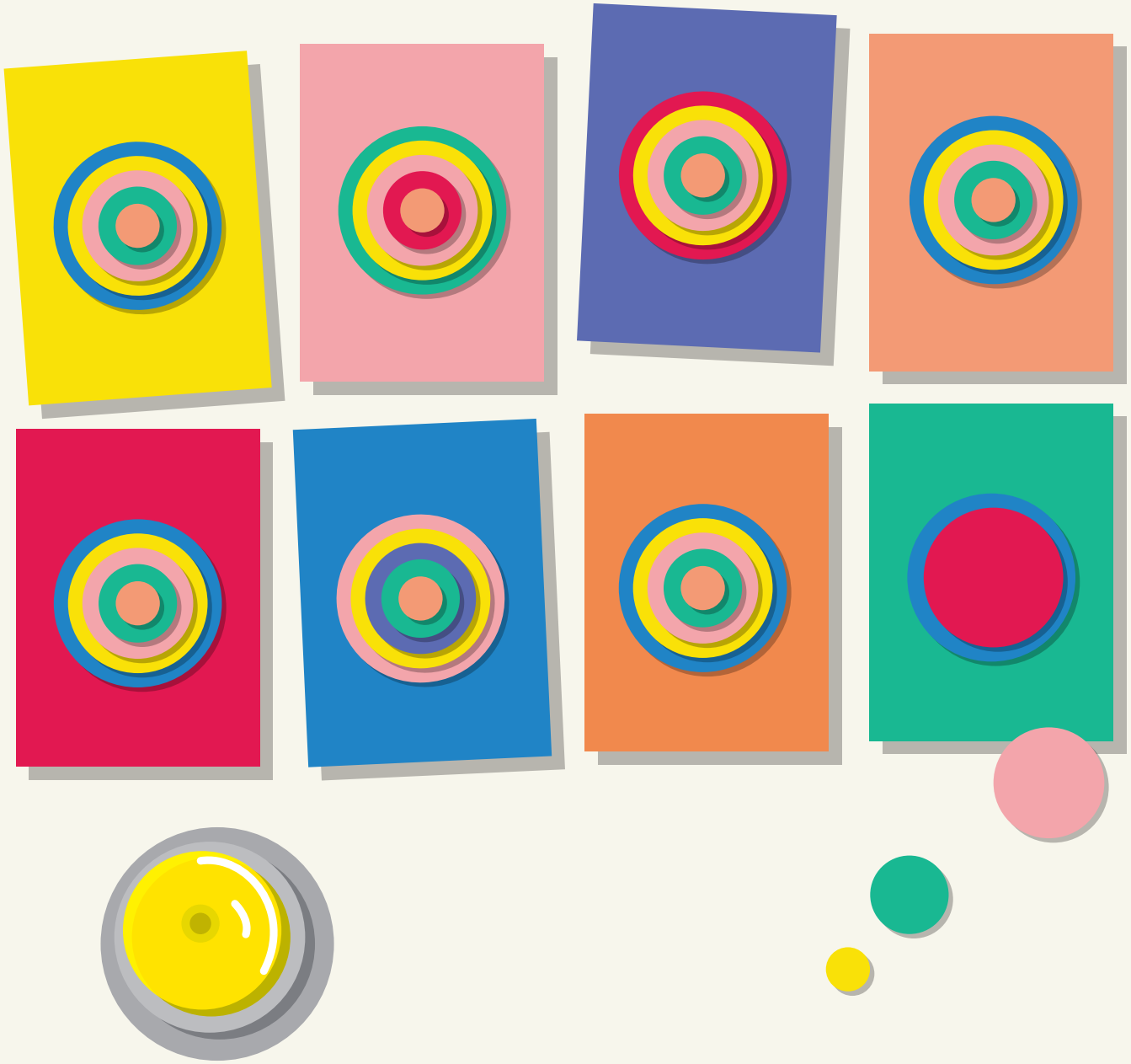
- Invite participants to share how this decorated box can be used (e.g., As a gift box for family and friends to store their belongings).
- Seek feedback from participants on what might make this activity more meaningful.
- Encourage participants to suggest other daily items they can give a new look and purpose to (e.g., Using egg crates to grow seedlings).

Colour My World

COLOUR WHEEL GAME WITH FELT FABRIC

"This activity aims to bring participants through an interactive game in understanding colours."

– Von Tjong, Artist



Through a game format and coloured felt pieces, explore the concept of colours and colour mixing. In addition to being fun, this activity also fosters bonds by providing opportunities to offer help, and at other times, friendly competition.

Materials (per participant)

1. Felt fabric in 8 different colours (See "Glossary of Materials" on Page 116)
2. 1 desk bell (See "Glossary of Materials" on Page 116)
3. Container to store the felt fabric (optional)

Preparations:

- Cut 2 sets of shapes in each of the 8 different colours
  - Rectangles (same-sized)
  - Circles (in 5 descending sizes, i.e., Large to small circles)

- Each participant is to be given the following items to lay out:
  - 8 rectangular pieces (placed 4 pieces across by 2 rows).
  - Circular pieces of felt (placed in 1 row below the rectangular felt, grouped by their sizes in descending order).

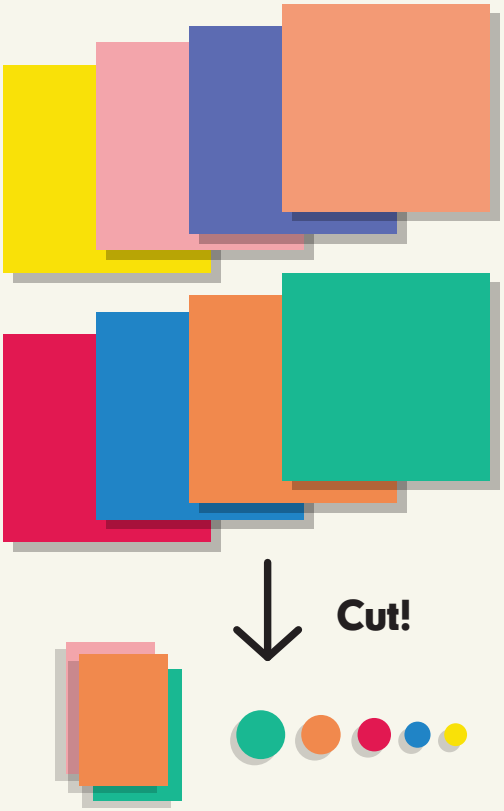
(See Step 1 for placement details)

- Provide each participant with a desk bell.

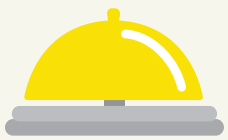
GRADE UP!

Have an assortment of felt jumbled in a box and ask participants to replicate the arrangement detailed in Step 1.

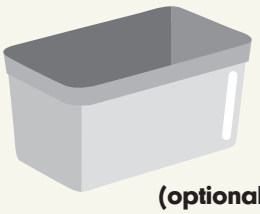
1



2



3

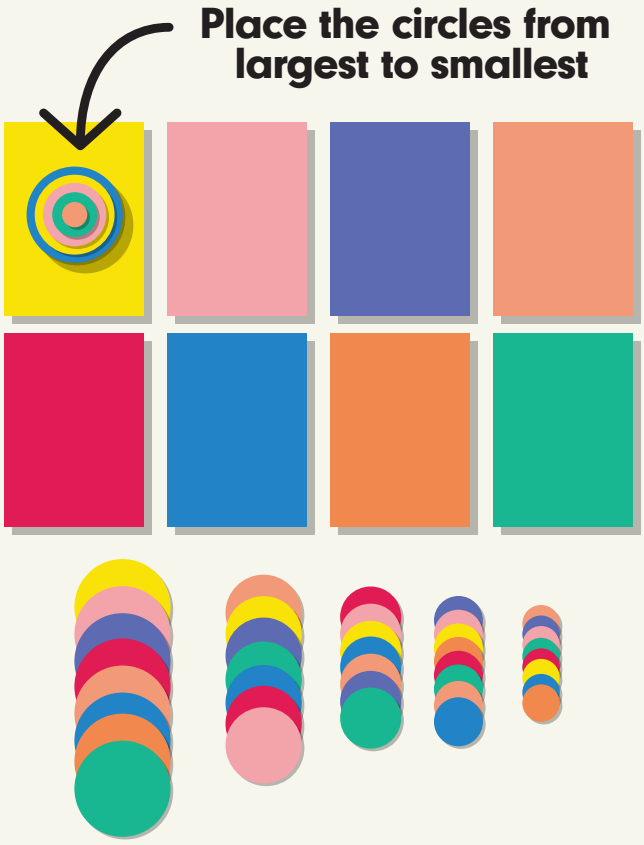


(optional)

Steps

Step 1

With the rectangular pieces already placed, invite participants to place the 5 circles from largest to smallest on 1 rectangle. Circles can be in any colour as long as they are placed in this order.

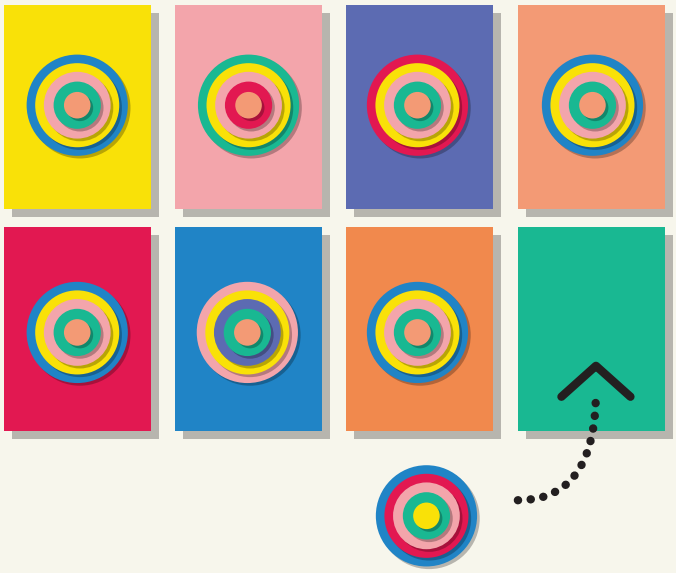


GRADE UP!

- Invite participants not to repeat colours for the required formation.
- Set a time limit to complete this game.

GRADE DOWN!

Reduce the number of rectangles to be filled/the number of circles to be arranged.



Step 2

When the first rectangle is completed, participants are to do the same for the next rectangle until all 8 rectangles have been filled.

Step 3

Participants are to ring the desk bell to indicate they have completed the activity.



Facilitation Tips

- Using a game approach to begin art projects is an entertaining and engaging way to introduce participants to artmaking. It also encourages them to think about art differently.
- Through this game, participants are exposed to the concept of colour matching and the impact that different colour combinations can achieve.

Further Ideas

Art Ideas

- Explore using other shapes besides rectangles and circles, including irregular shapes, to create other unique layered formations.
- Use materials with different textures (i.e., Felt, fabric, corrugated cardboard) for a different sensory experience while creating these formations.
- Create artworks using the colours that participants have put together in their formations.

Discuss

- Encourage participants to share about the colour combinations they find the most attractive (from what they have assembled and from others in the group).
- Invite participants to share what their favourite colours are and why.

TYPE:
INTRODUCTORY ART ACTIVITIES

LEVEL:
01 Easy

Creative Expression

CREATING ART BY ROLLING DICE

"This activity aims to guide participants in creating artworks using basic structural units and shapes such as lines, circles and triangles while using a fun and cognitively stimulating game approach. "

– Von Tjong, Artist



By rolling dice, participants have a fun way to create unique artworks. This is a suitable activity for participants who shy away from art. Take a chance, toss the dice and express your creativity!

Materials (per participant)

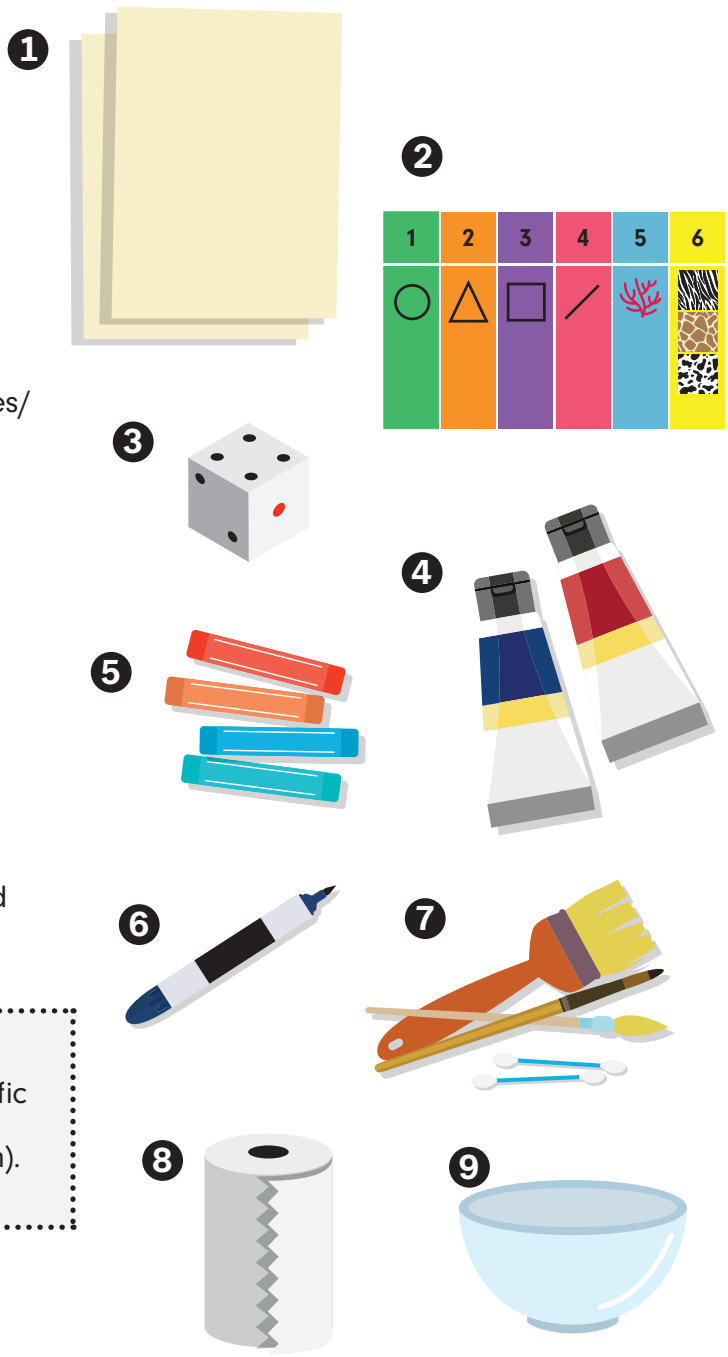
1. Canvas sheet/watercolour paper
2. Game chart
3. Dice
4. Acrylic paint
5. Soft crayon
6. Marker
7. Painting tools such as paint brushes/ cotton buds/finger gloves
   (for finger painting)
8. Paper towel
9. Water container

Preparations:

- Create a game chart (a sample is found on Page 25) which shows what numbers correspond to which shapes/items. Each participant should have one sheet for this activity.

GRADE DOWN!

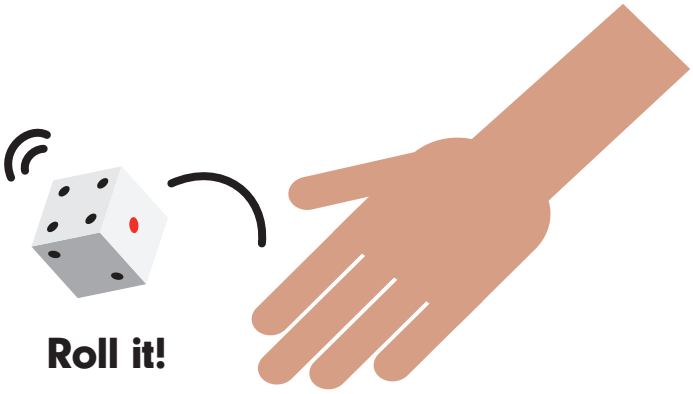
Some components of the chart can include a specific activity (i.e., Pasting a sticker/stamping a design).

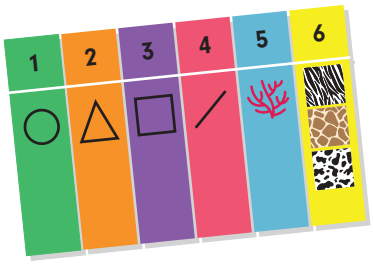


Steps

Step 1

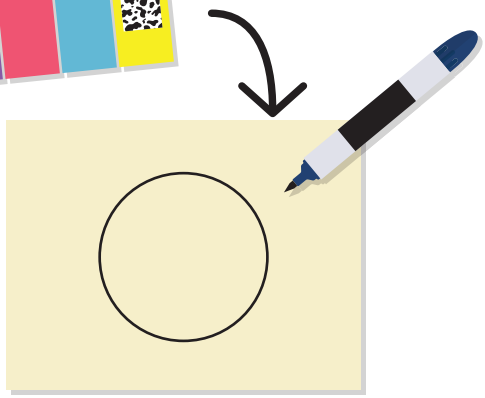
Roll the dice.





Refer to the number on the chart and draw the item!





Step 2

From the number, refer to the game chart and draw the corresponding shape/item (e.g., The dice shows number 1 so draw a circle).



Vary the size of the canvas/paper; smaller pieces will require more hand control.

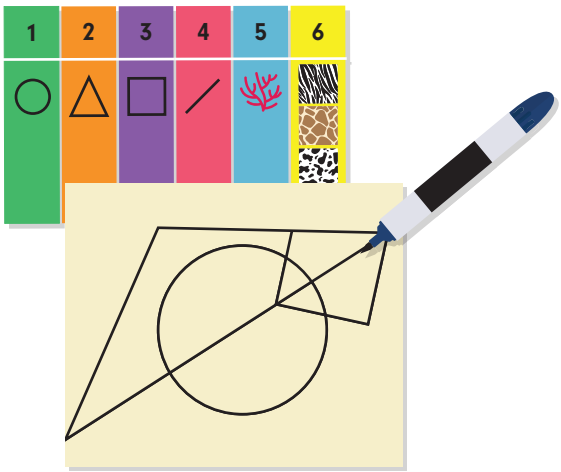
Step 3

Continue rolling the dice and drawing the related shapes/designs which correspond to the number on the chart. The drawing can be anywhere and of any size on the canvas/paper.



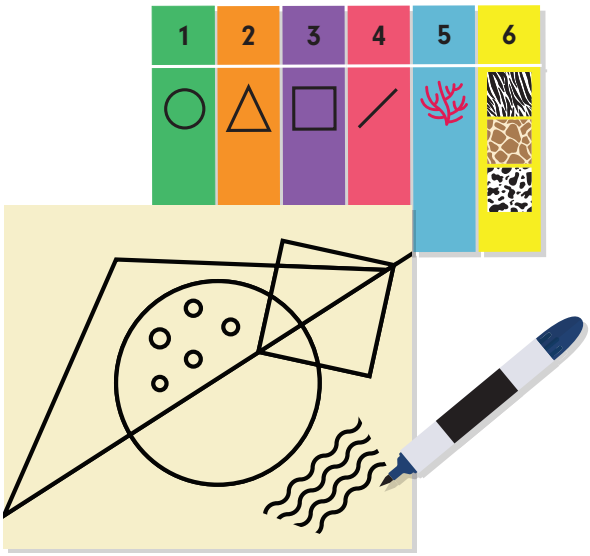
Create a group piece with each participant taking turns to roll the dice at each step and making their inclusion to the artwork.

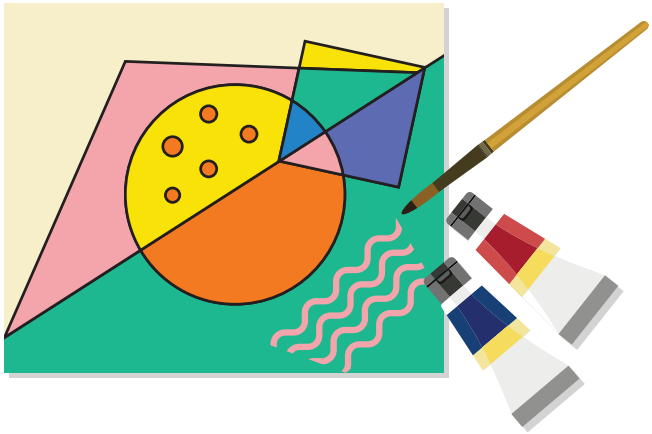




Step 4

Put the combinations together as creatively as you can.





Step 5

After 6 rounds of rolling the dice, fill in the outlines with colours.

Tips

When filling in the outlines, you can use single colours, blend 2 colours or experiment with textures using different art tools and techniques such as brushes, cotton buds and finger painting.

Facilitation Tips

- Creating art by rolling a dice is an unintimidating way to create art. Update the game chart to keep the activity fresh.
- Put in a few options under each number of the game chart to add additional variety and choice for participants.

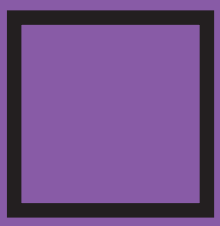
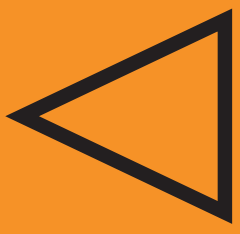
Further Ideas

Art Ideas

- Put the individual art pieces together to form a collage and see how the motifs come creatively together even when they are added in by chance.
- With the consent of participants, invite them to swap their artworks and layer on with different patterns from a new game chart.

Discuss

- Encourage participants to share their feelings about creating art in this manner and what they enjoyed.
- Invite participants to suggest other items/themes that can be included in the game charts for future activities.

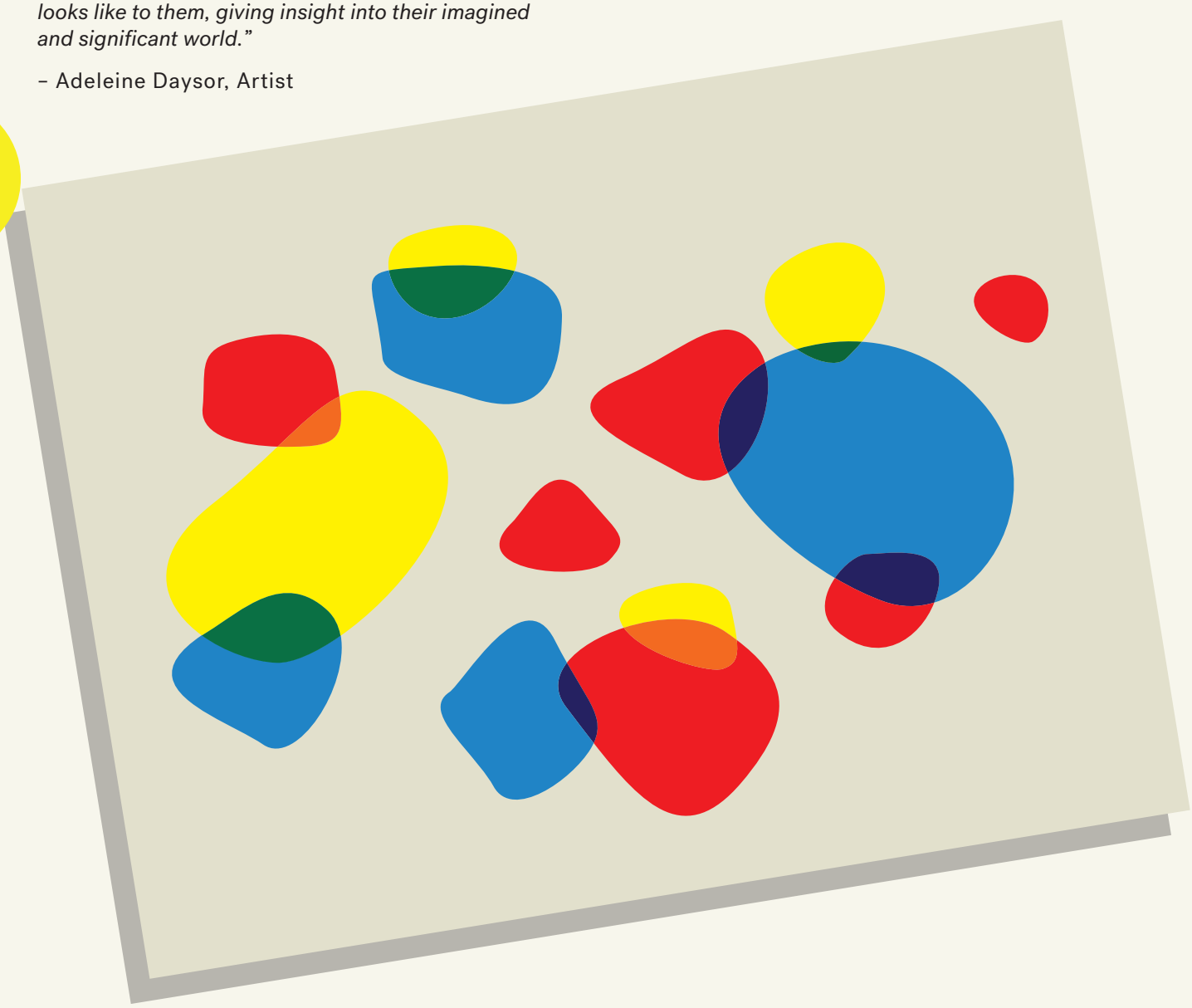
6	
5	
4	
3	
2	
1	

Making a Mark

MONOPRINTING USING ACRYLIC PAINT

"This activity guides participants to create patterns using colours and shapes, with the printmaking process adding to the evolution of the image. Participants will be asked to reflect on what the print looks like to them, giving insight into their imagined and significant world."

– Adeleine Daysor, Artist



Observe how colours mix and patterns emerge when paints are blended and set up for printing. This activity offers new and indirect methods of image-making and expression, as well as a hands-on approach to learning how primary colours* mix to become secondary colours.**

* Primary colours: Red, Blue, Yellow
** Secondary colours: Red + Blue = Purple, Red + Yellow = Orange, Blue + Yellow = Green

For more information, refer to Facilitation Tips on Page 29.

Materials (per participant)

1. Canvas/watercolour paper
2. Clear plastic acrylic sheet
3. Newspapers
4. Painting tools such as paint brushes, rollers and sponges*
   *Having a variety of painting tools ensures that participants have access to tools that are most comfortable and suitable for them.
5. Tempera/acrylic paint in primary colours (i.e., Red, blue, yellow)
6. Water in a spray bottle
7. Marker
8. Rolling pin/any similarly shaped item
9. Non-slip mat (optional)



Preparations:

- Facilitators will need to be familiar with the consistency required of the paint in order for it to be able to transfer well from the acrylic sheet to the canvas/paper.

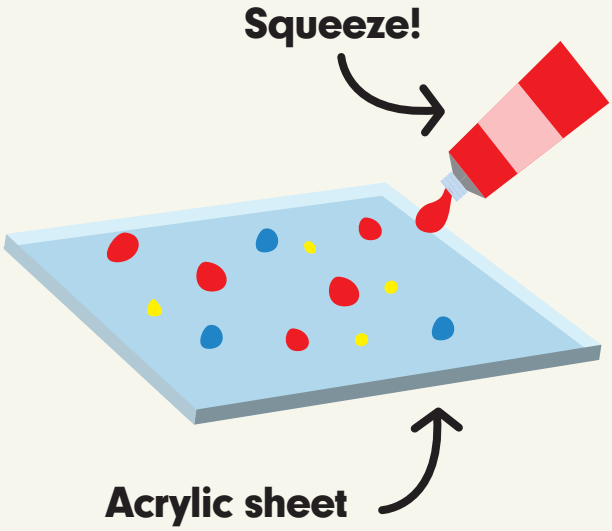
Steps

Step 1

Squeeze/place globs of paint on the acrylic sheet.

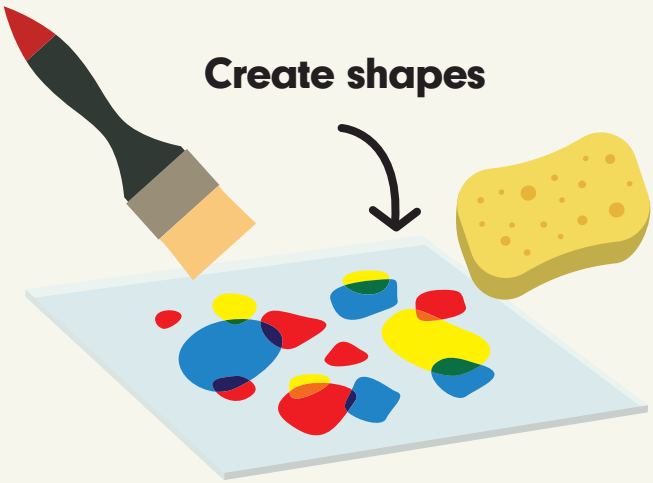


- Use a non-slip mat/tape down the acrylic sheet if participants have difficulties using it.
- Create an outline around the edges of the acrylic sheet in dark marker if participants have difficulties seeing the sheet. Wait for the outline to dry before using the sheet.
- Facilitators can assist to squeeze the paint out if participants have difficulties doing so. They should place the paint based on where participants indicate.



Step 2

Use painting tools to create shapes, patterns and mix colours from the paint globs. Should the paint seem dry and difficult to transfer to the canvas/paper, spritz it with water from the bottle to keep it moist.





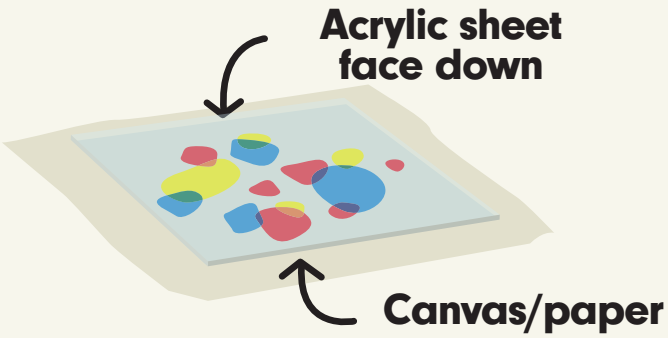
- Participants can make use of painting tools that are easier for them to handle such as rollers/ sponges to create shapes, patterns and mix colours.
- Participants can wear plastic gloves and use their hands/fingers to mix the paint if they have difficulties with fine motor skills.

Tips

To ensure a successful print, facilitators need to be aware of keeping the paint moist by lightly spraying water on the acrylic sheet if needed.

Step 3

Place the painted side of the acrylic sheet face down (i.e., The wet side on the canvas/paper).





Roll over!

Step 4

Place newspapers on the top of the acrylic sheet to protect it from damage. Roll over this with a rolling pin (or similarly shaped item) to set the print image on the canvas/paper.

GRADE DOWN!

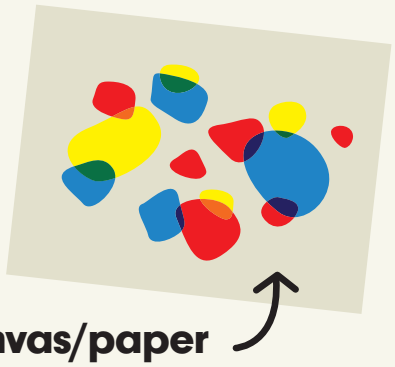
Participants can use their palms to rub the newspapers should a rolling pin be difficult for them to use.

Step 5

Remove the newspapers and lift the acrylic sheet gently to see the results.

GRADE DOWN!

Facilitators may need to assist participants to lift the acrylic sheet.



Facilitation Tips

- Invite participants to close their eyes and place the paint on the acrylic sheet guided only by their sense of touch.
- Tips on mixing colours:
  - Use light colours to keep work bright and vibrant; or
  - Use 1 light colour and one dark colour for contrast

Secondary Colours:
- red + yellow = orange
- (light) blue + yellow = (light) green
- green + yellow = yellowish-green
- (light) blue + (light) green = bluish-green
- red + white = pink
- (light) blue + red or pink = purple

The following colours look good side by side but becomes brown when mixed:
- red + green = brown
- blue + orange = brown
- purple + yellow = brown
- red + blue + yellow = brown

Further Ideas

Art Ideas
- This technique (monoprinting) can be used to design gift cards/door signs/bag labels as gifts for family and friends.

Discuss
- Encourage conversations by asking participants to share their favourite primary and secondary colours; discuss how the different colours turned out when mixed; or share insights into what the shapes, colours and patterns can mean/look like.

Let's Say Hello to ...

Scan this with a QR code reader to watch a short instructional video of the activity

STENCILLING WITH ACRYLIC PAINT

"Each face tells a story. With a choice of face shapes, facial features and a chance to form the hairstyle, each face becomes unique. This might be a person from memory/imagination, full of character and tales to be told."

– Moses Sia, Artist



Engage participants in meaningful conversations by encouraging curiosity about the facial features of others and describing them. This activity makes use of stencilling, which can be a new and interesting experience for participants.

Materials (per participant)

1. Paper (preferably thicker texture, e.g., Drawing paper)
2. Used magazines, newspapers with images of people
3. Plastic plates/transparent plastic covers to create a variety of stencils for shapes of faces, noses and eyebrows and as palettes (Refer to "Preparations" below for more details)
4. Sponge
5. Green wool (See "Glossary of Materials" on Page 116)
6. Acrylic paint (for skin tones and hair colours) with suitably-sized palettes
7. White sticker paper
8. Marker
9. Scissors/Penknife
10. White glue



Preparations:

- Stencils for the faces, noses and eyebrows can be prepared before the session/as part of the session. Each type of face shape, nose and pair of eyebrow is a separate stencil.
- Using the templates on Pages 35-36, trace the outline of faces, noses and eyebrows onto the plastic plate/transparent plastic food cover using markers and cut them out.
- Alternatively, photocopy the templates and cut out the shapes (face, nose or eyebrows) to paste onto the plastic plate/food cover. Trace the outline and then cut out the shape to create the stencil.

GRADE UP!

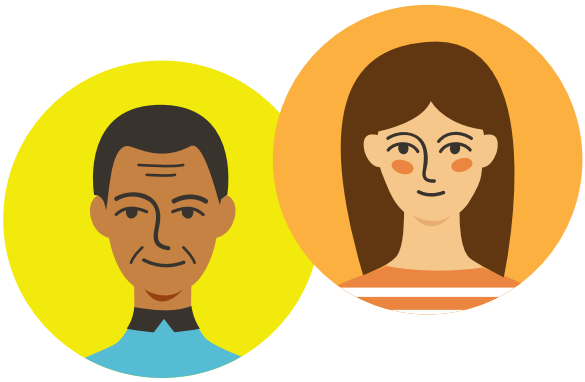
Participants can help pre-cut the stencils as part of preparations for the art session.

Steps

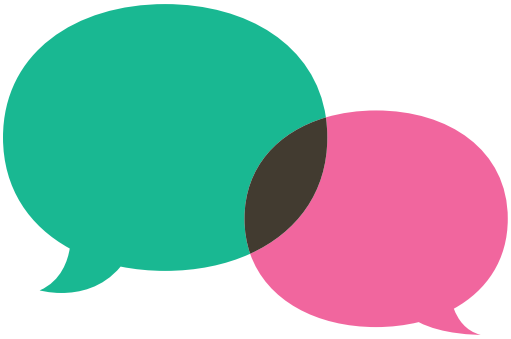
Step 1

Creating the Face:

Begin the activity by showing participants different types of face shapes and hairstyles to engage them in a discussion. Images from magazines can be useful conversation starters (e.g., "This lady has a beautiful apple-shaped face!").

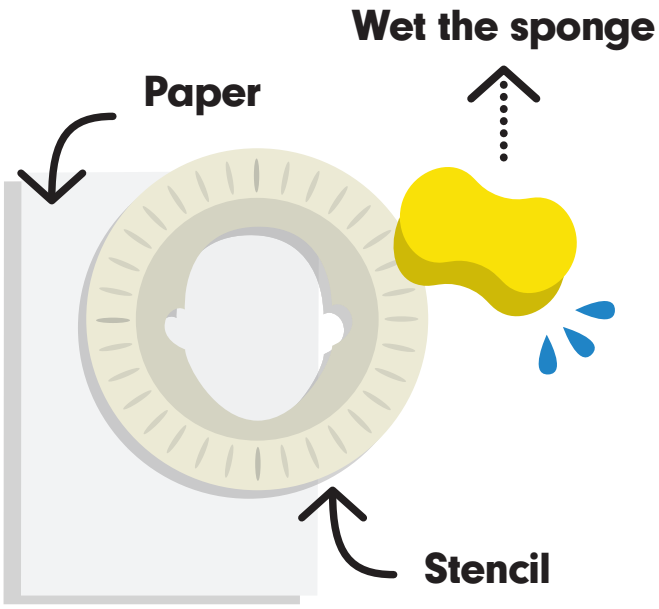


Discuss different types of face shapes and hairstyles



GRADE UP!

- Involve participants in creating new face stencils. Stencils can be cut from paper.
- Get pictures of past famous singers/actors/actresses and ask participants to create the facial features with minimal assistance.

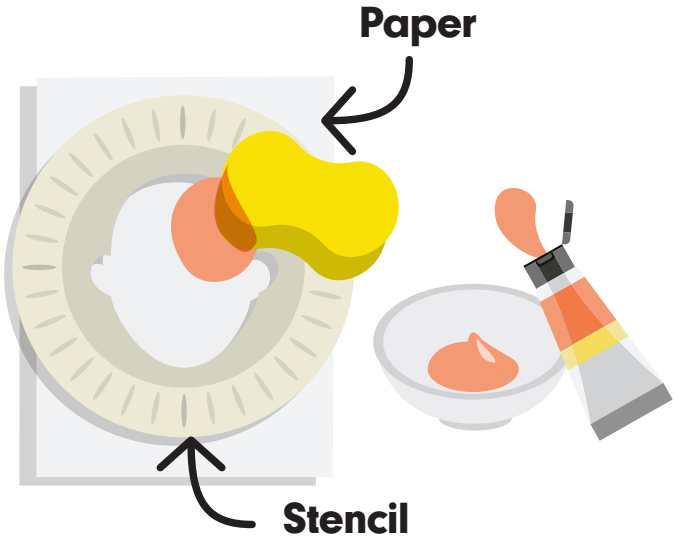


Step 2

Pick a stencil shape for the face and place it over a sheet of paper. Wet the sponge slightly and use it to pick up some paint. If needed, use masking tape to help keep the stencil in place while participants sponge the paint in.

Step 3

Apply the paint with the sponge by using dabbing or brushing strokes.





Step 4

Use a small piece of green wool to pick up colour for the hair. Create the hairstyle by dabbing in with the green wool. The green wool gives a different texture compared to the sponge so do not use too much paint.

GRADE UP!

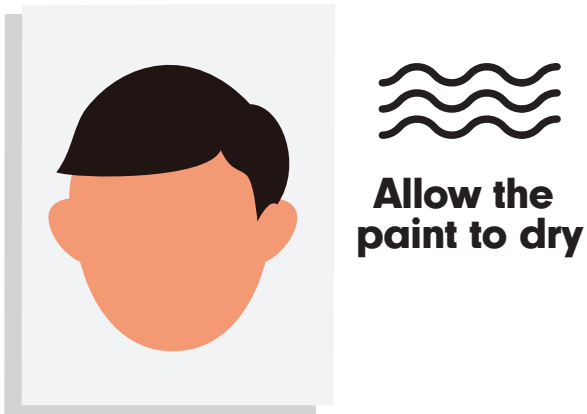
Different materials (e.g., Yarn, knitting wool, rubber bands etc.) can be provided for participants to create hair for their characters. This gives a 3D quality to the artwork.

GRADE DOWN!

If participants have difficulties using the green wool, stencils can be used to create the hair. Printouts/photographs of hairstyles can also be cut out for participants to use directly on their characters.

Step 5

Allow the paint to dry before adding the other facial features.

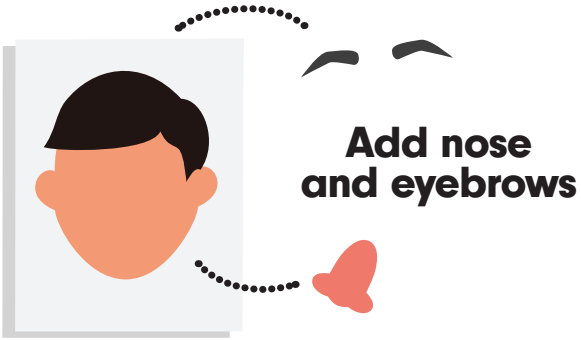


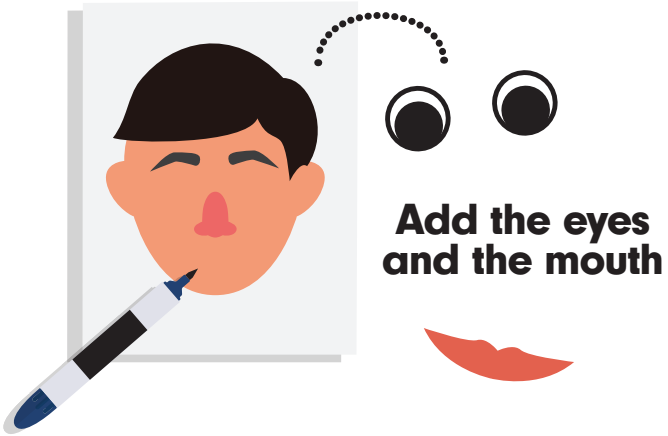
Step 6

Add nose and eyebrows by using the stencils prepared.

GRADE DOWN!

Stencilling is only done for the face. Nose and eyebrows can be drawn/pasted on.





Step 7

The nose, eyebrows, eyes and mouth can be added using the following options:

- **Drawing it out on white sticker, cutting and pasting it onto the face**
- **Drawing directly onto the face**
- **Pasting cutouts from magazines**

Facilitation Tips

- Encourage participants to be gracious when describing the facial features of others by asking them to start their description with "What is nice about this face..." (this could be from a magazine or other participants' faces).
- Plastic plates and covers with rims help provide more grip and stability for participants. Masking tape can be used to hold stencils in place while they are used.
- The size of the palette should match the size of the sponge used to facilitate easier dipping of the paint.

Further Ideas

Art Ideas

- This activity can be part of a card-making project (e.g., As meaningful gifts for monthly birthday celebrations or an appreciation card).
- Invite participants to create a self-portrait or the portrait of other participants/facilitators.
- For a different texture, reproduce the steps onto a plain handkerchief and use fabric paint.

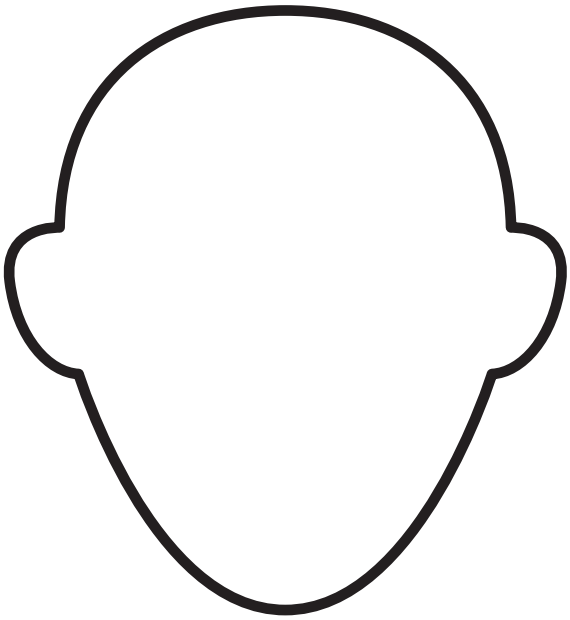
Discuss

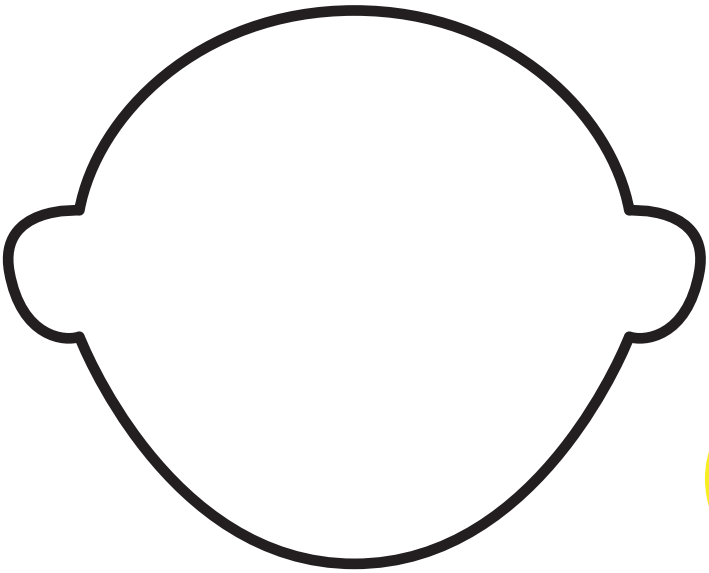
- Encourage participants to take closer notice by asking them to share attractive/unique features of movie stars/celebrities (e.g., They have interesting spectacles).
- Invite participants to tell a story about the character they have created or stories involving characters that other participants have created.

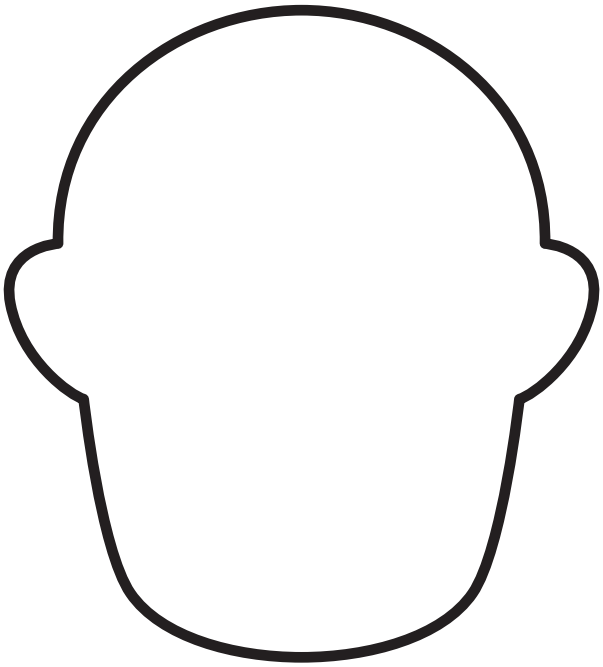
Templates for Faces

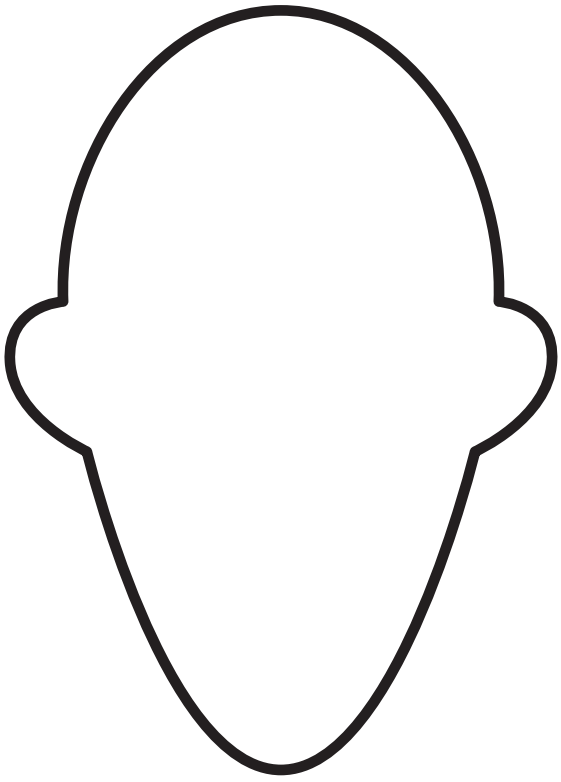
(ENLARGE THE TEMPLATES IF REQUIRED)

Trace the outline of the face on a plastic plate/transparent plastic food cover using markers and cut them out. Create the character's face by placing the cutout space over paper and sponging in the paint.





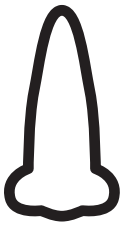




Templates for Nose and Eyebrows

(ENLARGE THE TEMPLATES IF REQUIRED)





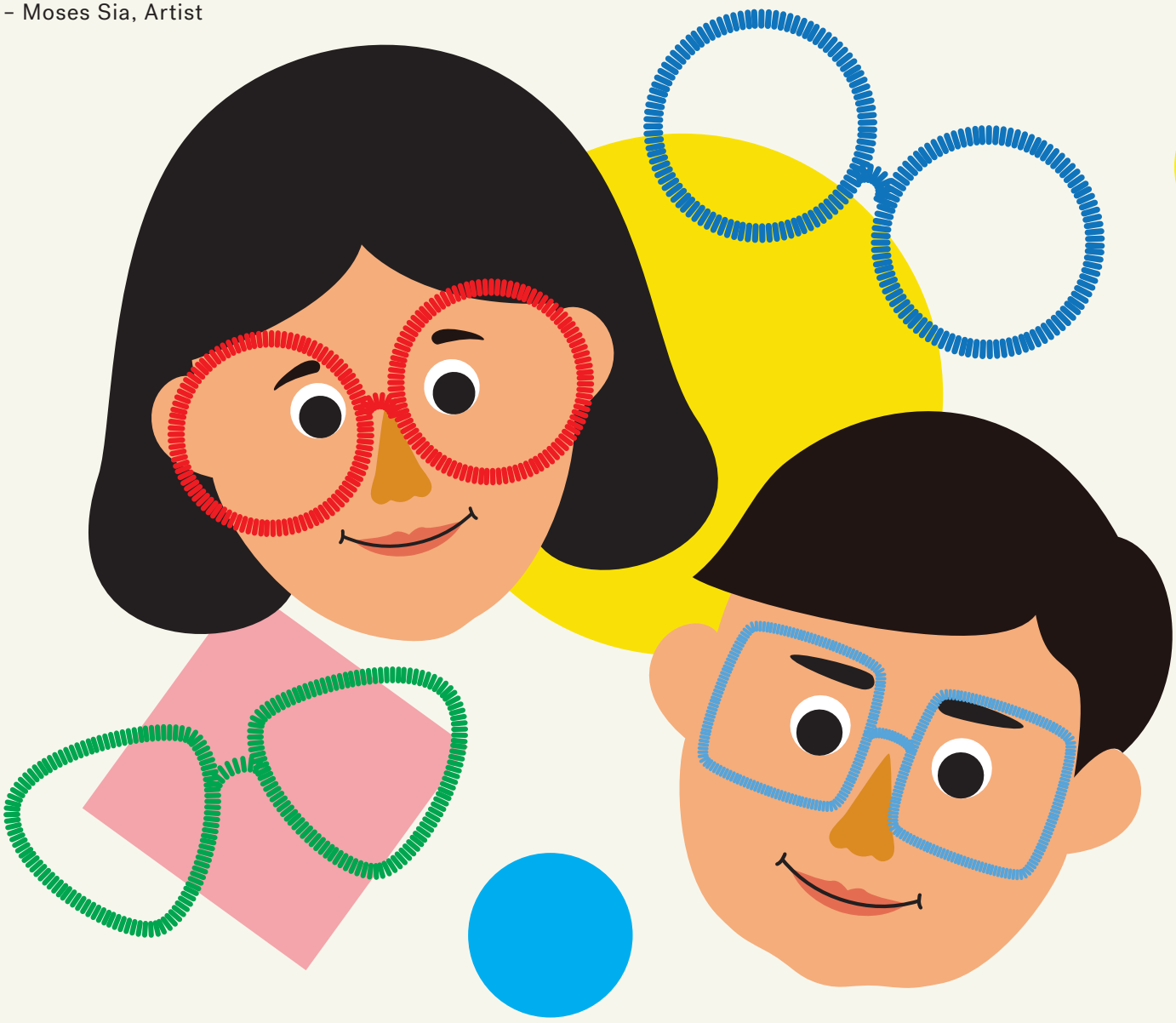


Spectacular Spectacle

CREATIVE PLAY WITH PIPE CLEANERS

"Frames can affect our points of view. The shapes and colours of spectacles add a different dimension and personality to a face, encouraging participants to look through a different lens."

– Moses Sia, Artist



Give additional looks to the characters by adding accessories such as spectacles, earrings and more. This activity provides more observation and discussion opportunities and can be a short activity on its own/a continuation from "Let's Say Hello to ..." on Page 30.

Materials (per participant)

1. Face (approximately A4 size):
   - o The actual face/photo of the face created from "Let's Say Hello to ..."; or
   - o Pictures/photos of faces without spectacles/accessories
2. Spectacles in different shapes and sizes (for reference and inspiration)
3. Magazine images with interesting accessories (for reference and inspiration)
4. Assortment of coloured pipe cleaners (See "Glossary of Materials" on Page 116)
5. Assortment of coloured/glittery sequins
6. Hot glue gun and glue stick
7. Extension cord
8. Newspapers (as a drip tray for the hot glue gun)



Preparations:

- Begin by showing participants a variety of spectacles, highlighting the different shapes and colours.
- Invite and encourage participants to share their stories about spectacles and other accessories that they find interesting (could be their own/ other's experience).

GRADE UP!

Two pipe cleaners of different colours can be twisted together to create unique colour combinations.

GRADE DOWN!

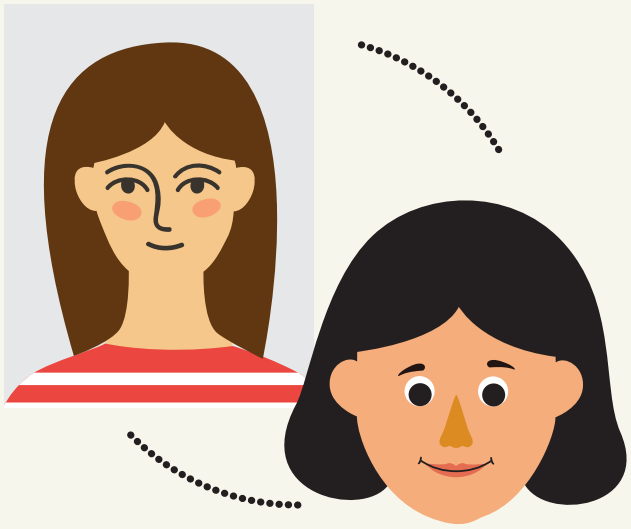
Facilitators can help to pre-twist the pipe cleaners together if participants have difficulties with fine motor skills.

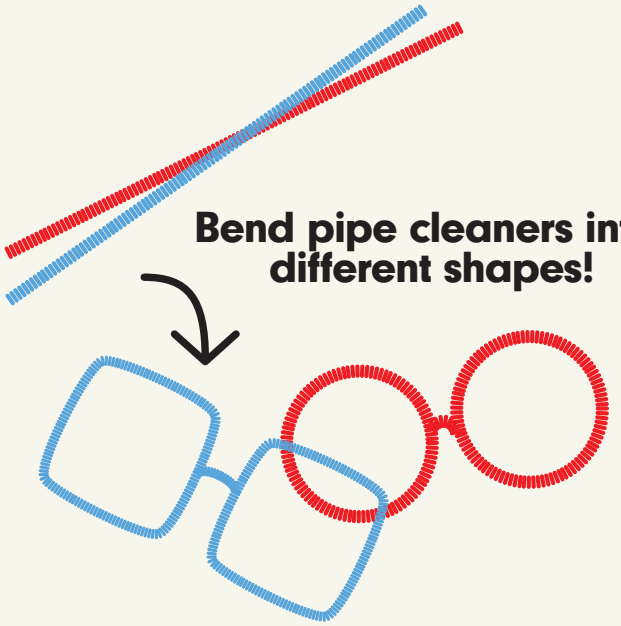
Steps

Step 1

Participants are to choose the face they would like to add on to. It can either be:

- **The actual face created in "Let's Say Hello to ...";**
- **A photograph of the constructed face; or**
- **A picture of a face (without spectacles) from a magazine or newspaper that is large enough (approximately A4 size).**





Step 2

Create a pair of spectacles for the face using pipe cleaners. Try bending them into different shapes such as circles, squares or unusual shapes.

GRADE DOWN!

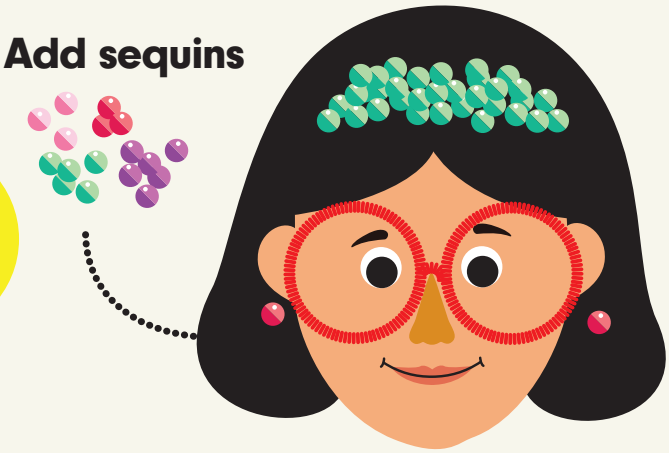
Facilitators can help with shaping the pipe cleaners based on the shape that participants require if they have difficulties with fine motor skills.

Step 3

Glue spectacles onto the photos using hot glue gun*.

***Facilitators will likely need to assist participants with the hot glue gun.**





Step 4

Add sequins as fashion accessories for the faces (e.g., Earrings/necklaces) by gluing them on.

Facilitation Tips

- Ensure that the faces/images of faces are reasonably large (at least A4 size) so that the pipe cleaner spectacles will fit them.
- Draw a simple face on plain paper (minimal distractions) and use this drawing instead, especially for participants with severe dementia/poorer vision as they may not be able to visually differentiate the different facial parts in a photo/picture.

Further Ideas

Art Ideas

- The pipe cleaners can be used to create other accessories such as ribbons, bow ties and flowers for the hair.
- This activity can also be used to design gift cards for family and friends.

Discuss

- Encourage conversations about personal experiences/stories about spectacles/accessories. This may be related to popular styles in the past and presently.
- Choose magazine images with interesting accessories such as bluetooth/mobile phone headsets and invite participants to discuss these.

Blossoming Flowers

Scan this with a QR code reader to watch a short instructional video of the activity

PAPER SCULPTING

"Using plants and flowers as conversational topics, this activity encourages participants to share personal stories relating to their encounters with nature and the seemingly ordinary everyday."

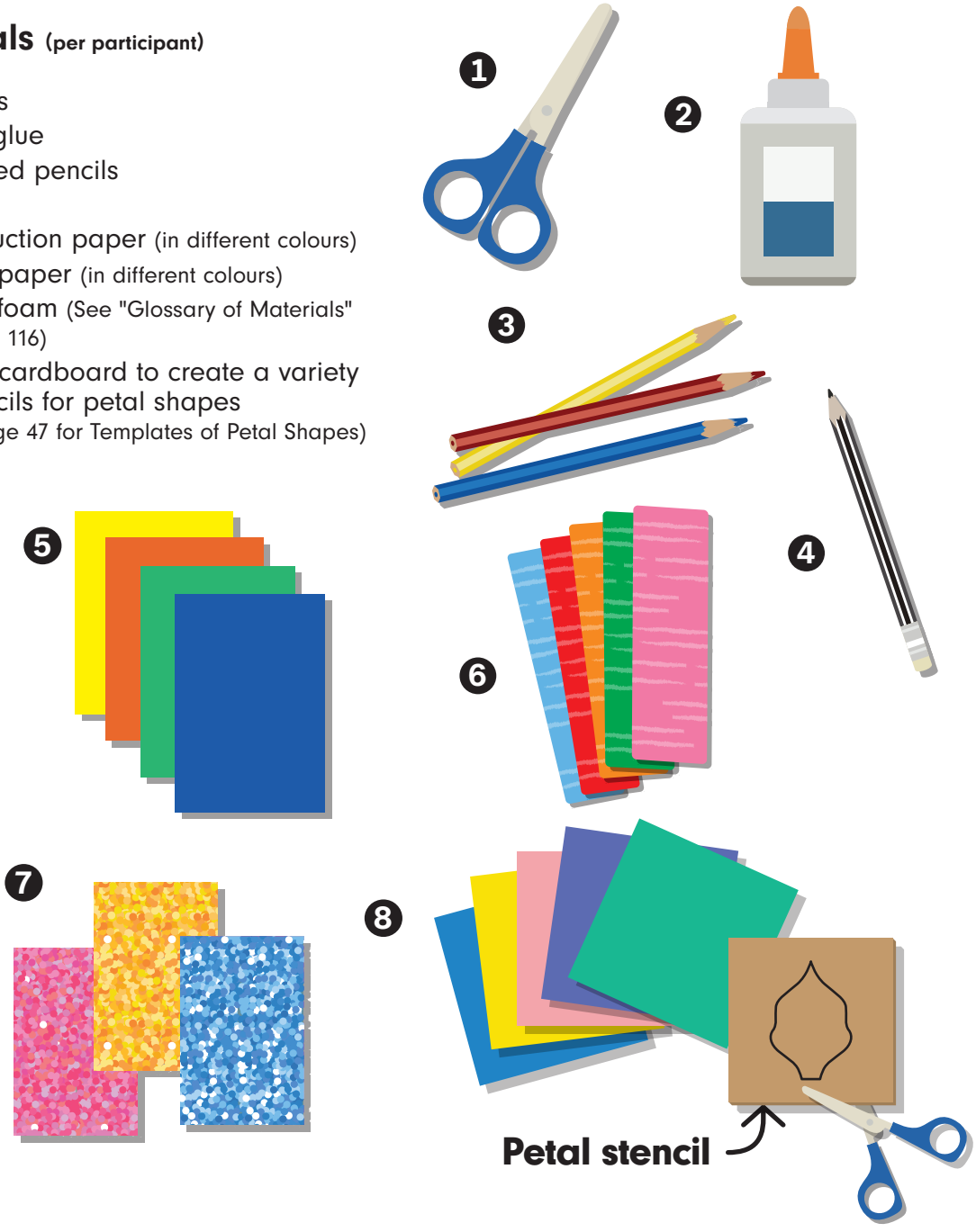
– Joanne Lio and Sarah Zainal, Artists



Through different layers, sizes and textures of materials, create paper flowers that are visually appealing. The activity provides participants opportunities to improve hand-eye coordination, visual perception and to create large decorative artworks.

Materials (per participant)

1. Scissors
2. White glue
3. Coloured pencils
4. Pencil
5. Construction paper (in different colours)
6. Crepe paper (in different colours)
7. Glitter foam (See "Glossary of Materials" on Page 116)
8. Paper/cardboard to create a variety of stencils for petal shapes
   (See Page 47 for Templates of Petal Shapes)

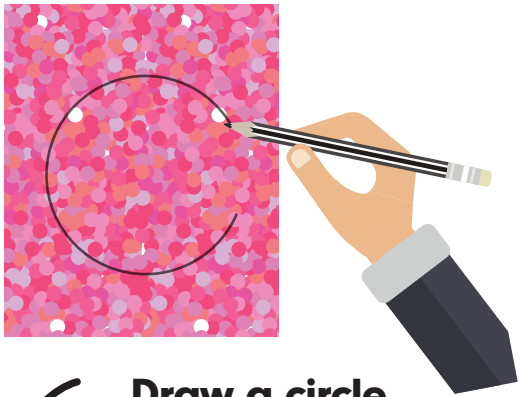


Steps

Step 1

Show a sample of the completed paper flower to participants so that they have a reference of what they will be creating.





Draw a circle



Cut out the circle!

Step 2

Centre of Flower:

Trace and cut a circle from a piece of glitter foam to create the centre of the flower.

GRADE UP!

Cut wavy lines instead of straight lines to form the centre of the flower.

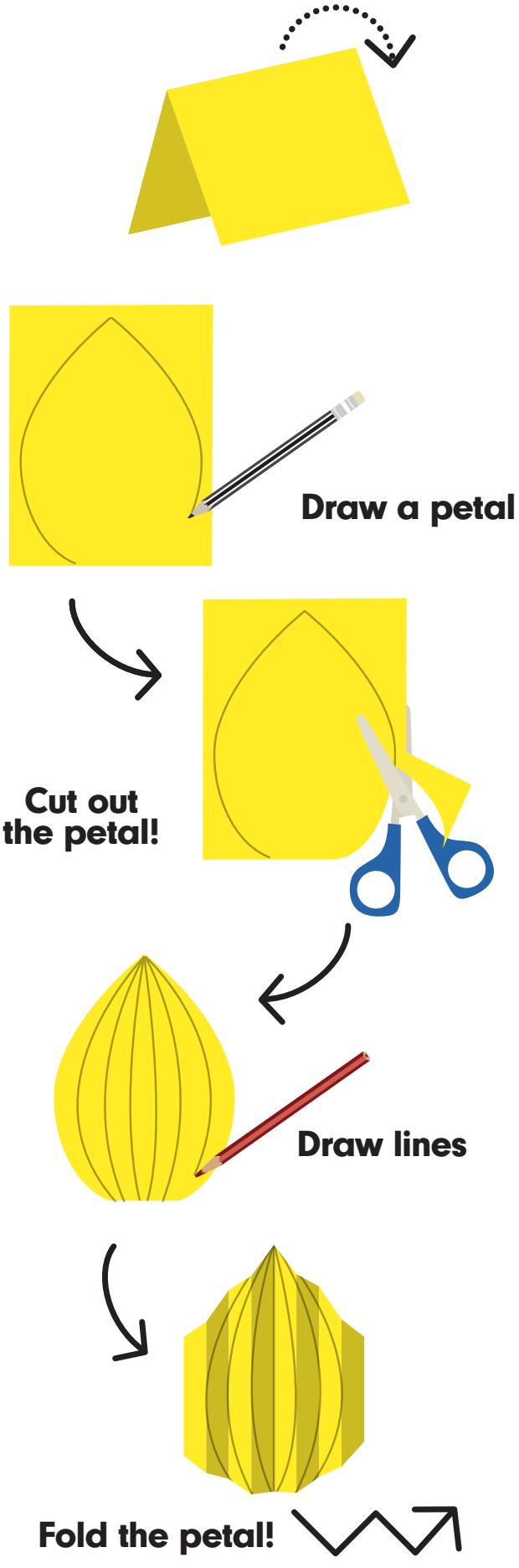
GRADE DOWN!

- Prepare stencils for participants to trace the circle for the centre of the flower.
- Facilitators to assist participants who have difficulties grasping and cutting the materials.

Step 3

Flower Petals:

- **Fold the longer side of the construction paper into half.**
- **Draw a petal shape on each side of the paper.**
- **Trim along the outline to cut out the petal.**
- **Draw lines on each petal with a coloured pencil.**
- **Fold on the drawn lines to create an accordion fold petal.**
- **Create 5 to 6 petals using this method. The colour of each petal can be the same or different. Invite participants to decide what colours they would like to use for the petals.**



GRADE UP!

Encourage participants to plan and choose the colour scheme for their flowers and explore different petal shapes (See Page 47 for Templates of Petal Shapes).

GRADE DOWN!

Create larger petals so that it is easier to hold, or make lesser folds.





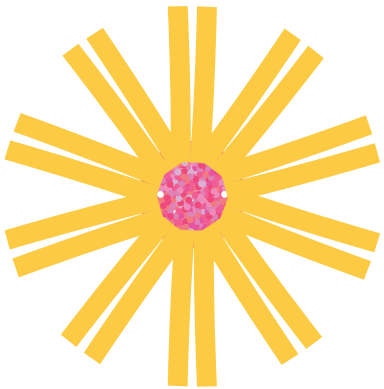
Draw lines 1cm apart



Cut along the lines!



Glue the fringe to the centre of the flower!



Step 4

Fringe of Flower:

- **Fold the shorter side of the construction paper into half.**
- **Start from the open end of the paper, leave a small margin from the open end, draw lines 1cm apart starting from the open end down to the folded end.**
- **Cut the paper along the lines, starting from the folded end towards the open end; to create the fringe.**
- **Apply glue to the edge of the fringe.**
- **Add the fringe by wrapping and pasting the edge of the fringe around the centre of the flower.**



- Facilitators to pre-draw the lines/pre-cut the fringe for participants who have difficulties with visual, fine motor skills or the use of both hands.
- Facilitators can help with guiding the pasting of the fringe and holding it down as participants paste 2 strips of the fringe each time around the centre of the flower.

Step 5

Back of Flower:

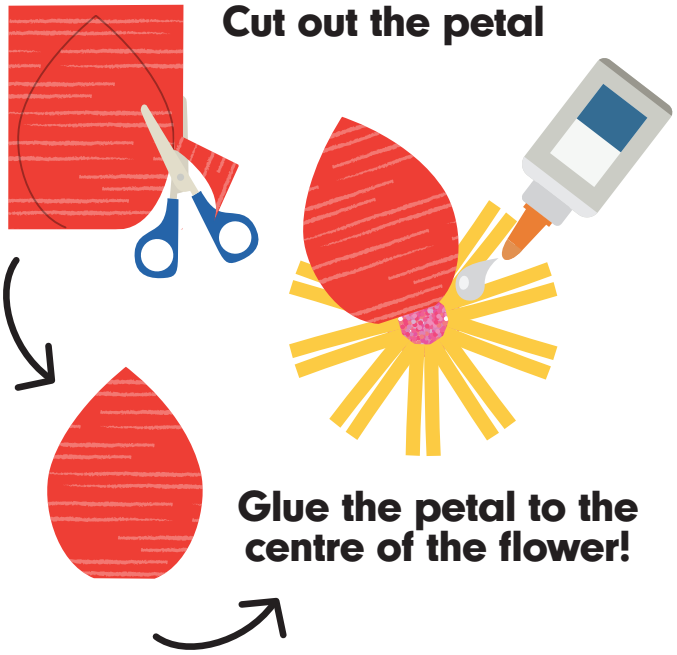
- **Choose the preferred colour for the crepe paper. Trace and cut out petal shapes from the crepe paper (create 4 to 6 petal shapes).**
- **Note: The crepe paper petal should be bigger than the construction paper petal.**
- **Glue the crepe paper petals onto the centre of the flower.**

GRADE DOWN!

Participants can hold onto the crepe paper while the facilitators assist in gluing the crepe paper onto the centre of the flower.



Glue the construction paper petals next!



Step 6

Finishing Touches:

- **Arrange and glue the construction paper petals next to form the completed flower.**

GRADE UP!

Create and glue on more construction paper petals to fill the space/gap between the petals to create a bigger/more colourful flower.

Facilitation Tips

- As there are a few steps to creating the flowers, this activity may be more suitable for participants who do not face cognitive challenges and can follow instructions with multiple steps.
- Consider grading down this activity by creating just the centre of the flower and petals.
- Have participants create flowers of specific colours so that when it is placed together in a collage, they will know which were created by them.
- Encourage participants to assist one another to complete the activity together.

Further Ideas

Art Ideas

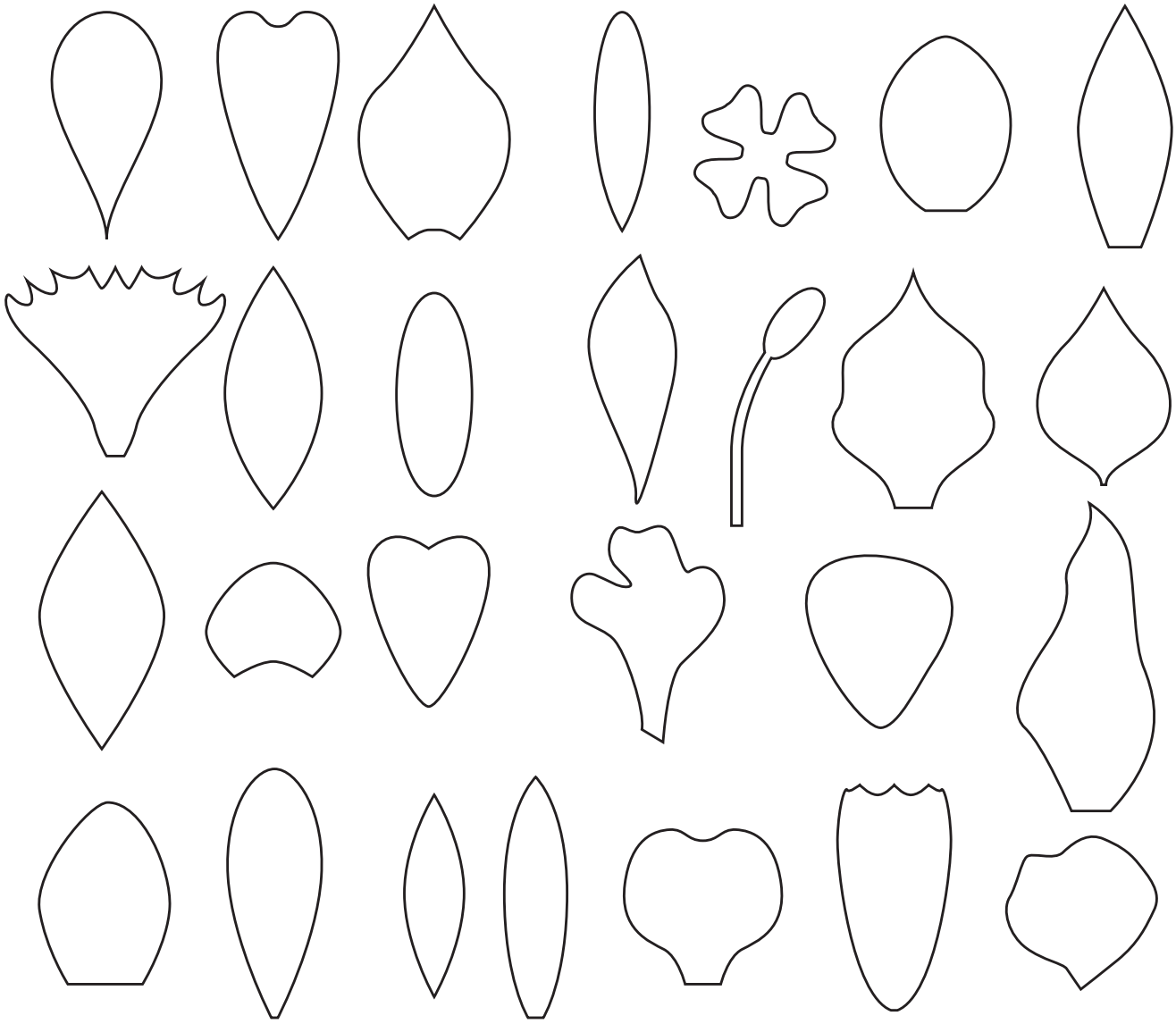
- The flowers can be used as decorations for festive occasions, with smaller versions used on cards.
- Create flowers in participants' favourite colours.

Discuss

- Encourage conversations about personal experiences/stories about flowers and nature.
- Ask participants to share what they liked about this activity and how it can be further improved.

Templates of Petal Shapes

(ENLARGE THE TEMPLATES IF REQUIRED)



Sensory Stimulating Art Activities

The activities in this section are designed to engage and stimulate participants' senses (e.g., Touch, smell, taste, sight and sound) through the use of tactile art materials, food and sound.

ACTIVITY	LEVEL OF ACCESSIBILITY AND COMPLEXITY	PAGE NUMBER
Photographing the Every Day - Still life photography	01	49
A Happy Special Place - Mixed media painting with acrylic paint and adhesive tape	01	53
Summer Salt - Mixed media exploration with watercolour paint, salt and white glue	01	57
Chalk It Up - Mixed media exploration with salt, chalk and white glue	02	61
Circle of Life - Expressive weaving with yarn	02	65
Garden Bouquet - Mixed media Chine-collé printmaking with found objects and acrylic paint	02	71
What a Relief - Printmaking with foam board and printing ink	02	76

In the next 7 activities, participants have opportunities to:

Connect
Foster friendships as they take part together in activities which invigorate the senses.

Be Active
Engage in a range of interesting sensory art approaches and processes.

Take Notice
Discover how artworks come alive through the use of different tactile materials.

Keep Learning
Use atypical materials to create artworks, such as mixing fine table salt and glue.

Give
Contribute to their environment by creating artworks with a sensory quality.

Photographing the Every Day

STILL LIFE PHOTOGRAPHY

"Using photography as a tool, the activity employs reminiscence to stimulate participants' senses."

– Stanley Koh, Artist



Creatively reframe everyday objects for that perfect photo. This activity invites participants to take a closer look at their environment, the people around them and to use photography to gain new perspectives.

Materials (per participant)

1. Blindfold
2. Selection of themed objects placed in a box (e.g., Fruits, vegetables, food, participants' favourite mementos etc.)
3. Autofocus camera (with a large display screen)/mobile phone camera
4. Lightweight tripod for easy camera handling (See "Glossary of Materials" on Page 116)
5. Projector/laptop with a large display screen and required cables (optional)

Preparations:

- Prepare a selection of objects (it may be themed) and place them in a covered box on a table in front of participants who will be seated in a "u-shape" formation.
- Ensure that the camera/mobile phone is charged and the correct settings have been selected.
- Set up a tripod for participants who require additional assistance to hold the camera steady.
- Show participants how to focus and take photos with the camera/mobile phone camera. For a start, invite them to place the object in the middle of the frame. Experiment with other angles or positions when they are more familiar with the use of the camera/mobile phone camera.
- Carry out this activity in smaller groups to ensure that all participants have adequate time to practise.

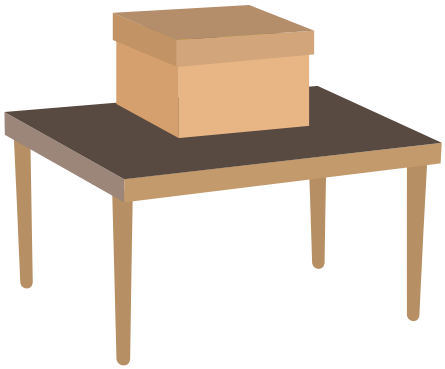


GRADE UP!

Invite participants to be small group facilitators and to teach others how to use the camera/mobile phone camera.

Steps





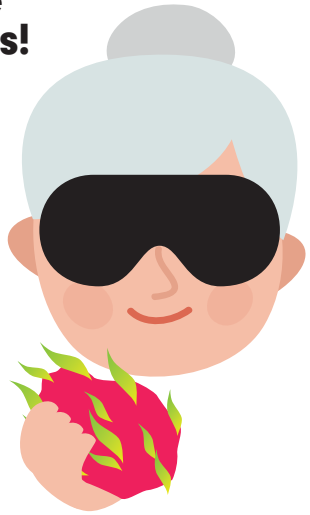
Step 1

Invite a participant to the table and ask if they agree to be blindfolded. They can also choose to close their eyes.

Step 2

Invite them to place their hand into a box to select an object. Ask them to feel, smell and/or taste the object to guess what it is. Repeat as needed with another object.

Describe and guess!





Provide hints to help blindfolded participants make the correct guess.

Tips

Invite participants to engage their senses before guessing what the object is. Ask them first to describe what they smell, feel, taste, hear etc.

Step 3

Gently remove the blindfold and ask the participant to check if their guesses were correct.



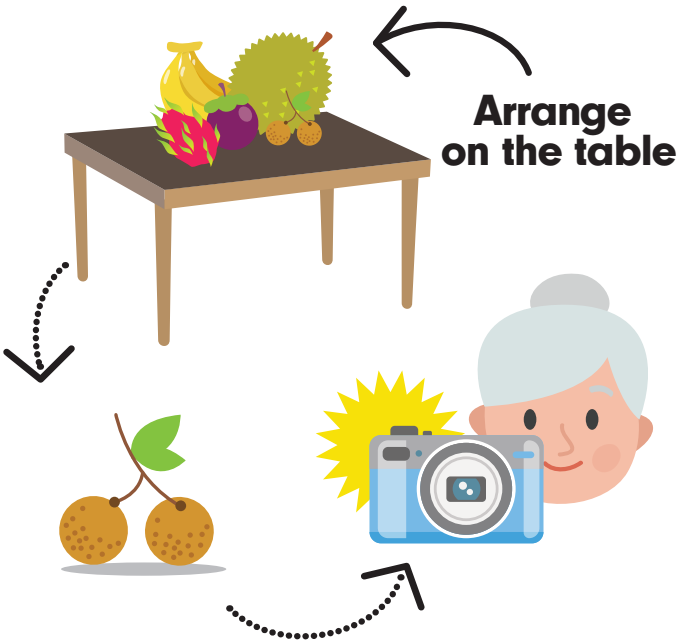
Remove blindfold

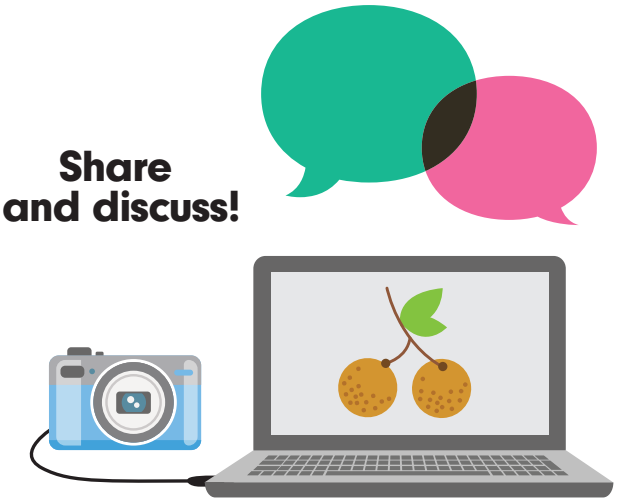
Step 4

Invite participants to select objects they would like to photograph (e.g., Grouping objects that they guessed correctly or selecting objects they like). Encourage them to arrange them in any manner they prefer on the table before taking a photograph of it.

GRADE DOWN!

Facilitators may need to assist participants to hold the camera/steady the tripod while they take the photo.





Step 5

Discuss the photos taken and invite participants to share a personal memory related to the object(s). (A projector/laptop with a large display screen is handy to ensure that all participants are able to see the photos taken).

Facilitation Tips

- Inform participants at the start of the session that the activity requires a blindfold/for them to close their eyes. For participants who agree to be blindfolded, facilitators should stay close to them to provide reassurance, if required.
- Objects that invigorate memories (e.g., Traditional perfume, talc powder, "Old Spice" cologne, white facial powder, spices/herbs etc.) can also be used.
- Invite participants to share what the objects are called in different languages/dialects and for the other participants to repeat these words.
- Enjoy eating the food/using the familiar scents. Check for allergies beforehand.

Further Ideas

Art Ideas

- Take the session outdoors and invite participants to photograph items in their environment.
- Invite participants to take photos of other participants/facilitators.
- Include props and costumes to further evoke the senses and to create a fun-filled photo shoot.
- The photos can be printed and placed in a photo frame to share with others. (See Page 91 for an example of how to display the photos)

Discuss

- Invite participants to share what they experienced and enjoyed about the activity.
- Encourage participants to share how they felt when they were taking photos of the objects and/or other participants/facilitators.
- Ask participants to share the tips they have learnt on how to take a good photograph.

A Happy Special Place

MIXED MEDIA PAINTING WITH ACRYLIC PAINT AND ADHESIVE TAPE

"Participants often see the paint brush as a barrier to artmaking. This activity introduces various methods to create an abstract painting without the use of a paint brush. Participants will discover unusual tools, tactile sensations and unexpected visual effects in the process."

– Adeleine Daysor, Artist



Remember happy memories and express them in a variety of patterns and colours. This activity provides opportunities to engage the senses by using a range of techniques to explore different art materials and the effects they create.

Materials (per participant)

1. Canvas (A3/A2 size)
2. Masking tape of different widths
3. Acrylic paint (for colour recommendations, see Facilitation Tips on Page 29)
4. Squeegee (e.g., Lino mat/plastic card) (See "Glossary of Materials" on Page 116)
5. Tool for scratching (e.g., Chopsticks, comb)
6. Cloth/wet wipes (for clean up)



Preparations:

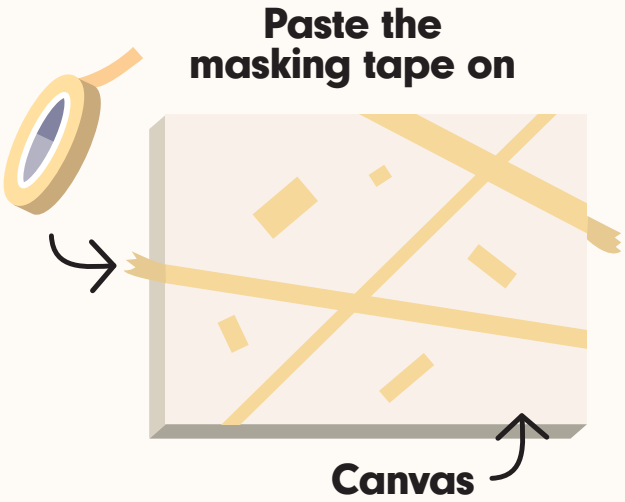
Tips

Encourage participants to select their preferred colour choices. These colours may be inspired by a place, memory or feeling, e.g., An orange sunset or a green forest.

Recommended colours include:
- o Red, orange, yellow
- o White, yellow, blue
- o Green, white
- o Blue, red
- o Purple, white

- Choose 2 to 3 paint colours that will create vibrant colours. (See Facilitation Tips on Page 29)

Steps

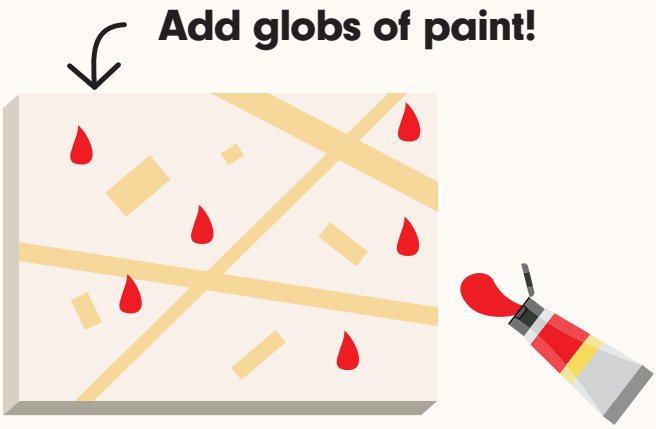


Step 1

Paste masking tape of different widths and lengths onto the canvas.

GRADE UP!

- Participants can cut differently shaped masking tape to paste on the canvas.
- Participants can assist other participants by cutting different lengths of masking tape for them.



Step 2

Place small globs of paint onto the canvas.

Tips

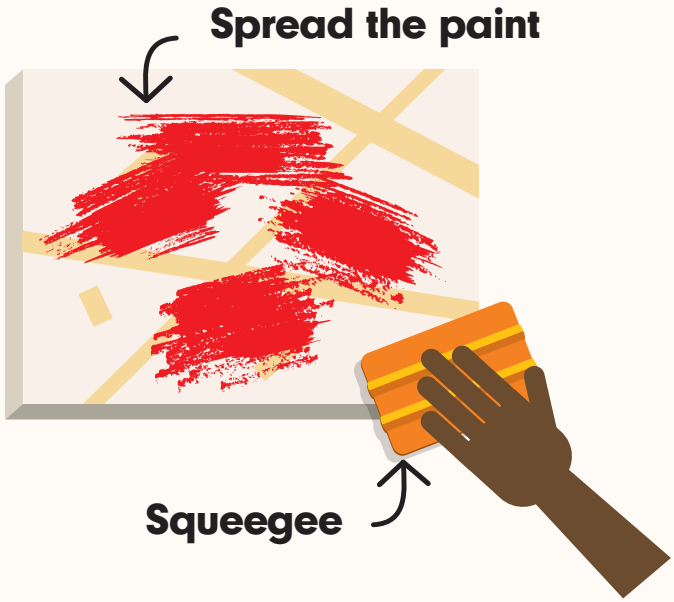
- Invite participants to take note of the tactile qualities of the paint such as its tackiness, smell and temperature.
- Apply small quantities of paint on the canvas for better control.

Step 3

Use a squeegee to spread the paint. The paint does not need to be spread fully/evenly across the canvas.

GRADE DOWN!

Participants can use their palms to spread the paint if they have difficulties using a squeegee.



Step 4

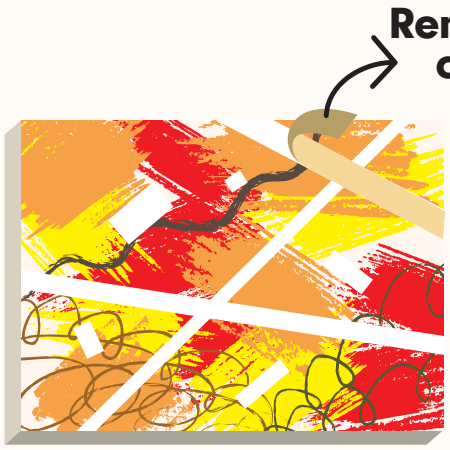
Progressively apply more paint/colours, bearing in mind how colours blend, (See Facilitation Tips on Page 29) and spread them on the canvas.





Step 5

Use a tool to scratch textures/patterns into the paint while it is still wet.



Step 6

Once the paint has dried, remove the masking tape carefully to reveal the full effect.

GRADE DOWN!

Participants can use their fingers to scratch textures/patterns into the paint if they have difficulties using tools.

Facilitation Tips

- When pasting on the masking tape, exceed the canvas edges so that the ends can be found easily when removing the tape from the finished artwork.
- Clean excess paint off the painting tools, when necessary, for better paint mixing and handling.

Further Ideas

Art Ideas

- This activity can also be done in a group:
  - o Choose a larger canvas if more participants are working together.
  - o 2 participants can collaborate by holding each end of the masking tape and sticking it on the canvas in the agreed spot.
- Fabric can also be used as the canvas for this activity to create unique tablecloths/bags.

Discuss

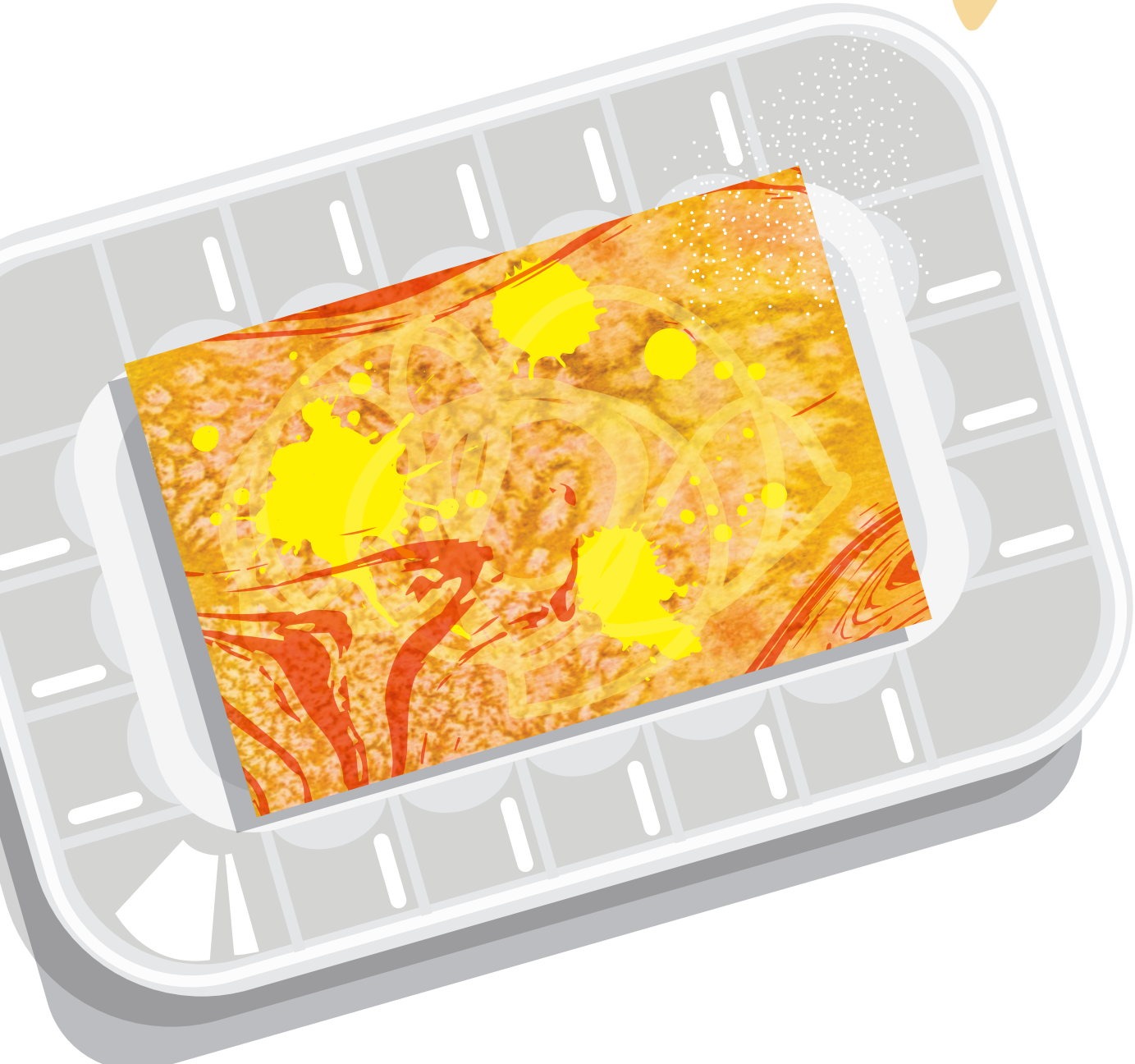
- Invite participants to reflect on this activity and have them share what part of the process they found interesting/challenging and how they overcame their difficulties.
- Encourage participants to suggest how this art technique can be used on other materials, such as to create gifts for others.

Summer Salt

MIXED MEDIA EXPLORATION WITH WATERCOLOUR PAINT, SALT AND WHITE GLUE

"This activity introduces abstract art to participants and develops their interest and patience in creating effects through the scattering and swirling of different materials."

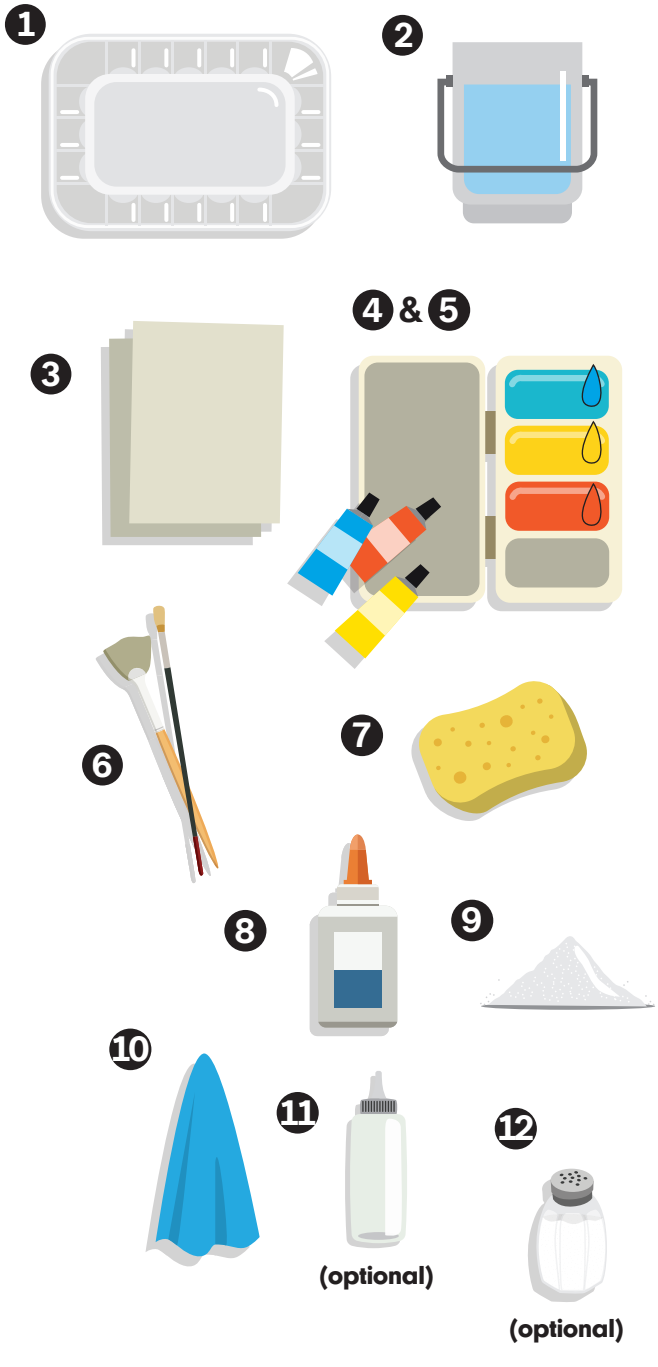
– Chai Chee Seam and Terence Lin, Artists



Salt, paint and glue come together to create an unique sensory and tactile experience. This activity combines everyday items to provide an intriguing and spontaneous art experience that often invokes wonderment.

Materials (per participant)

1. Tray/large plastic food tray cover (approximately A3 size)
2. Water container
3. Watercolour paper
4. Assortment of watercolour paint (to be diluted with water, with undiluted globs of paint included)
5. Palette
6. Paint brushes
7. Sponge
8. White glue (in a squeeze bottle)
9. Fine table salt
10. Rags
11. Soft plastic squeeze bottle (e.g., Such as those used for soya sauce) (See "Glossary of Materials) on Page 116) (optional)
12. Salt shaker (optional)



Preparations:

- Place a piece of paper into each tray.
- Choose 2 to 3 paint colours and place them into separate compartments of the palette, add a few drops of water to each colour and mix well. (Choose colours that will mix into vibrant shades, if in doubt, use primary colours/refer to Facilitation Tips on Page 29).
- The required paint consistency is key to the success of this activity. Facilitators will need to be familiar with this so that the paint will spread easily on its own when applied to wet paper.

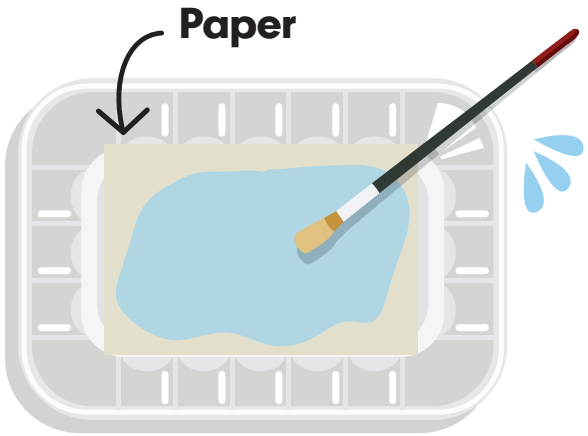
Steps

Step 1

Brush/sponge a generous amount of water onto the paper until it is moist (the paper will need to be wet for the next few steps).

GRADE DOWN!

Participants can use their palms to spread water on the paper if they have difficulties holding the paint brush/sponge.

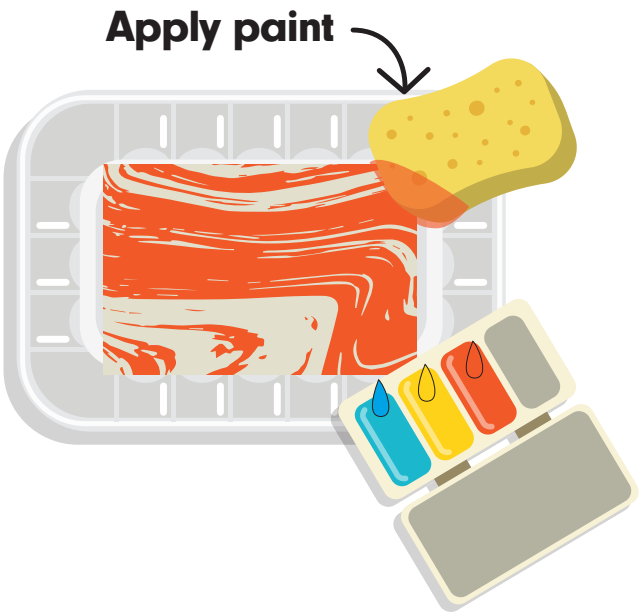


Step 2

Apply paint in a random pattern to the paper with a paint brush/sponge. The paint should spread on its own upon application. Adding small globs of paint in the paint mixture will increase contrast and intensity to the artwork.

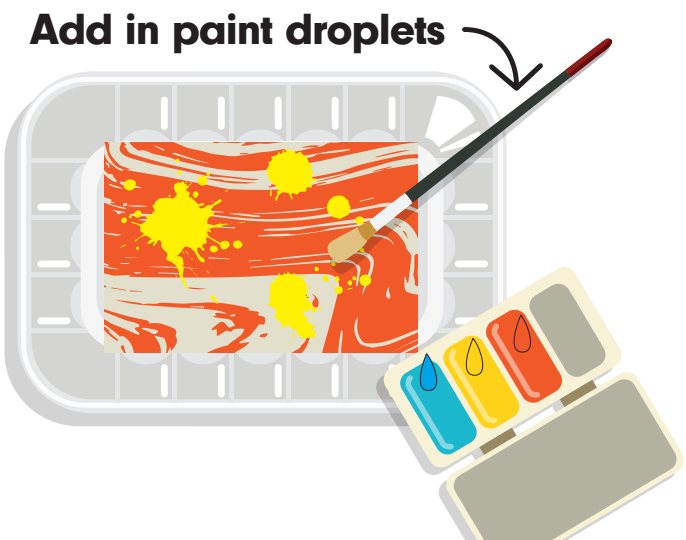
GRADE UP!

- Invite participants to choose their preferred paint colours.
- Participants can work with a larger sheet of paper and include more colours.



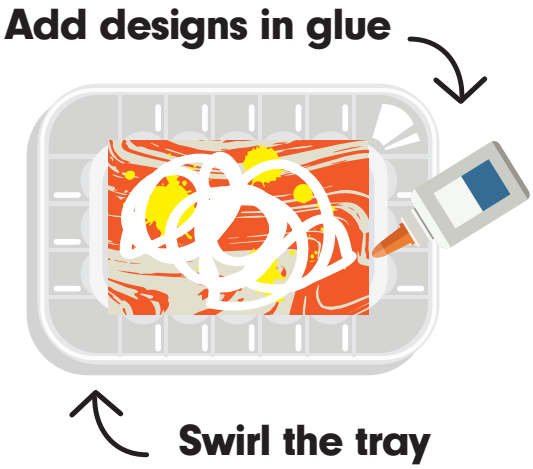
Step 3

Drop additional paint onto the paper to increase contrast and intensity and watch the paint spread.



Step 4

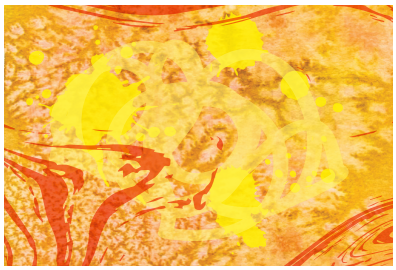
Draw designs on the paper using white glue. Swirl the tray to give another mix to the colours.





Step 5

Sprinkle salt onto the paper.



Step 6

Let the artwork dry and discover how the salt has interacted with the paint.

Facilitation Tips

- For better grip, transfer the white glue into a softer plastic squeeze bottle, such as those used for soya sauce.
- For participants who have difficulties with fine motor skills, use sponges instead of paint brushes to spread the paint and transfer the table salt into a salt shaker to dispense the salt.

Further Ideas

Art Ideas

- Use the white glue to create specific drawings/patterns.
- The final artwork can be used as wrapping paper/cards for gifts to family and friends.
- Add liquid food colouring to the salt to change its colour. To do so, place the salt in a resealable bag and drop in the desired liquid food colouring one drop at a time for better control of the colour. Ensure that the bag has no air inside it. Knead the salt and food colouring together. Open the bag to dry out the salt if needed and reseal it for use in the art project.

Discuss

- Ask participants to share about their sensory experiences working with the different textured materials.
- Invite participants to share about their artwork and what they think it resembles.
- Encourage participants to share their understanding regarding the use of salt in the artwork (the salt absorbs water thereby creating unique patterns on the artwork).

Chalk It Up

MIXED MEDIA EXPLORATION WITH SALT, CHALK AND WHITE GLUE

"This activity helps to enhance participants' gross and fine motor skills through the creative use of fine powdered materials like salt and chalk in the artwork."

– Chai Chee Seam and Terence Lin, Artists



Salt, chalk and glue come together to create yet another unique sensory and tactile experience. This activity provides participants with tactile stimulation by inviting them to create new art materials with their hands (i.e., Using chalk to colour salt). It also expands ideas about drawing through the use of glue instead of pencils.

Materials (per participant)

1. Fine table salt
2. Coloured chalk
3. White glue (in a squeeze bottle)
4. Watercolour paper (experiment with darker shades of paper so that the chalk-coloured salt will appear more vibrant)
5. Pencil
6. Container (for creating the chalk-coloured salt)
7. Paint brushes
8. Soft plastic squeeze bottle (for coloured salt) (See "Glossary of Materials" on Page 116)
9. Newspapers (to line the table)
10. Stencil (optional)
11. Funnel (optional)
12. Non-slip mat (optional)



Preparations:

- Cover the table with newspaper.
- Facilitators can create the chalk coloured salt as part of preparing for the activity or it can be part of the activity.
- Provide different containers for different coloured salt.
- Show participants samples of the completed artworks so that they have a better understanding of what they are aiming to achieve.

Tips It may be easier to colour the salt in smaller portions at a time.

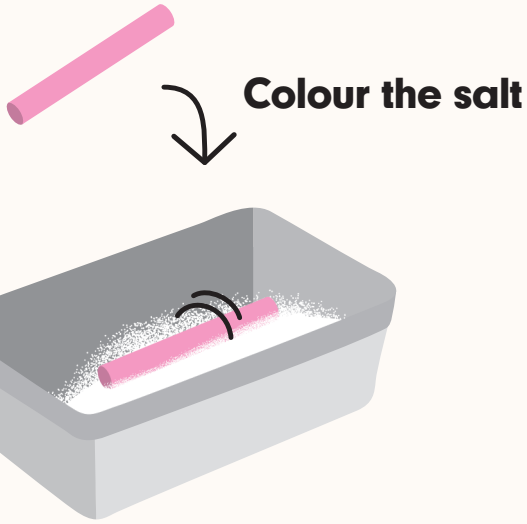
Steps

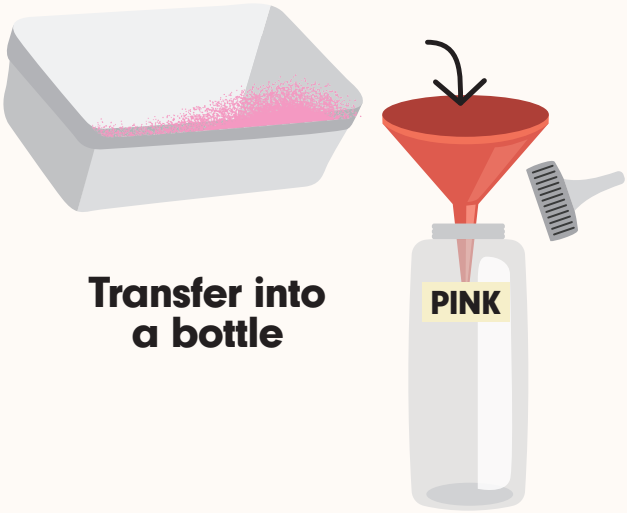
Step 1

Place salt into the container and rub the side of a stick of chalk into the salt until the colour rubs off/mixes with the salt. Create as intense a colour as possible so that it will show up vibrantly against white paper.

GRADE DOWN!

The chalk and salt can be crushed and mixed inside a resealable bag instead of using the method in Step 1.





Step 2

Fill each squeeze bottle with the coloured salt mixture.

GRADE UP!

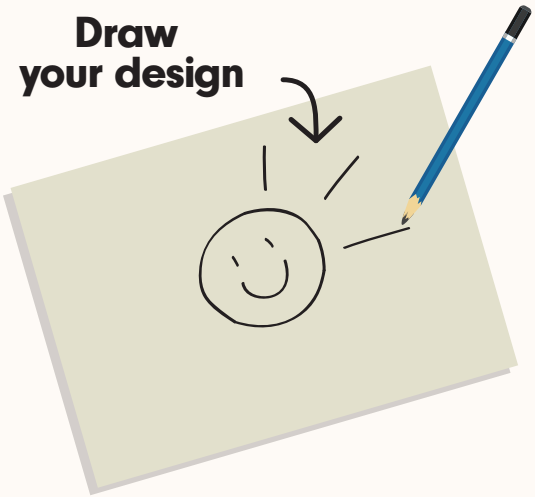
Invite participants to fill the squeeze bottles with the coloured salt mixture. Use a funnel/paper funnel, if needed. They can prepare this for other participants.

Step 3

With a pencil, draw a design/image on the paper. The design/image should be large enough so that it can be easily traced over with glue.

GRADE DOWN!

Facilitators can create a design together with the participant/ prepare a stencil that they can use if they are unable to think of a design/image.



Step 4

Trace over the design using white glue.





Step 5

While the glue is still wet, sprinkle the coloured salt mixture over the glue outline.

GRADE UP!

Participants can choose to draw more elaborate designs on the paper to trace over with glue.

Step 6

Let the glue dry together with the coloured salt mixture for a day before brushing the excess salt mixture gently off to reveal the artwork.



Facilitation Tips

- Fine table salt is preferred for this activity as it mixes better with chalk.
- Use a non-slip mat/tape the container to the table with masking tape to prevent it from moving when participants rub the chalk into the salt. Alternatively, put a few sticks of chalk together with the salt in a resealable bag and roll the chalk on the salt for a better grip.
- An alternative method to colour salt would be to use liquid food colouring. To do so, place the salt in a resealable bag and drop in the desired liquid food colouring one drop at a time for better control of the colour. Ensure that the bag has no air inside it. Knead the salt and food colouring together. Open the bag to dry out the salt if needed and reseal it for use in the art project later.

Further Ideas

Art Ideas

- Use this approach to create greeting cards, bookmarks etc.
- Another use for the coloured salt can be to layer it into glass bottles to create unique gifts.



Discuss

- Encourage participants to share their experiences creating the coloured salt and how it felt.
- Invite participants to share about whether there are other items which can be used to give the artwork more/different texture.

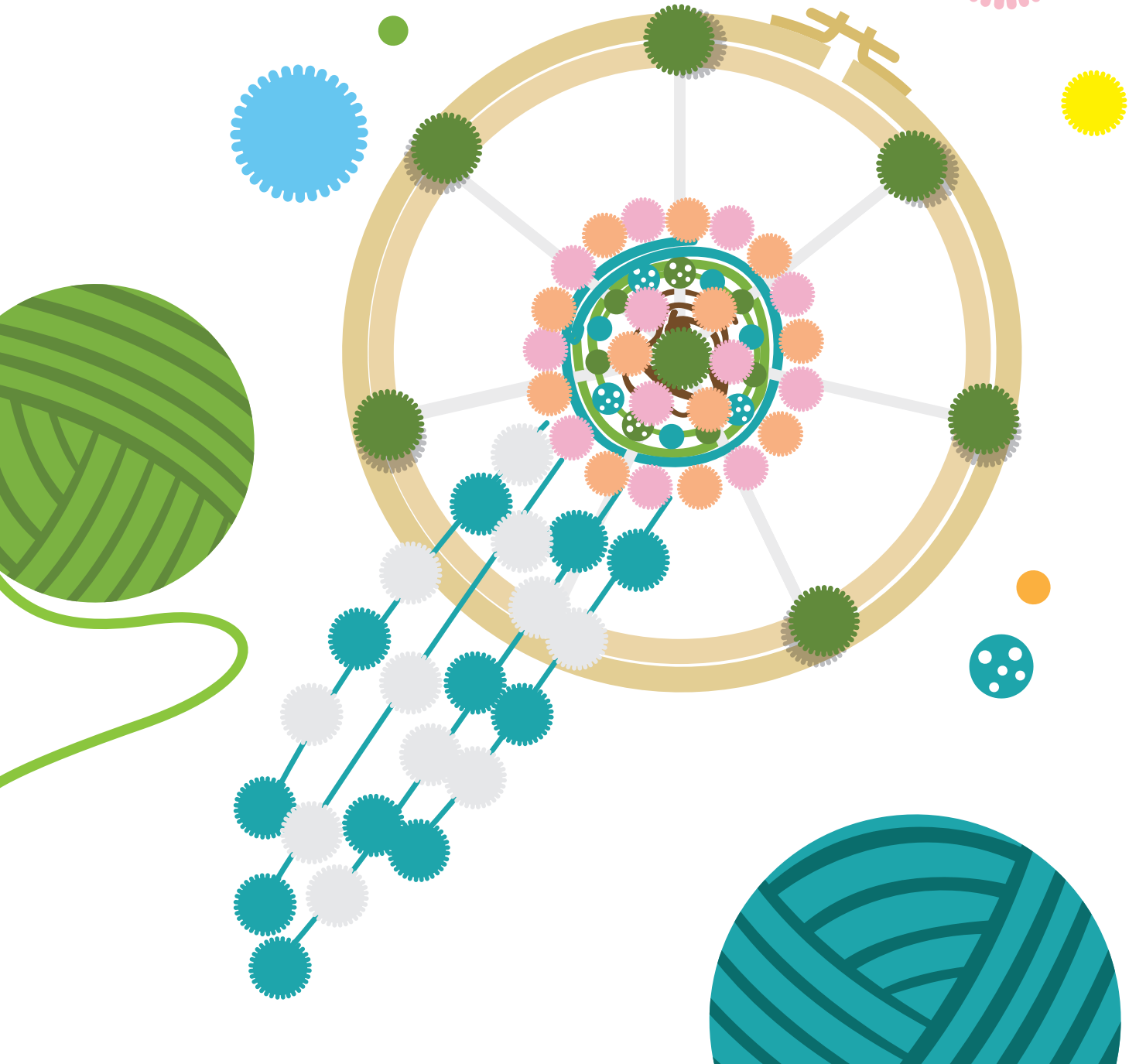
Circle of Life

Scan this with a QR code reader to watch a short instructional video of the activity

EXPRESSIVE WEAVING WITH YARN

"Through this sensorial activity, participants weave colourful, textured yarn to create a connected hanging mobile, a metaphor of how each individual plays a role in the larger community."

– Karen Koh and Lee Sze-Chin, Artists



Be immersed in the meditative experience of weaving. This activity engages participants' focus and concentration as they engage with the different textures of yarn and other decorations to create their own distinctive loom.

Materials (per participant)

1. Embroidery loom (about 6-7 inches or any size you prefer) (See "Glossary of Materials" on Page 116)
2. Yarns in different colours, textures and thickness
3. Scissors
4. Ice-cream sticks
5. Accessories to decorate the loom (e.g., Pom-pom balls, beads) (optional)



(optional)

Preparations:

- Facilitators can set up the embroidery loom for participants as part of preparing for the activity or it can be part of the activity.
- Show participants samples of the completed loom so that they have a better understanding of what they are aiming to achieve.

GRADE UP!

Facilitators can demonstrate the process and invite participants to set up their own embroidery loom.

GRADE DOWN!

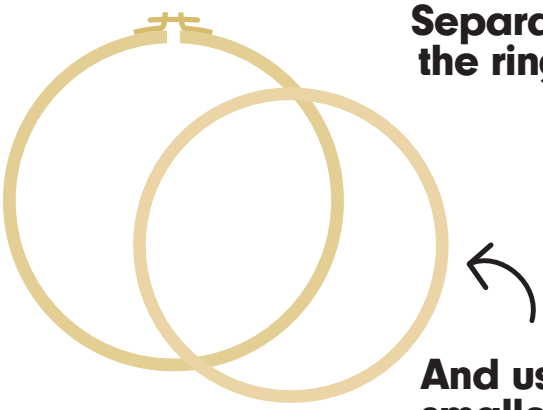
- Facilitators can support participants by holding the embroidery loom and prompting them with step-by-step instructions.
- Use thicker yarn for easier control when weaving.

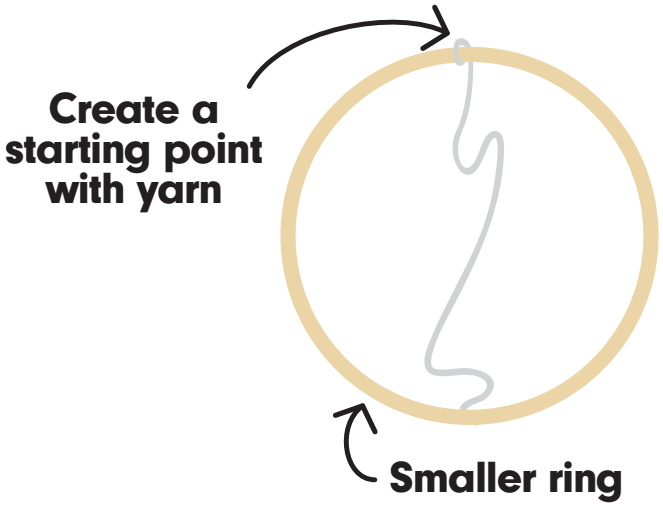
Preparations

Preparing the Embroidery Loom:

Step 1

The loom comprises 2 rings. Separate them and place the larger ring aside.



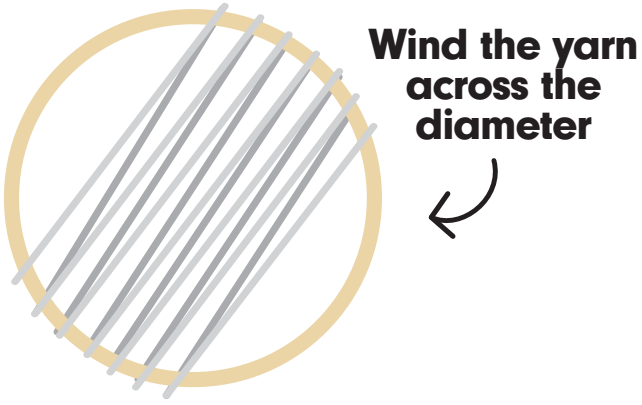


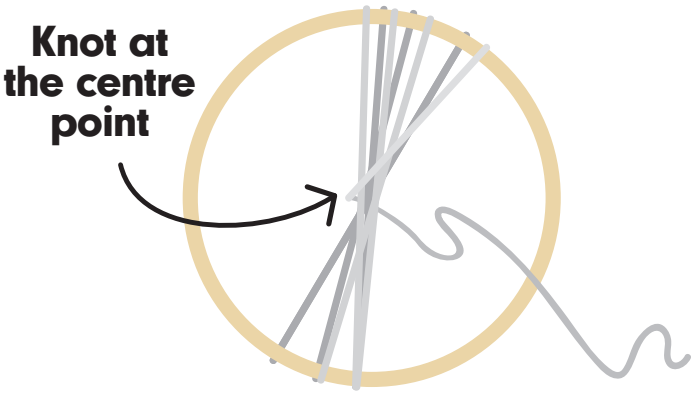
Step 2

Using the smaller ring, create a starting point by tying off one end of the selected yarn to any side of the ring.

Step 3

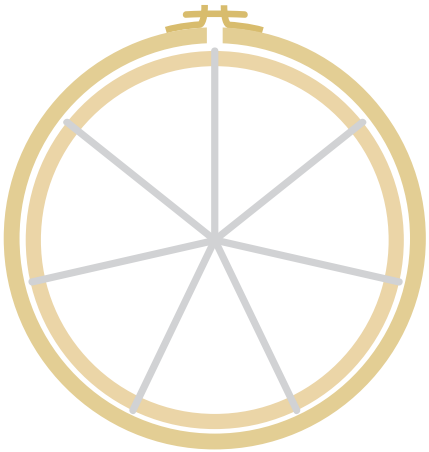
Wind the yarn across the diameter of the ring at least 7 times (or any other odd number).





Step 4

Create a centre point by winding the yarn around the middle a few times and tie the loose end off at the point where you first began.



Step 5

Spread the yarn out evenly around the ring (so that it resembles the spokes of a wheel), and attach the larger ring back to complete the embroidery loom set-up.



→ Preparing the Yarn:

Step 6

Invite participants to select the types and colours of yarn they would like to use for their loom.

Step 7

Wind the yarn onto an ice-cream stick and cut at the preferred length.



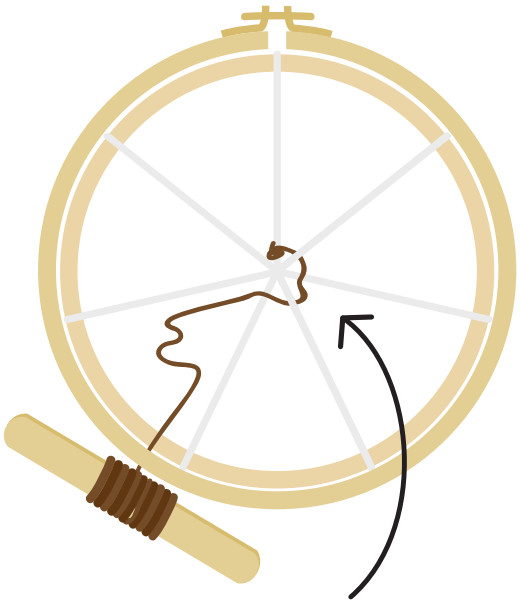
Steps

Step ❶ & ❷

Creating the Circle:

Unwind the yarn and tie it to the centre of the loom (where the white yarn pictured intersects) to create a starting point.

With a weaving motion (i.e., Going "over and under" the rows of white yarn pictured), unwind the yarn from the ice-cream stick until it is fully used or if another type/colour is preferred.



Start weaving in an "over and under" pattern



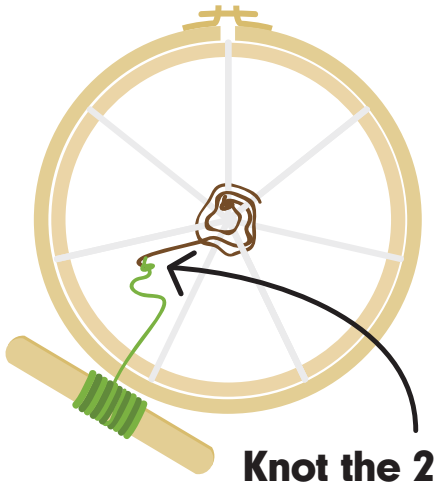
Create variety by changing to another type of yarn

Step ❸

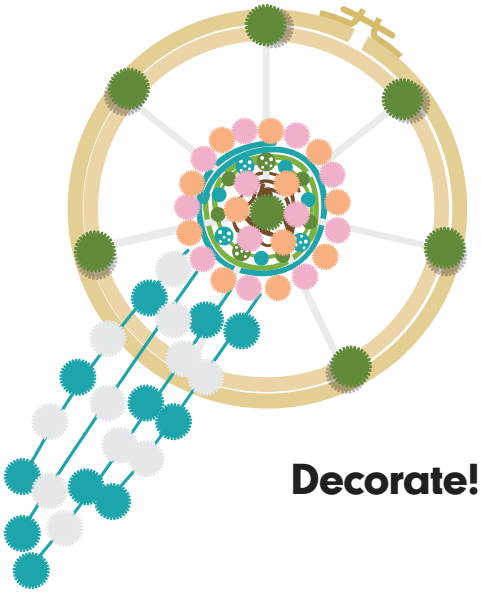
To change to another type/colour of yarn, wind the yarn onto an ice-cream stick and cut at the preferred length.

Step 4

Join the new yarn to the one presently used on the loom with a knot and begin weaving again.



Knot the 2 types of yarn together



Decorate!

Step 5 & 6

Repeat these steps, changing materials and adding decorations until the desired design for the loom is achieved.

Encourage participants to decide if they would like to weave the loom fully, partially or only in selected parts for a greater variety of creative options.

GRADE UP!

After weaving the main loom, invite participants to wrap the outer ring tightly with yarn. Encourage them to create colourful patterns/glue on accessories as decoration.

Facilitation Tips

- For a group setting, use a hula-hoop when demonstrating the weaving steps so that participants can clearly see what is required.
- This activity requires focus and attention to achieve the weaving pattern. Facilitators may need to place their hands over participant's hands to guide them. Provide some time for participants to take a short break, if required.
- Use a larger embroidery loom and thicker yarn if participants experience some challenges in fine motor skills.
- This activity can be done over a few sessions so that participants have time to complete their weaving and decorations.
- There is no right or wrong way to do this activity so invite participants to let their creativity flow.

Further Ideas

Art Ideas

- The completed item can be used for decoration or as a gift for family and friends.
- Add strings of pom-pom balls as tassels to further decorate the loom.
- The looms can also be linked together to create a connected hanging mobile.

Discuss

- Encourage conversations by asking participants to share why they have chosen the various materials and decorations for their looms.
- Invite participants to share how they felt about the experience and what they have learned about their abilities from the activity.

Garden Bouquet

MIXED MEDIA CHINE-COLLÉ* PRINTMAKING WITH FOUND OBJECTS AND ACRYLIC PAINT

"This activity guides participants to create artworks based on commonly found items in their environment. The collage is an exploration and imprint of daily life interwoven beautifully."

– Adeleine Daysor, Artist



* Chine-collé is a type of printmaking technique which enables printing on delicate surfaces.

Inspired by nature, create a garden bouquet with a difference. This activity introduces participants to an indirect method of image making and expression through the technique of Chine-collé.

Materials (per participant)

For Collage:

1. Construction paper (A4 size)
2. Assortment of paper types (i.e., Different colours/textures and torn into different shapes and sizes)
3. White glue
4. Brush as a glue applicator

For Printing:

5. Sponge roller
6. Container for paint (large enough to coat the sponge roller)
7. Acrylic paint
8. Leaves/flowers (dried and pressed)
9. Rough paper
10. Newspapers
11. Rolling pin/any similarly shaped item that can be used to roll over and create the print
12. Non-slip mat (optional)



Preparations:

- Invite participants to select leaves/flowers from the garden/surrounding and to press them. These can also be purchased. (Refer to Page 75 for additional details)
- Show participants samples of the completed artworks so that they have a better understanding of what they are aiming to achieve.

GRADE UP!

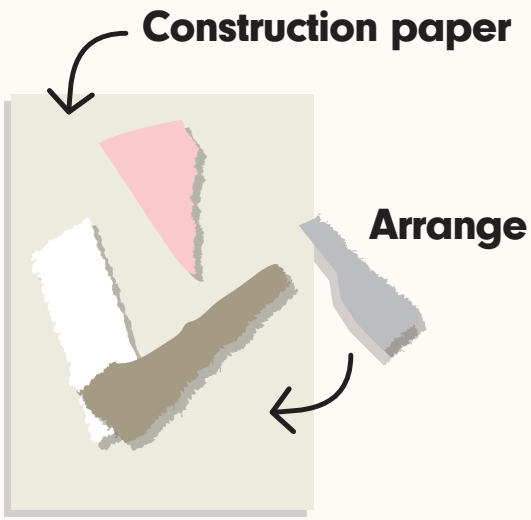
Invite participants to help prepare the materials.

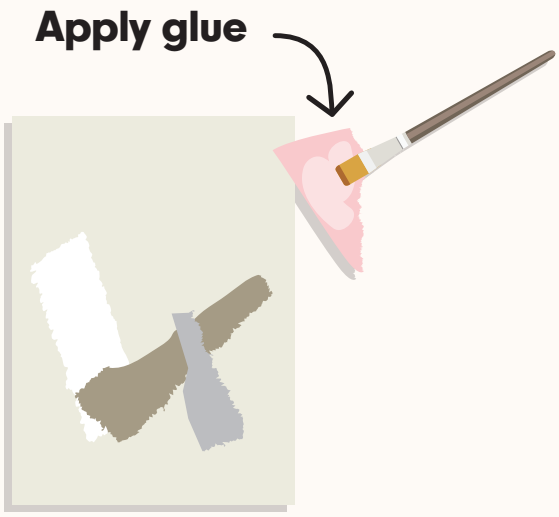
Steps

→ Collage:

Step 1

Pick out an assortment of paper, tear and arrange them on the construction paper.





Step 2

Apply glue to the assortment of paper and paste them on the construction paper in the desired arrangement.

GRADE DOWN!

If participants have difficulties with fine motor skills, they can use their fingers to apply the glue.

Step 3

Select an assortment of leaves/flowers and arrange them on the construction paper in the desired layout. (Do not glue them on yet!)

GRADE DOWN!

Stop at this step, completing the artwork by pasting the leaves/flowers down. (This does not incorporate the Chine-collé technique).



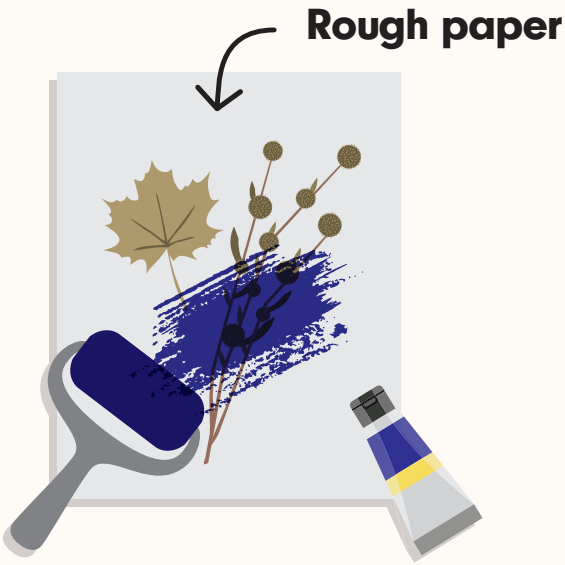
Printing:

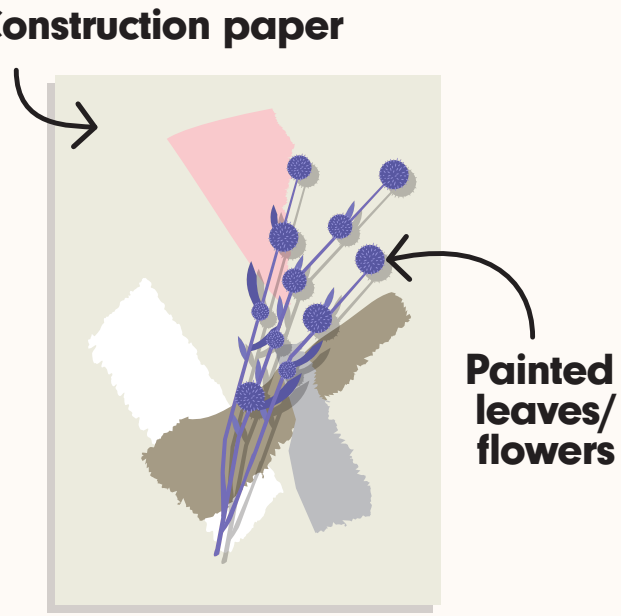
Step 4

Remove the leaves/flowers and place them on rough paper. Coat the leaves/flowers evenly with paint using a sponge roller.

GRADE DOWN!

Participants can dab on paint to the leaves/flowers with a large sponge if preferred.





Step 5

Remove the painted leaves/flowers from the rough paper. Carefully face the painted side (i.e., The wet side) of the leaves/flowers down on the collage in the desired position that you would like to print in.

Step 6

Cover the collage with newspapers and roll over it with a rolling pin/similarly shaped item to make an imprint of the leaves/flowers on the paper.



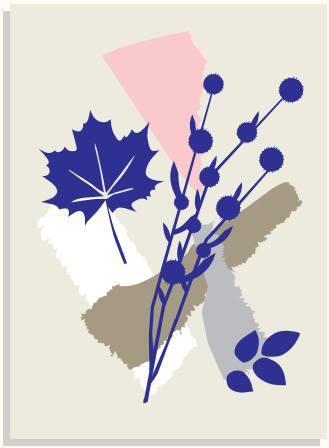
Tips

- Use clean newspapers each time a new imprint is made.
- Use a non-slip mat and clip the artwork and newspapers together so that it will not move out of position when using the rolling pin.



Step 7

Remove the newspapers and leaves/flowers carefully to see the results.



Step 8

Repeat the printing steps with other leaves/flowers until you are satisfied with the image.

Facilitation Tips

- Introduce this activity by discussing the range of materials and their characteristics — texture, colour, patterns, translucency etc.
- Use 1 colour for each paint roller, container and leaf/flower. These can be shared among participants.

Further Ideas

Art Ideas
- This can either be 2 standalone activities: (1) Collage and (2) Printing, or carried out over a few sessions.
- Pressing leaves/flowers* can be an alternative activity.

Discuss
- Invite participants to discuss the reasons why they have chosen the specific materials (e.g., Selected leaves/flowers, colours etc.) and what precautions they took when handling them.
- Encourage participants to think of potential uses of the artwork.
- Invite them to share what other materials can be used to make imprints and different textures for the artwork.

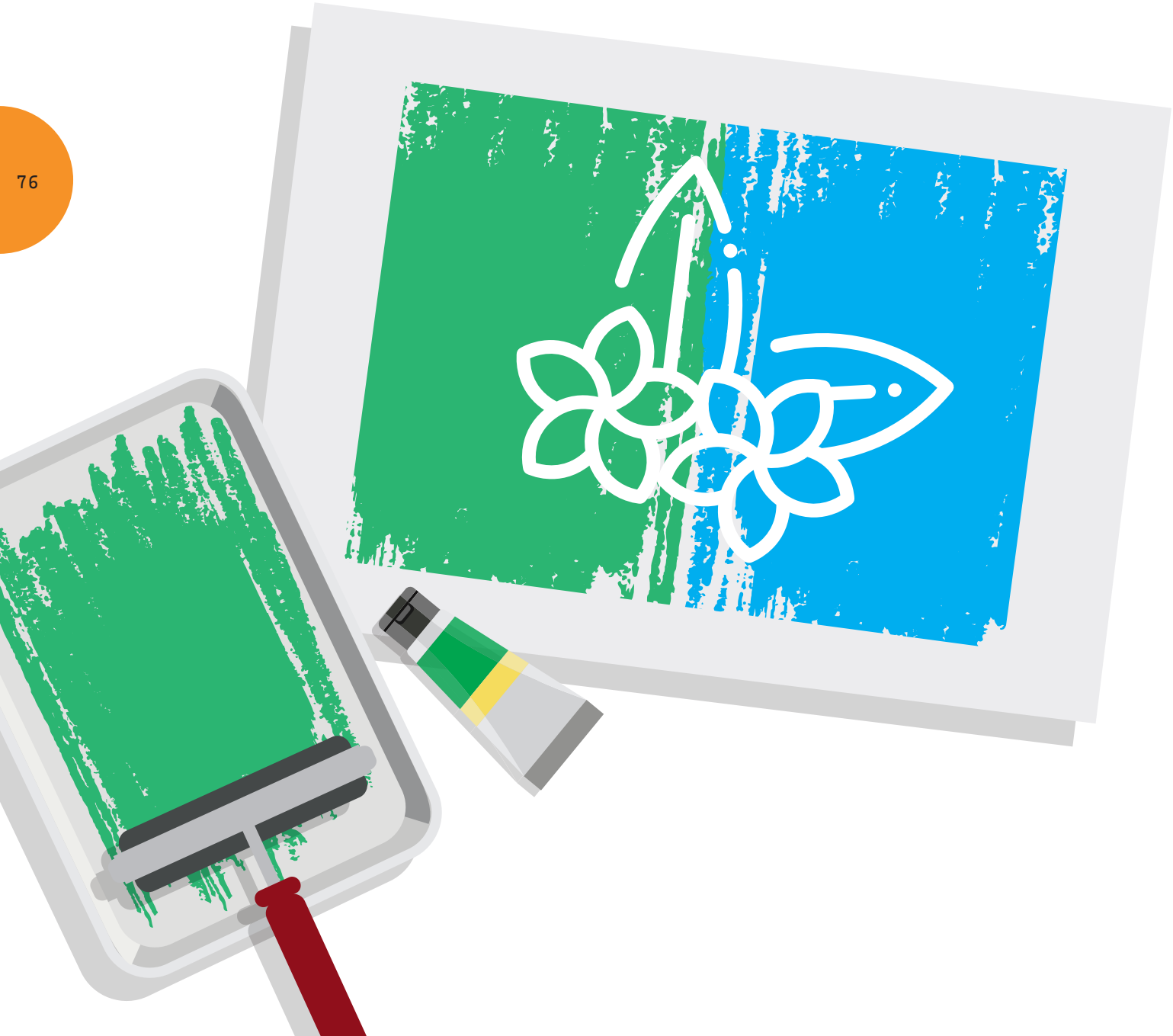
***How to press leaves/flowers**
- Selection:
  - Choose flowers that are still in bud/freshly bloomed or leaves that have unique patterns/shapes/veins.
- Pressing:
  - Select a heavy book that you do not mind damaging. Moisture from the leaves/flowers may damage the pages. If you do not have a heavy book, you can use thick stacks of used newspapers/old magazines too.
  - Put the leaves/flowers in between 2 sheets of clean, plain paper and place them within the book pages.
  - Change the plain paper after a few days and continue until the leaves/flowers are dried. This may take a few weeks.
  - Remove the pressed items carefully from the book, using tweezers if necessary.

What A Relief

PRINTMAKING WITH FOAM BOARD AND PRINTING INK

"This activity is a modified version of a relief printmaking technique. Participants will create finely etched lines on foam board drawings and experiment with different colour schemes to create a multi-coloured print."

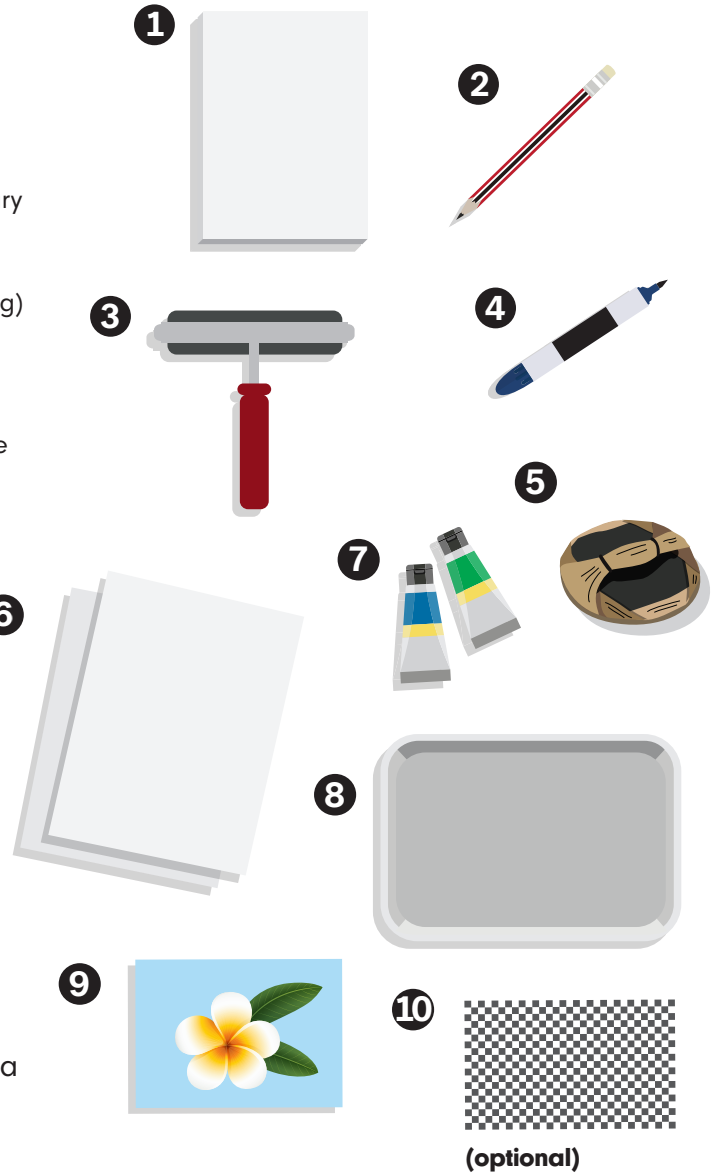
– Chai Chee Seam and Terence Lin, Artists



This activity provides tactile stimulation while encouraging participants to engage with colours using printmaking tools. It also enables participants to hone their observation skills as they draw items on foam boards.

Materials (per participant)

1. Foam board (A5 size)
2. Sharpened pencil
3. Brayer (hand tool for printing) (See "Glossary of Materials" on Page 117)
4. Black marker
5. Baren (circular disk-like hand tool for printing) (See "Glossary of Materials" on Page 117)
6. Cartridge paper (A4 size)
7. Block printing ink/acrylic paint
8. Plastic tray cover (large enough to roll the brayer on, to be placed on a flat and smooth surface)
9. Images of objects to be drawn (for reference and inspiration)
10. Non-slip mat (optional)



Preparations:

- Find images/clipart of objects (e.g., Fruits, household items) as inspiration for participants to reproduce.
- Pre-draw images on the foam board, if needed.
- Show participants samples of the completed artworks so that they have a better understanding of what they are aiming to achieve.

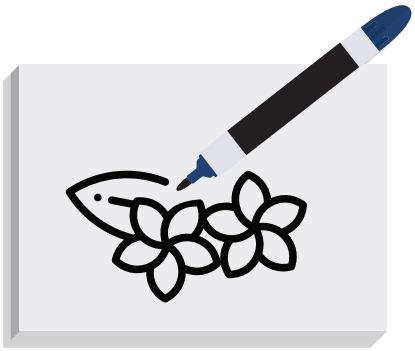
GRADE UP! Create a larger artwork by using larger foam boards and more than one ink/paint colour.

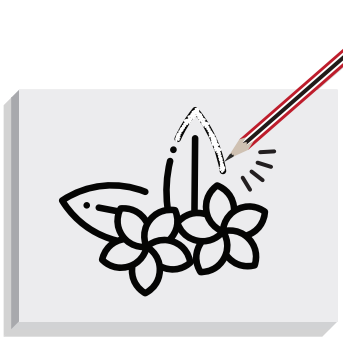
GRADE DOWN! Use pre-drawn foam boards for participants to place holes into.

Steps

Step 1

Draw the desired image/design onto the foam board with a black marker.





Sharpened pencil

Step 2

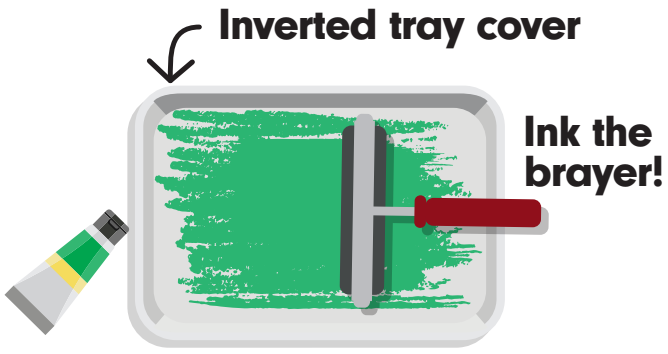
Use a sharpened pencil to create closely-packed holes along the marker line of the entire image.

Step 3

Pour ink/paint into an inverted plastic tray cover and roll the brayer over to ink it.

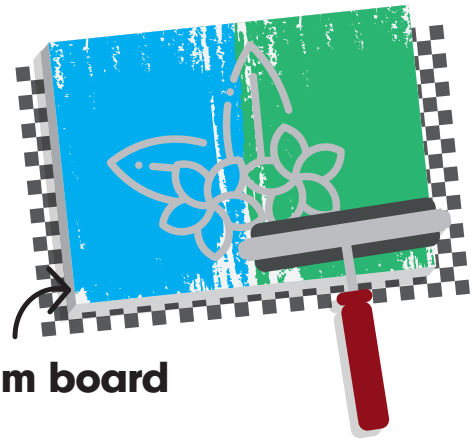
Tips

Do not pour too much ink/paint on the plastic tray when preparing the brayer, as this will fill it with too much ink/paint and make it difficult to use.



Inverted tray cover

Ink the brayer!



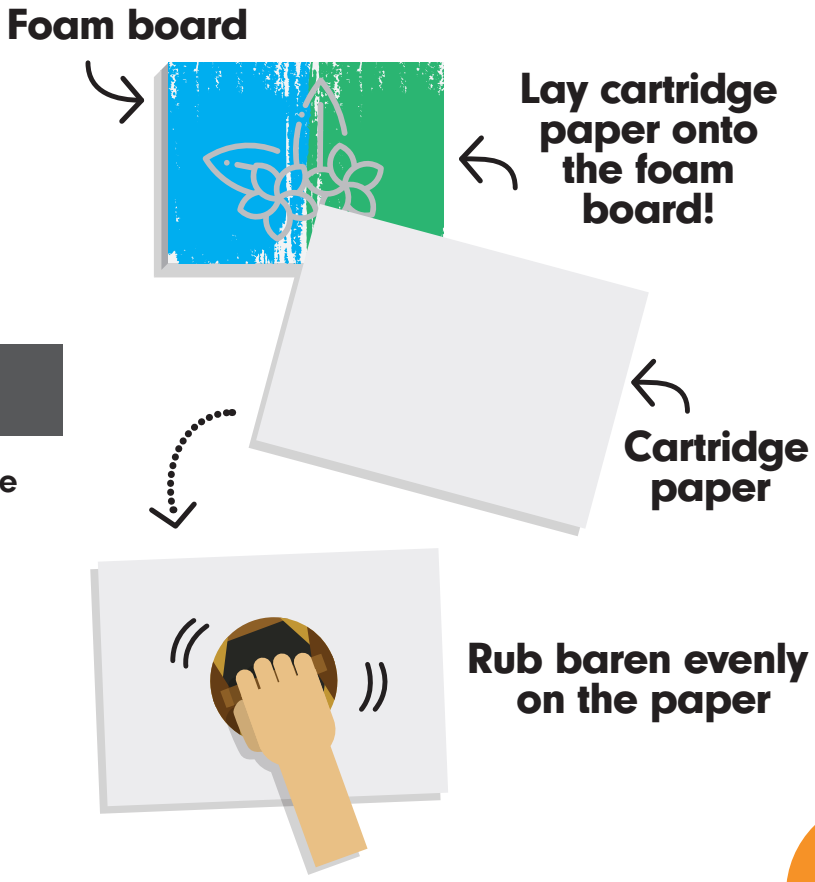
Foam board

Step 4

Apply a thin layer of ink/paint all over the foam board with the brayer. Experiment by using 2 colours side by side.

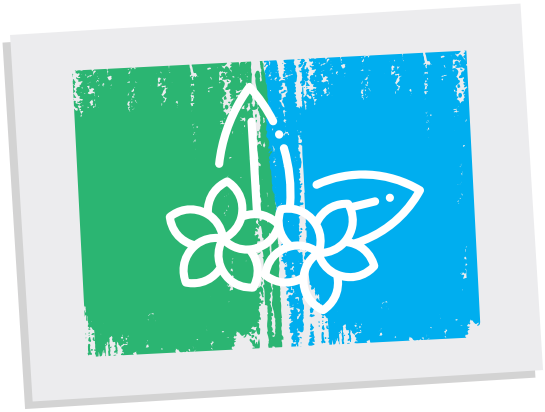
Tips

Use a non-slip mat under the artwork/paste the paper to the foam board before using the brayer and baren to prevent the paper from moving when using the tools.



Step 5

Lay a piece of cartridge paper onto the foam board and rub the back of the paper evenly with a baren.



Step 6

Remove the paper gently to reveal the print on the underside of the paper.

Facilitation Tips

- Check that you have the right consistency of the paint/ink by doing a few test prints before the session.
- Encourage participants to create holes as closely together on the foam board so that the printed image will be clear.
- The activity can be done in pairs with one participant helping to hold the paper while the other uses the brayer/baren.

Further Ideas

Art Ideas

- Use fabric paint and a piece of cloth as the canvas instead of paper to create unique fabric designs.
- Create thematic designs (e.g., Fruits, Cars) and place the artwork side-by-side to create a colourful collage.

Discuss

- Invite participants who have clear imprints to share their tips on getting the desired outcome.
- Encourage participants to share what other designs/images they would like to create for future sessions.

Cognitive Stimulating Art Activities

The activities in this section help to engage and stimulate cognitive functions including memory and attention. Creative approaches which bring imagination to life in three-dimension (3D) are also used.

ACTIVITY	LEVEL OF ACCESSIBILITY AND COMPLEXITY	PAGE NUMBER
A Walk on the Wild Side - Reproducing prints of favourite animals	01	81
My Childhood Games - Reminiscence and photo taking	01	86
My Garden Collage - Collaging with paper	02	92
Creating Clay Animals - Creative sculpting with clay	02	97
Let's Dress Up! - Creative puppet making	03	104
Lights, Camera, Action! - Creative storytelling with digital photography	03	110

→ In the next 6 activities, participants have opportunities to:

Connect
Build bonds with each other over shared memories and develop new interests.

Be Active
Engage the mind to enhance memory and perception abilities through the creation of different types of artwork.

Take Notice
Hone observation skills to reproduce realistic works from memory and abstract works from imagination.

Keep Learning
Explore digital technology and its uses in their artwork.

Give
Have someone in mind and create a gift specially for them.

A Walk on the Wild Side

REPRODUCING PRINTS OF FAVOURITE ANIMALS

"Painting on canvas shoes enables participants to experiment working with unconventional materials. It also reflects and expresses their emotions about mobility and freedom through the artmaking process."

– Von Tjong, Artist



Let your creativity roar! This activity encourages participants to pay close attention and reproduce the prints of favourite animals on functional items, such as canvas shoes.

Materials (per participant)

1. Selection of functional items to paint on (e.g., Canvas Shoes) (See "Glossary of Materials" on Page 117)
2. Acrylic paint (in a range of animal print colours)
3. Soft crayon
4. Marker
5. Painting tools (e.g., Paint brushes, cotton buds, or finger gloves for finger painting)
6. Paper towel
7. Water container
8. Selection of nature magazines (for reference and inspiration)
9. Stencils (optional)



Preparations:

- Provide magazines showing various animals from pets to wild animals for inspiration.
- Create a game chart (a sample is found on Page 85).
- Invite participants to hone their observation skills through a game of "Spot and Match" using the game chart.

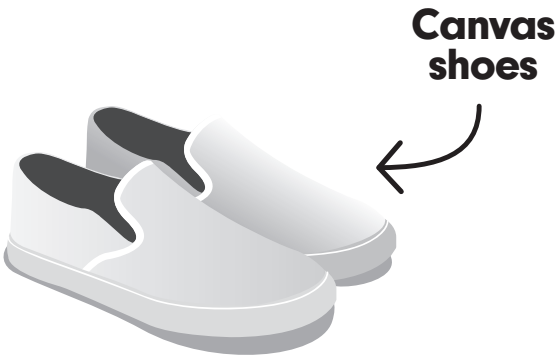
Steps

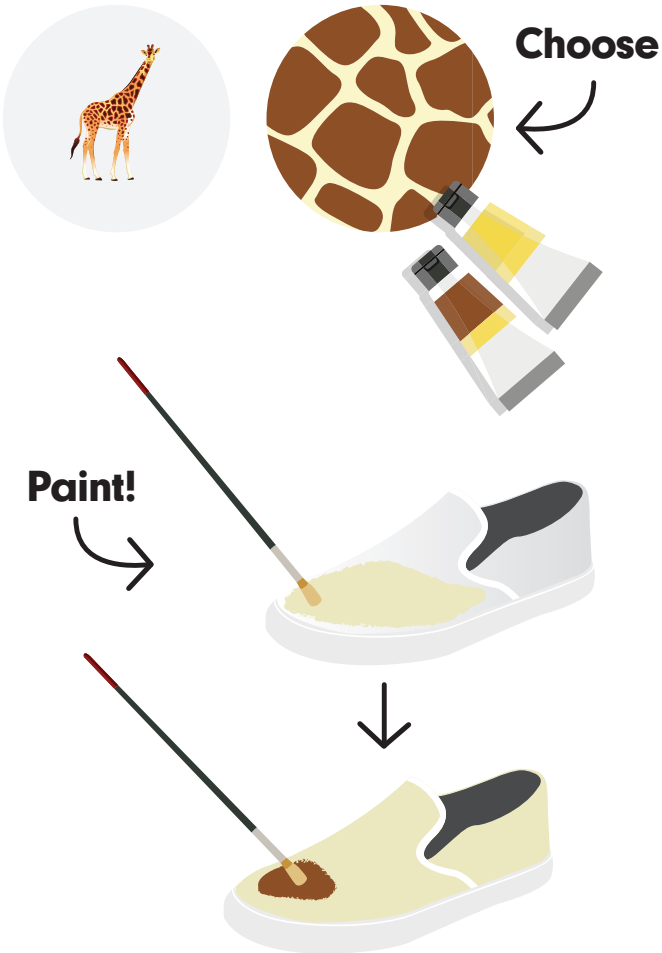
Step 1

Prepare a range of functional items that participants can paint on, such as canvas shoes.

GRADE DOWN!

Facilitators can prepare differently sized stencils of animal prints for participants to use.





Step 2

Paint the item with a colour which most closely matches the selected animal, let it dry and paint another layer on for the animal skin/print.

GRADE DOWN!

Participants can choose to finger paint if they have difficulties holding a paint brush.

Step 3

Have fun creating different sized patterns resembling the animal skin/prints until the entire item has been covered.

GRADE UP!

Invite participants to recreate the animal skin/prints purely from memory.

Finish!



Facilitation Tips

- Begin the session by inviting participants to share about their favourite animal, or have them choose from images of animals in magazines and share what they like about the animal skin/prints.
- While the topic of animals is often a crowd favourite, reproducing their unique skin prints may be tricky. The use of a game chart (see Page 85) helps prepare participants for the activity by enhancing their observation skills before they begin.
- Update the game chart to keep the activity fresh.

Further Ideas

Art Ideas

- Explore other themes (e.g., Underwater corals, animal footprints/tracks).
- Paint on other materials such as fabric (e.g., T-shirts, tote bags) using fabric paint.
- With the consent of participants, invite them to swap their artworks with each other and layer on different animal patterns.

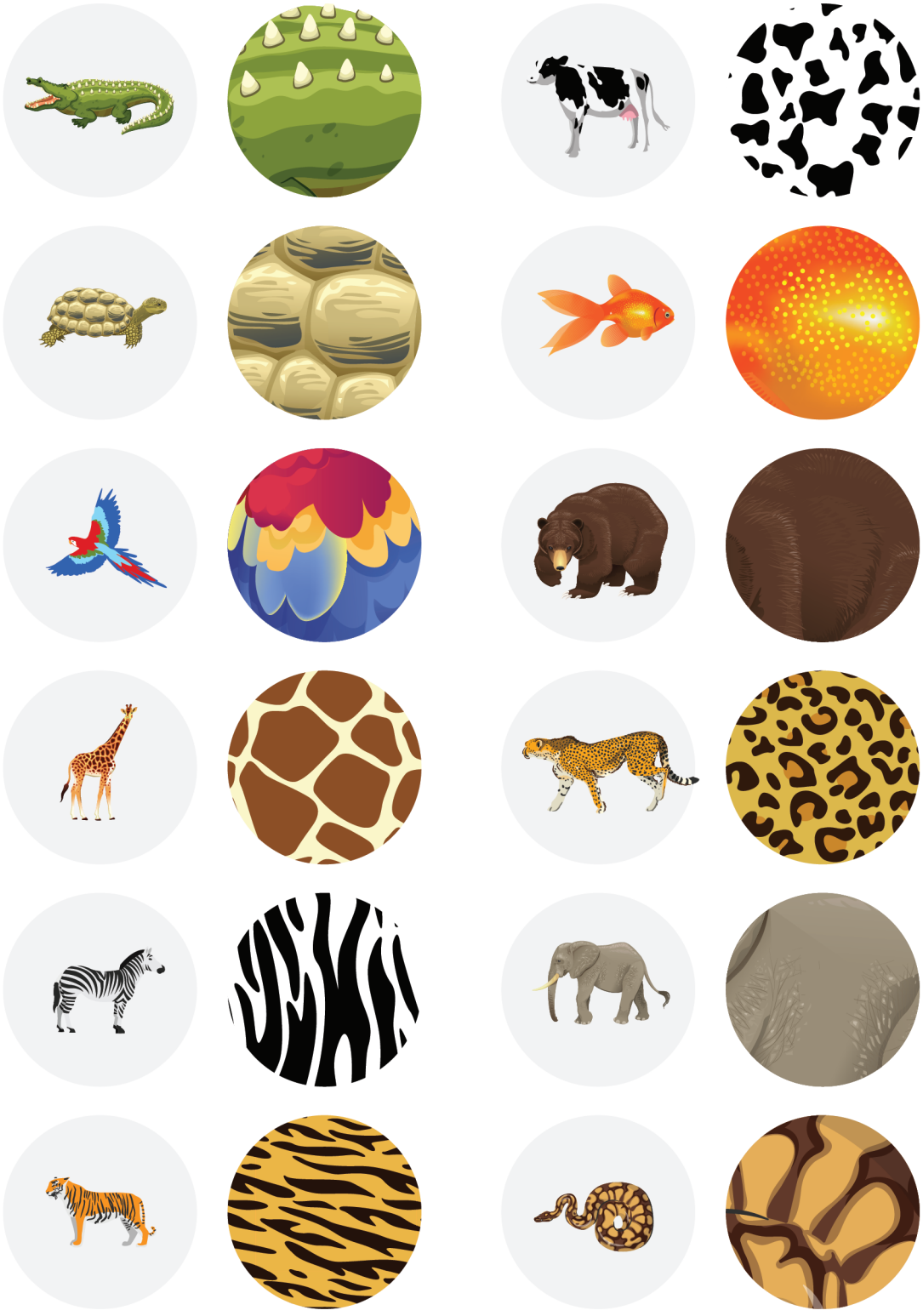
Discuss

- Invite participants to share if they have seen any of these animals in real life.
- Encourage them to share what they would like to do with their artwork.
- Seek participants feedback on whether there are other items/themes that can go into new game charts for future activities.

Spot and Match Game

(ENLARGE THE CIRCLES IF REQUIRED)

Cut out the animal and animal skin/print circles, mix them up and invite participants to match the pattern with the correct animal. To add an element of competition, pair participants up and invite them to see who can most quickly and accurately match the animal to their prints. Update this game chart to keep the activity fresh!



My Childhood Games

REMINISCENCE AND PHOTO TAKING

"When it comes to photography, a lot of emphasis has been placed on technicality and how the photographs will turn out. This interactive activity focuses on using photography as a tool to forge friendships and bridge communications amongst participants."

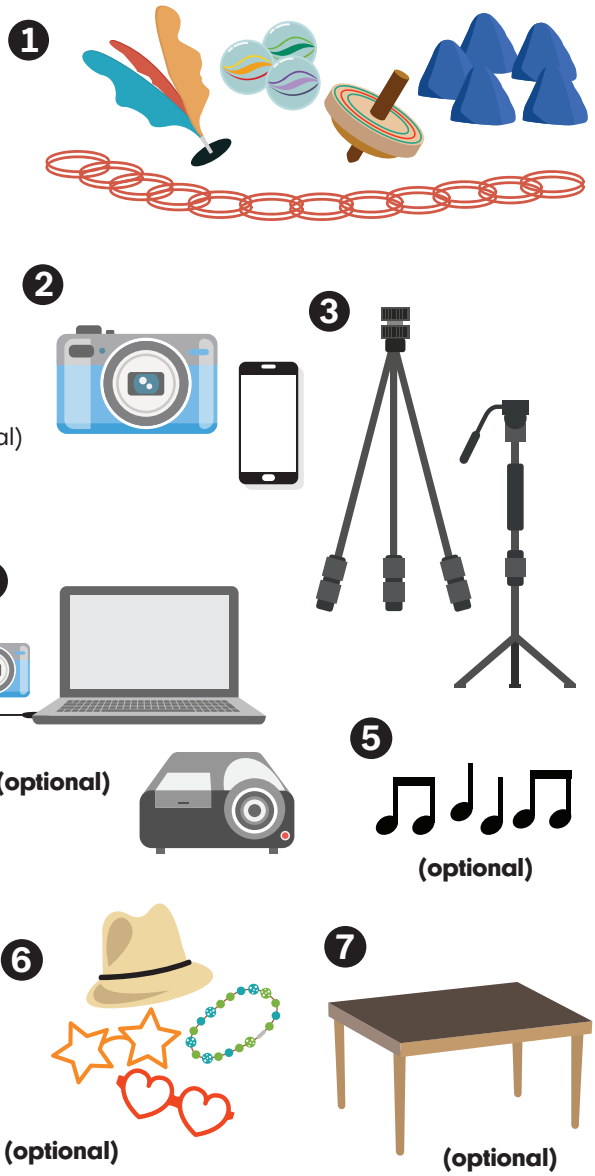
– Stanley Koh, Artist



Through the use of childhood games, take a trip down memory lane and capture the good old (and new!) times. This activity encourages reminiscence, reinforces common childhood experiences of participants and builds new bonds between them.

Materials (per participant)

1. Old childhood games like "Five stones", "Zero point", "Goli" (Marbles), "Capteh", "Gasing" (Top) (See "Glossary of Materials" on Page 117)
2. Autofocus camera (with a large display screen)/mobile phone camera
3. Lightweight tripod for easy camera handling (See "Glossary of Materials" on Page 116)
4. Projector/laptop with a large display screen and required cables (optional)
5. Music from the participants' childhood era (optional)
6. Assortment of props/costumes like hats, funny glasses etc. (optional)
7. Table (optional)



Preparations:

- Prepare and lay out the required childhood games.
- Ensure that the camera/mobile phone is charged and the correct settings have been selected.
- Set up a photo-taking station.
- Place the camera/mobile phone on a tripod, if needed.
- Show participants how to focus and take photos with the camera/mobile phone. For a start, invite them to place the item in the middle of the frame. Experiment with other angles/positions when they are more familiar.
- Carry out this activity in smaller groups for a more intimate and engaging session.

GRADE UP!

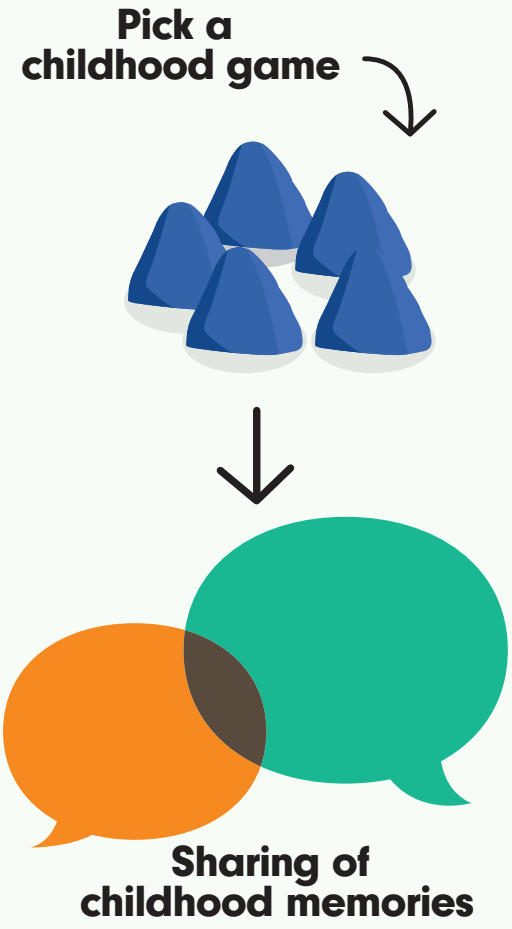
Invite participants to be small group facilitators.

Steps

Warm up exercise/ Sharing of childhood memories:

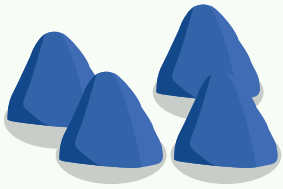
Step 1

Invite participants to form a circle, pick a childhood game and share about the game and their memories associated with it.





Demonstrate



Step 2

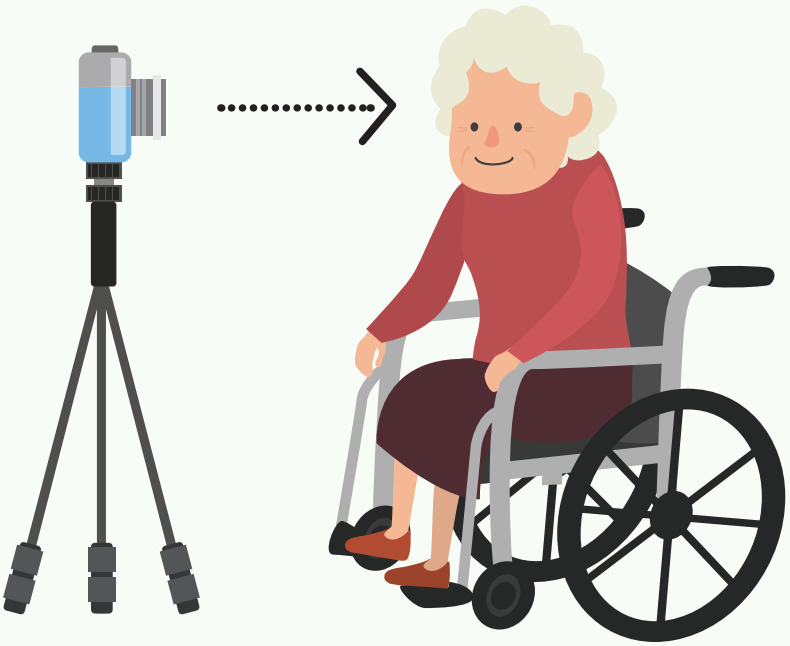
Encourage participants to demonstrate how the game is played/to instruct facilitators how to play the game, invite other participants to join in. A friendly competition can be held (e.g., Who can spin the top for the longest time).

Photo Booth

Step 1

The facilitator demonstrates the steps in the activity by inviting a participant to take their position behind the table so that they can be the model for the activity.





Step 2

Position the camera in front of the model/participant.

Step 3

Demonstrate tips such as talking/joking with the model to get them comfortable before taking their photo.





Step 4

Invite the model/participant to choose their preferred childhood game and to give a playful/candid pose with the selected item. They may also prefer to play the game while being photographed.

Step 5

Take a few photos, experimenting with different camera angles and ask participants to select a few that they like best.



Step 6

The model/participant then assumes the role of the photographer and selects another participant from the group who will be their model (Repeat Steps 1-5).



GRADE DOWN!

Facilitators may need to assist participants to hold the camera/steady the tripod while they take the photo.

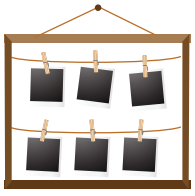
Facilitation Tips

- Create a list of actions and put them in a bag. Invite participants to pass the bag around and to pick an action from it. They are then to recreate the actions mentioned.
- Infuse fun elements into the photo shoot by inviting participants to wear costumes and to make funny and animated poses.
- Offer choices by having participants select their models/props and encourage them to direct their models to take on various poses.
- Select music from participants' childhood era to make the session livelier.
- Project the photographs that have been taken so that all participants can enjoy them together.

***Mini Photo Exhibition**

Materials:
- Picture frame (with removable backing and glass)
- Twine/string
- Photos which participants have selected to be showcased
- Clothes pegs

Steps
1. Remove the front and back panels of the frame.
2. Tie rows of twine/string across the frame (like a clothesline).
3. Print out the photos that participants would like to showcase.
4. Invite participants to share with the group why they have selected those photos.
5. Invite participants to place their photos on the frame using the clothes pegs.



Further Ideas

Art Ideas
- Instead of childhood games, the items can be changed to reflect festive occasions/another special occasion.
- Enjoy a change of scenery by taking this activity outdoors.
- Showcase the images through a mini photo exhibition such as by framing up the photographs in the manner below*.
- This activity can be good for intergenerational initiatives.

Discuss
- Encourage participants to suggest other themes to photograph for future sessions.
- Invite them to share their childhood memories (e.g., Where participants lived, the types of games they played).
- Seek participants' feedback on other ways the photographs can be displayed and where they would like it to be exhibited.

My Garden Collage

COLLAGING WITH PAPER

"Thoughts of nature usually evoke feelings of serenity and calmness. This activity guides participants in developing a garden landscape collage using colourful paper to create different compositions, enhancing empowerment and confidence."

– Joanne Lio and Sarah Zainal, Artists



Choose from a range of patterns and textures to create your very own unique garden! This activity stimulates participants' imagination as they put together a collage of unique shapes and create striking abstract garden landscapes.

Materials (per participant)

1. Scissors
2. White glue
3. Marker
4. Assortment of paper
   (e.g., Patterned/coloured/textured paper)
5. Construction paper (A3 size)
6. Stencils of plants/flowers/leaves/trees
   (made from drawing block paper)
7. Magazine images/photos of uniquely shaped plants/flowers/leaves/trees
   (for reference and inspiration)



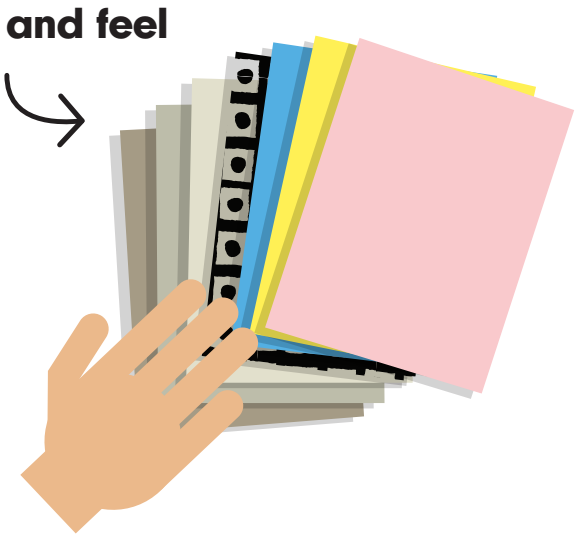
Preparations:

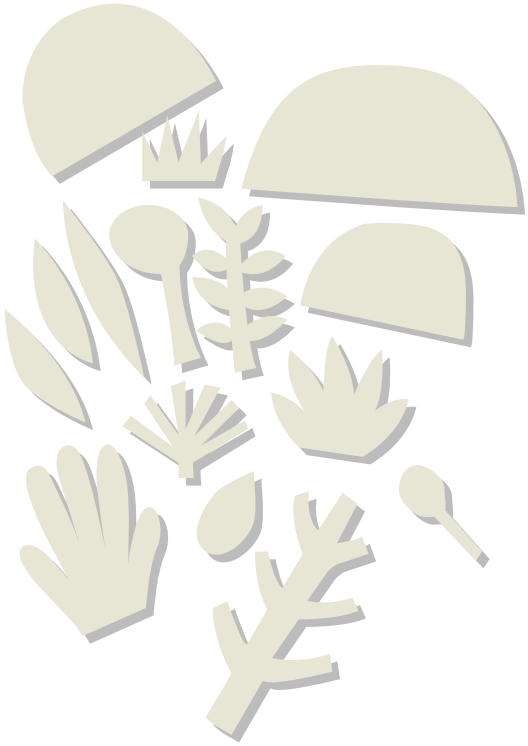
- Provide photos of uniquely shaped plants/flowers/leaves/trees for inspiration.
- Create stencils of plants/flowers/leaves/trees (See Templates on Page 96) using drawing block paper.
- Show participants samples of the completed artworks so that they have a better understanding of what they are aiming to achieve.

Steps

Step 1

Invite participants to touch and feel the different paper materials and to select the ones that they would like to use for their unique garden landscape.





Step 2

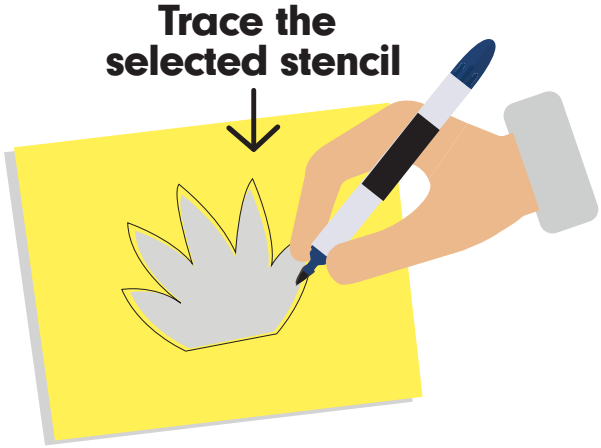
Show participants the stencils of plants/flowers/leaves/trees and invite them to choose which they would like to use in their artwork.

GRADE UP!

- Participants can create their own stencils by sketching plants/flowers/leaves/trees freehand on drawing block paper and cutting them out.
- Participants can also draw the plants/flowers/leaves/trees freehand directly on their chosen paper. Magazine images can be used as inspiration.

Step 3

Using a marker, trace the selected stencil on the chosen pieces of paper. Encourage participants to choose a wide assortment of paper types for a more colourful outcome.



Step 4

Cut out the shapes and invite participants to lay the pieces out in their preferred position on the construction paper.

GRADE DOWN!

Facilitators can assist participants by making a rough sketch of how the cut paper pieces can be arranged for participants to follow.





Glue the pieces

Step 5

Glue the pieces on the construction paper.

Facilitation Tips

- Participants may be unfamiliar creating a garden collage which is not fully realistic. Engage them to explore what intriguing shapes they might want to create from the provided reading materials.
- Have a conversation about what kind of garden collage participants have in mind and how they might be able to draw inspiration from gardens they have visited/from those that they have seen in magazines/on television to create a more abstract version.

Further Ideas

Art Ideas

- Use magazine images of plants/flowers/leaves/trees as the paper for the artwork.
- Use scissors with patterned blades to create patterned edges for the plants/flowers/leaves/trees.
- Invite participants to go outdoors to take photos of plants/flowers/leaves/trees and use them in their artwork.
- Participants can join their artworks together to create a large unique garden landscape collage.

Discuss

- Seek feedback from participants on what it was like to create this abstract garden with its unique shapes and patterns.
- Invite them to create and share a story about this unique landscape and the people/creatures that live there.

Templates of Garden-related Shapes

(ENLARGE THE TEMPLATES IF REQUIRED)



Creating Clay Animals

Scan this with a QR code reader to watch a short instructional video of the activity

CREATIVE SCULPTING WITH CLAY

"This multi-sensory activity encourages participants to form images of animals in their minds before translating them into three-dimensional (3D) artworks. Seeing participants' entertained faces as they mould clay into these creatures, accompanied by imaginative stories will be a source of joy!"

– Joanne Lio and Sarah Zainal, Artists



Bring unique animals from imaginary gardens to life. This activity provides opportunities for participants to create 3D models of their creations and also enhances dexterity as they work with clay.

Materials (per participant)

1. Air-dried clay (See "Glossary of Materials" on Page 117)
2. Clay moulding tools (e.g., Satay sticks, plastic knife)
3. Cloth (for cleaning and can be used to cover the clay to keep it moist)
4. Water container (for washing paint brushes)
5. Paint brushes
6. Acrylic paint (e.g., Colours relating to the created animals)
7. Paper plates/paint palettes
8. Photo references of animals
9. Spray bottle with water
10. Lacquer spray (optional)



Preparations:

- Slice the slab of clay into 5 equal parts, giving participants each 1 part. From there, invite them to create 1 animal (e.g., Bird, snail).
- Should the clay be too hard/dry, spray on some water to moisten/soften it and cover it with a damp cloth.
- Show participants samples of the completed clay pieces so that they have a better understanding of what they are aiming to achieve. The animals/clay pieces can be realistic/stylised.

Steps

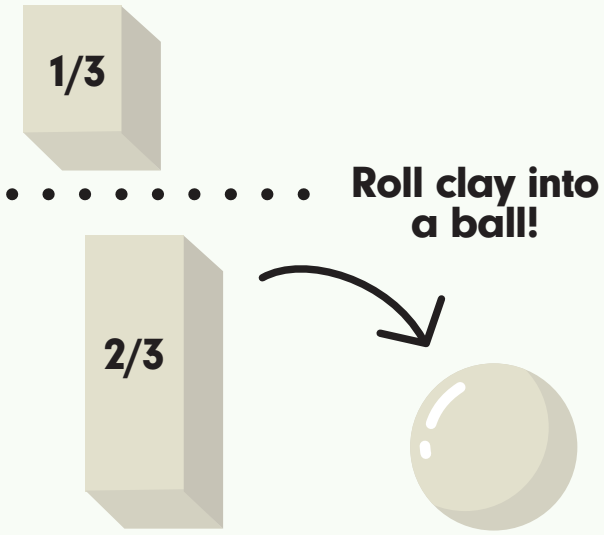
Creating a Clay Bird:

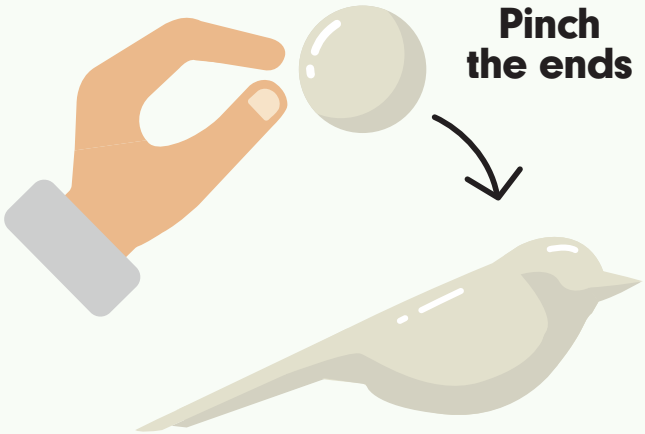
Step 1

Divide the cut-up clay into 2 smaller portions (1/3 and 2/3) and roll the larger portion (2/3) into a ball.

GRADE DOWN!

If participants only have the use of 1 hand, they can roll the clay on the table to form a ball. Or, pair them with another participant/facilitator to complete this step/reduce the amount of clay for easier handling.



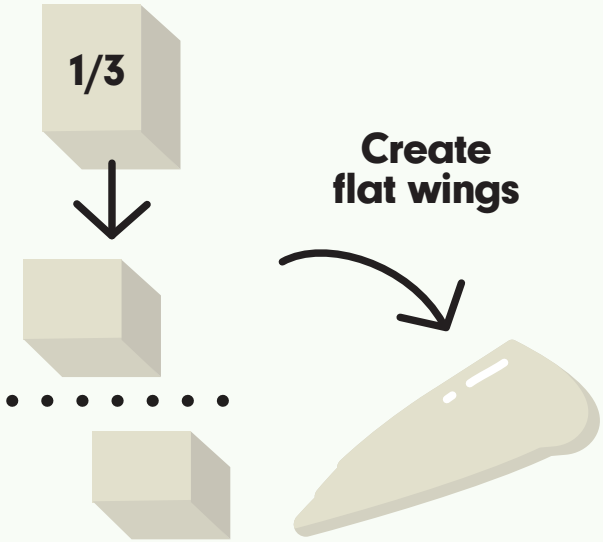


Step 2

Pinch the ends of the clay ball to create the bird's neck, beak and tail.

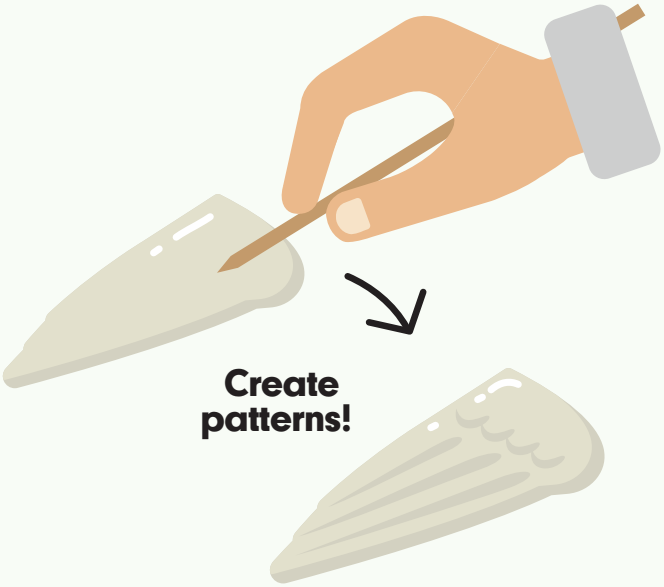
Step 3

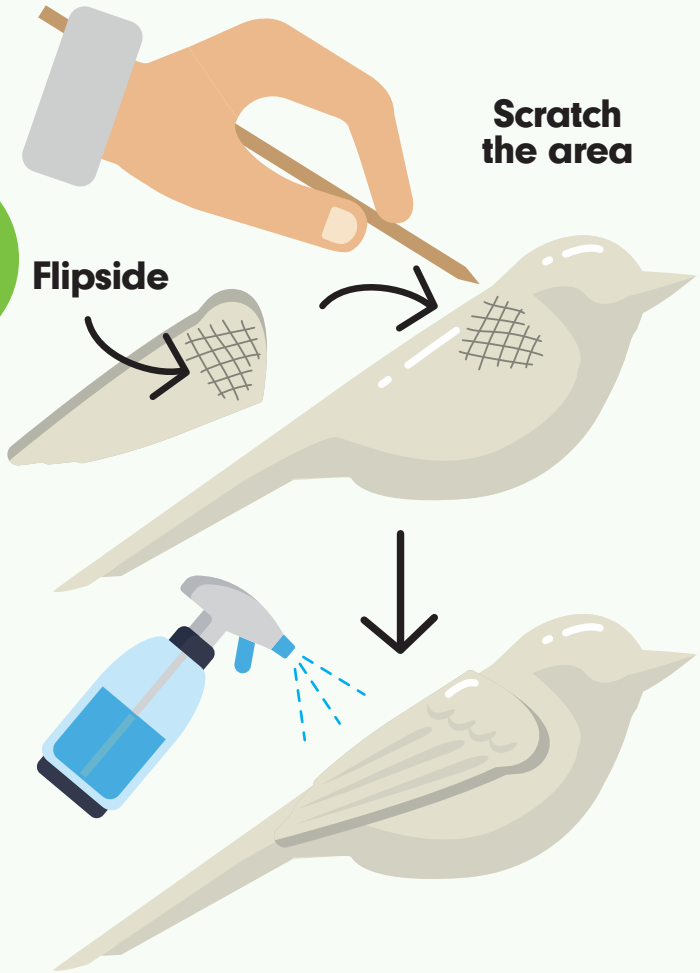
With the remaining 1/3 of clay, slice it equally into 2 to create flat wings for the bird.



Step 4

Using a satay stick, create patterns on the bird's wings.





Step 5

With the satay stick, lightly score/scratch the area where the pieces (i.e., The bird's wings and body) will be joined. Moisten the scored/scratched areas with a squirt of water using a spray bottle and join the bird's wings onto the clay bird's body.

GRADE DOWN!

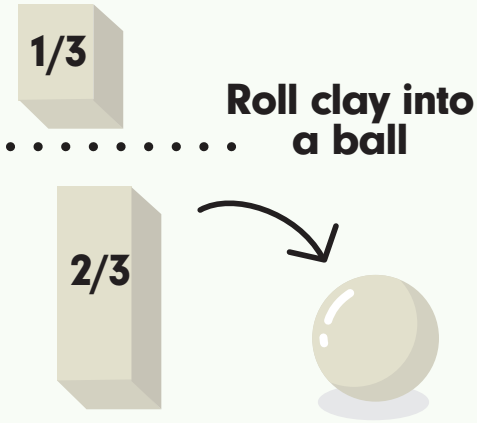
If creating a bird/specific shapes are difficult for participants, facilitators may offer to place their hands over participants' hands to mould the shapes and guide them.

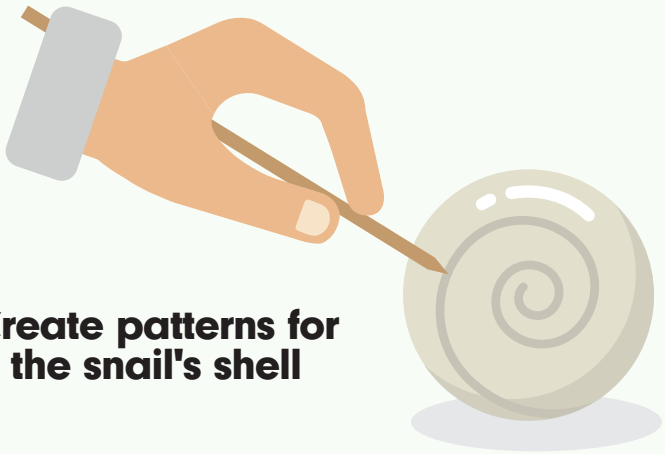
Alternatively, participants can be invited to make simple shapes/items instead (e.g., Circle/square, cup, dish, bowl, small tray etc).

Creating a Clay Snail:

Step 1

Divide the cut-up clay into 2 smaller portions (1/3 and 2/3) and roll the larger portion (2/3) into a ball.





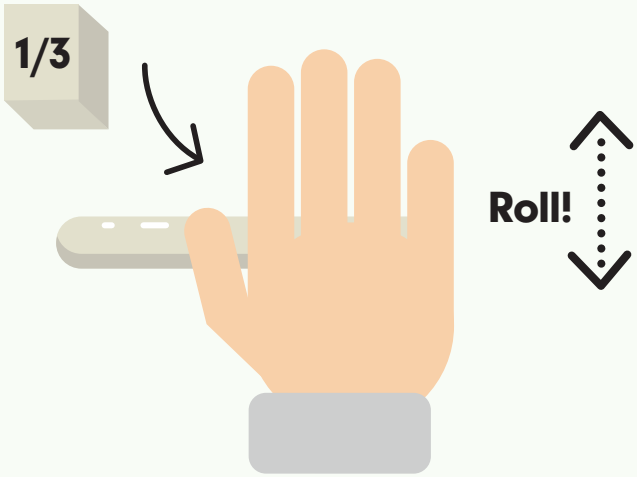
Create patterns for the snail's shell

Step 2

Using a satay stick, create patterns on the clay to resemble the clay snail's shell.

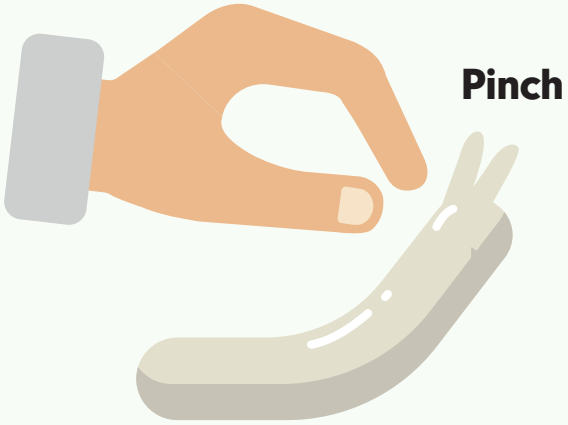
Step 3

With the remaining 1/3 of clay, roll the clay into a sausage shape to create the snail's body.



Step 4

Pinch the top end of the clay snail's body to create 2 stalks for the clay snail's eyes.





Step 5

With the satay stick, lightly score/scratch the area where the pieces will be joined. Moisten the scored/scratched areas with a squirt of water using a spray bottle and join the shell onto the clay snail's body.



Finishing Touches

After moulding the various animals, leave the clay pieces to dry over a few days.

Paint them with acrylic paint and allow to dry.

(Optional) Spray lacquer can be applied by facilitators to the clay pieces to prevent the acrylic paint from fading. Spray lacquer should always be applied outdoors.

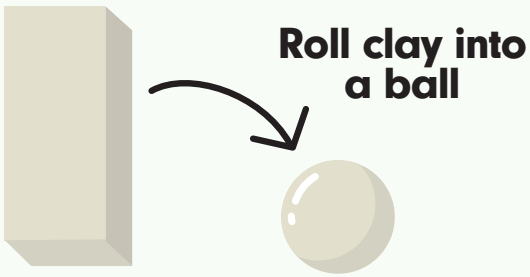
GRADE DOWN!

Preselect the required paint colours and introduce them one at a time for participants to use.

Creating a Bird's Nest with Eggs:

Step 1

Using the whole piece of the cut-up clay, roll the clay into a ball.





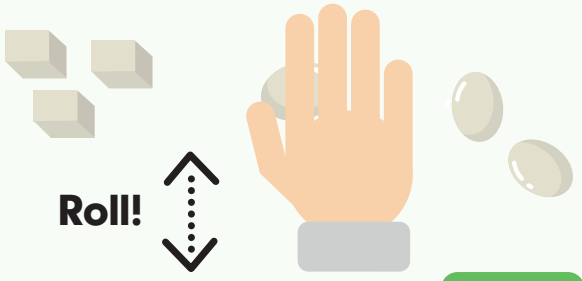
Step 2

Exert pressure into the middle of the clay ball with a thumb to create a bowl-like structure.

Step 3

With the thumb still inside the dent, use the index finger, and with a pinching motion, flatten the outside of the dent so that it forms the walls of the bird's nest.





Step 4

For the bird's eggs, roll smaller pieces of clay into oval balls.

Facilitation Tips

- It may be useful to first practise using softer materials like plasticine/"Play-Doh" so that participants are familiarised with moulding and can then progress to using clay.
- Wet a cloth and cover the clay to prevent it from drying up too quickly.
- White paint can be used to create different shades of colours and is an economical way to enlarge the palette of available colours (e.g., Add white to red paint to create various shades of pink).
- Introduce colours one at a time so as not to overwhelm participants. Begin by discussing colours commonly seen on the animal/colours that are participants' favourite.

Further Ideas

Art Ideas

- Once the clay pieces have dried, magnets can be glued on to create attractive fridge magnets. The clay pieces can also be used as items such as paperweights/even clay chess pieces.
- Invite participants to create different types of animals/insects to create their very own special clay garden.

Discuss

- Invite participants to share their experiences creating the animals (e.g., Moulding clay may feel similar to baking for some participants).
- Encourage them to share how they achieved the look they wanted for their clay creations.

Let's Dress Up!

Scan this with a QR code reader to watch a short instructional video of the activity

CREATIVE PUPPET MAKING

"Clothing is a great way to tell a story. By creating patterns for the fabric and designing apparel, the puppets come alive. It will be a delight for participants to be both fashion designer and stylist!"

– Moses Sia, Artist



In "Let's Say Hello to ..." (Page 30) and "Spectacular Spectacle" (Page 37), participants stencilled in and accessorised unique faces for their puppets. This activity further develops participants' creativity as they give another dose of character to their creations, this time through a flair for fashion.

Materials (per participant)

1. Face (from "Let's Say Hello to ..."/ "Spectacular Spectacle"/a photograph of a face/ something hand drawn)
2. Thicker paper/cardboard (to be used as a base for the puppet's body)
3. Patterned/coloured paper (to be used as fabric for the puppet's clothing)
4. Pencil/marker
5. Scissors/penknife
6. Brads (See "Glossary of Materials" on Page 117)
7. White glue
8. Fashion magazines (for reference and inspiration)
9. Paint (optional)
10. Tablet (iOS/Android) (optional)
11. Suggested tablet app - TinyTap (iOS/Android) or similar apps (See "Glossary of Materials" on Page 117) (optional)



Preparations:

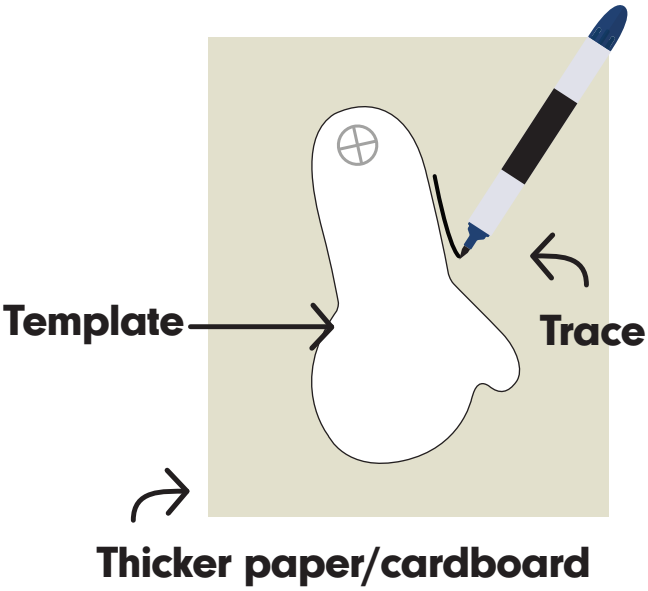
- Facilitators may need to prepare and pre-cut templates for the puppet's body by using the templates on Page 109, tracing the patterns out on thicker paper/cardboard and cutting them.
- Show a completed puppet at the start of the activity so that participants have a good understanding of what they will be creating.

Steps

Step 1

Using images from newspapers/magazines as conversation starters, invite participants to discuss their favourite types and colours of clothing/unique items that they have seen in the reading materials.





Step 2

Preparing the Puppet's Body Parts and Clothes:

With a marker, trace the various pieces which will form the puppet's body from the template found on Page 109.

GRADE UP!

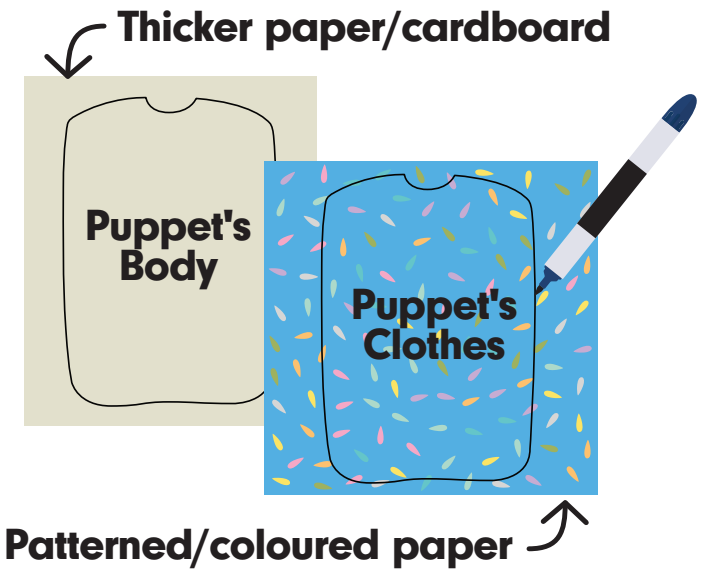
Invite participants to cut out the different body parts of the puppet on their own.

Step 3

Trace the template out on 2 sheets of paper – 1 thicker paper (which will form the puppet's body) and 1 on patterned/ coloured paper (which will act as the fabric for the puppet's clothes).

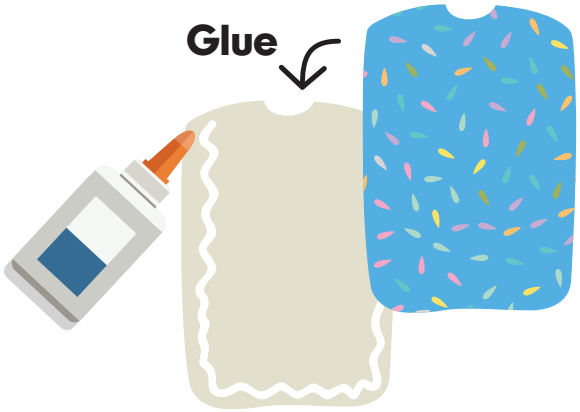
GRADE DOWN!

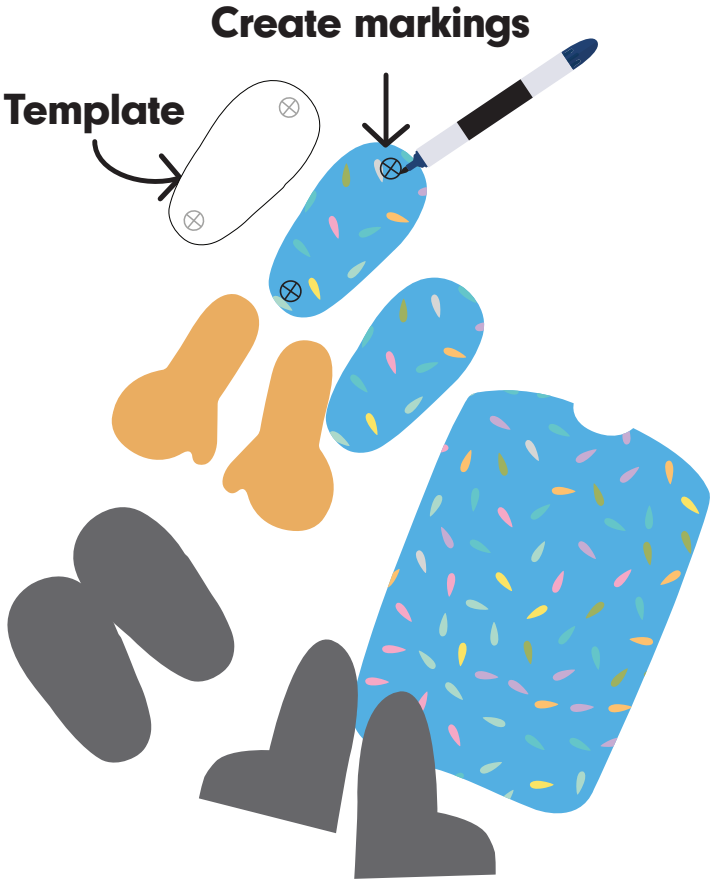
Facililtators can pre-cut the puppet's body parts and clothes for participants to put together.



Step 4

Glue the patterned/coloured paper onto the corresponding thicker paper and repeat for the remaining puppet's body parts.





Step 5

Assembling the Puppet:

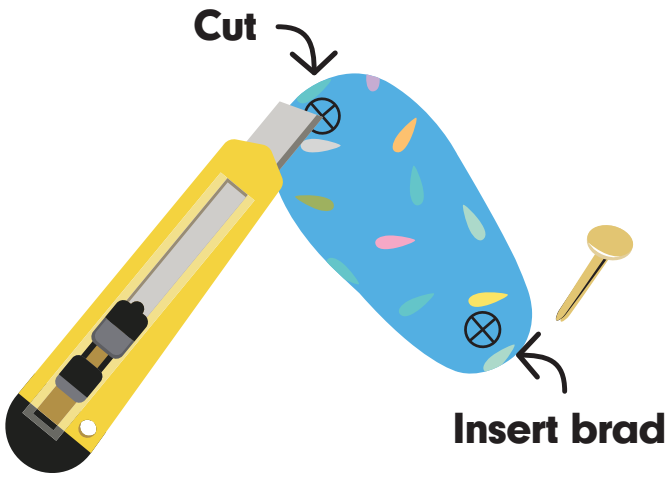
Using a marker, create markings on each puppet's body part as indicated in the template on Page 109. These markings indicate where the parts will be joined.

Step 6

With a penknife/scissors, cut slits where the markings are and insert brads through the slits to fasten the pieces together.

GRADE DOWN!

Facilitators can assist participants to cut slits out so that they can attach the brads onto the puppet.



Step 7

Complete the puppet by gluing on the puppet's face (which could have been created during "Let's Say Hello ..."/ "Spectacular Spectacle", a photograph of a face/something hand-drawn).



Make Puppets with a Digital Element!

The app "TinyTap" enables participants to add simple sound animations to their puppets.

This app can be used on both iOS and Android tablets.

Instructions for "TinyTap" app (iOS) – Free App

Scan this with a QR code reader to download the app

1. Download the **TinyTap** app and **create an account.**
2. Choose + sign and click Create.
3. Tap on to take a photo of the puppet.
4. Tap **Use Photo** and use 2 fingers to resize the photo.
5. Tap **Set Activity** on the top-left hand corner and choose **Create a Sound Board.**
6. With a finger, **draw a spot** on the puppet and select +.
7. Tap **Record Tip** and start speaking, tap again to stop the recording and select **Done**.
8. Tap (middle icon) on the top-left hand corner to play what you have created.
9. When completed, tap ✓ **or Done**. If signed-in and connected to the Internet, save this when prompted so as to share it with everyone. Tap **Later** if you do not wish to share.

Instructions for "TinyTap" app (Android) – Free App

Scan this with a QR code reader to download the app

1. Download the **TinyTap** app and **create an account.**
2. Choose the + sign and click Create.
3. Tap on the top-left hand corner and select .
4. Tap **Add Slide**.
5. Tap on the to take a photo of the puppet and tap ✓.
6. Use 2 fingers to resize the photo, tap on the right hand side and tap **ok** to add activity.
7. Choose **Create a Sound Board.**
8. With a finger, **draw a spot** on the puppet and select +.
9. Tap **Record Tip** and start speaking, tap again to stop the recording.
10. Tap and select to play what you have created.
11. When completed, tap on the top-left hand corner.

Download instructions: http://bit.ly/2DCGbKv

Facilitation Tips

- Do not assemble the puppet until the various parts of clothing have been glued on.
- The template on Page 109 represents the minimum size for the puppet.

Further Ideas

Art Ideas

- Participants can vary the sleeve/trouser length of their puppets and can also paint on additional accessories/items.
- Add a long stick to the back of the puppet's body for support and to create a handheld puppet.
- Create a suitable background (either a photo/ drawing), pose the puppet, take a photo and frame it up.

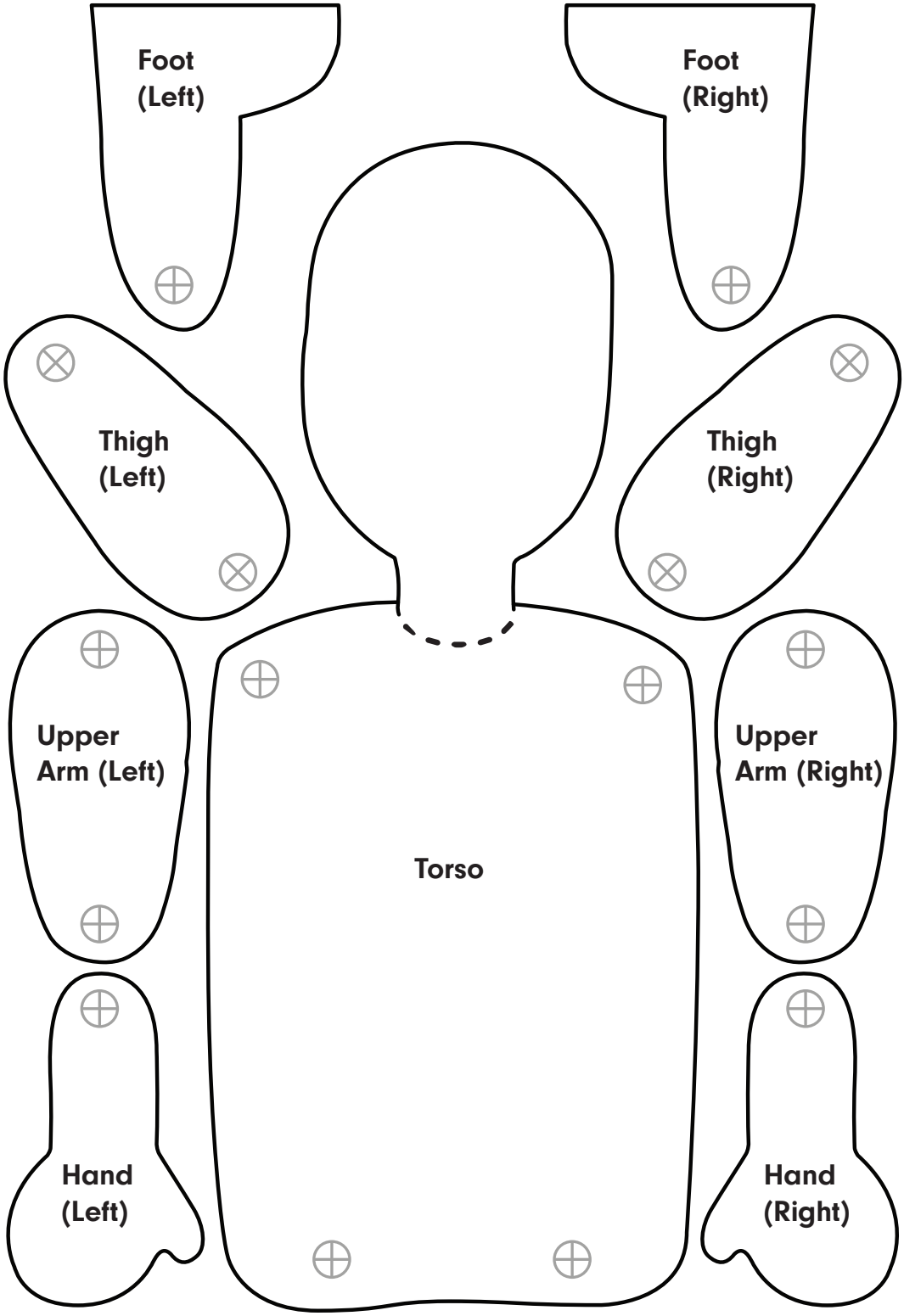
Discuss

- Invite participants to share the reasons behind the style of clothing and colours for their puppet.
- Encourage them to discuss aspects they like from other participants' puppets and why.

Templates for Puppet's Body Parts

(ENLARGE THE TEMPLATES IF REQUIRED)

Take note that the included directions (left/right) are from the participant's reference point when assembling the puppet (i.e., "Upper Arm (Left)" is meant to be assembled on the left side of the torso from participants' point of view).



Lights, Camera, Action!

CREATIVE STORYTELLING WITH DIGITAL PHOTOGRAPHY

"We often hear participants reminiscing about the places that they have visited. This art activity was envisioned for them to rediscover their interest in the world around them through creative conceptualising – making and posing for photographs with whimsical foam props in their favourite spaces."

– Karen Koh and Lee Sze-Chin, Artists



Through digital photography, be transported to favourite places and bring along cherished items to create new memories. This activity engages participants' recollections of special places and objects to create new bonds with the people around them.

Materials (per participant)

1. Foam board/thick card
2. Scissors/penknife
3. Paint brushes
4. Black acrylic paint/marker
5. Pencil
6. Paint/colour pencils
7. Newspapers/magazines/clipart images (for reference and inspiration)
8. Plain coloured wall
9. Tablet/mobile phone (iOS/Android)
10. Lightweight Tripod
11. Laptop with internet connection
12. Suggested tablet/mobile phone apps (See "Glossary of Materials" on Page 117)
    - Green Screen by Do Ink (iOS)
    - PhotoLayers ~ Superimpose, Eraser by handyCloset Inc. (Android) and similar apps
13. Projector, photo printer and required cables and frame (optional)



Preparations:

- Show participants the completed artwork so that that they have a better understanding of what they will be creating.
- Discuss places that they would like to go to through digital photography (e.g., Singapore Botanic Gardens, Haw Par Villa).
- Ensure that the tablet/mobile phone is charged and the correct settings have been selected.
- Using a tablet/laptop, show participants photos of the places they have suggested and have them decide on the image they would like to use.
- If an Internet connection is not available, write down the places and look for the images when you have Internet access. Show participants the proposed images and download the ones they would like to use.
- Invite participants to discuss what props they would like to be photographed with in these places. It may be related to the place/ signifying a favourite item of theirs.

Steps

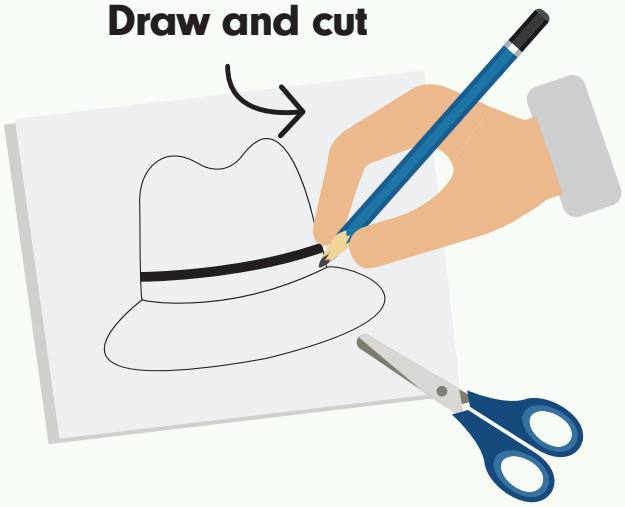
Creating Props

Step 1

Suggest some simple items such as the following props: glasses, hats and/or jewellery to kickstart the conversation.



Draw and cut

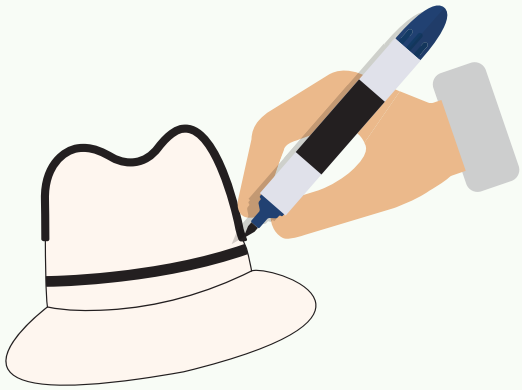


Step 2

Draw the objects on foam board/thick card and cut them out.

Tips

Use clipart as reference to recreate these simple drawings on the foam board/ thick card.



Step 3

Outline the edges of the props with marker/paint and decorate with other colours, if preferred.

GRADE UP!

Invite participants to colour their props.

GRADE DOWN!

Prepare pre-cut props for participants to outline with markers/black paint if it is challenging for them to cut the foam board/thick card independently.

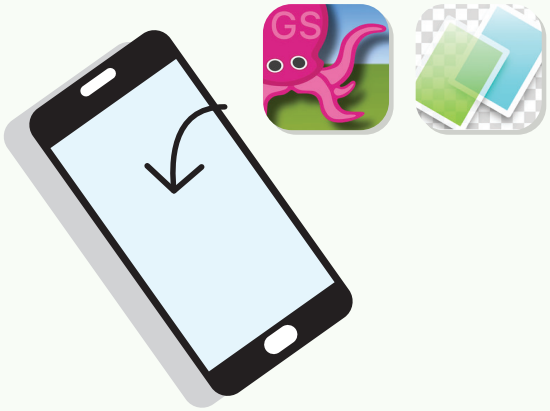
Taking Photos

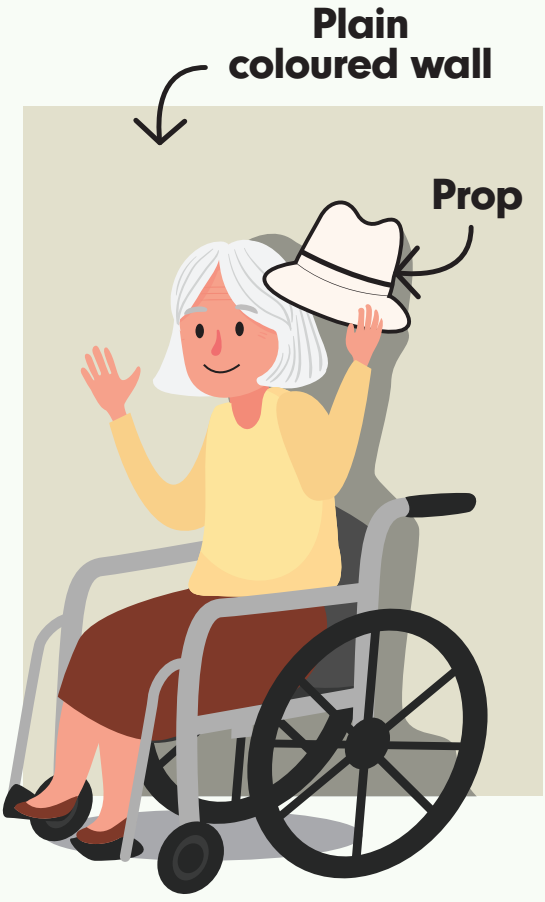
Step 1

Download a green screen application "app" (iOS/Android) on a tablet/ mobile phone.

(Refer to Page 115 for additional details)

Download





Step 2

Invite participants to pose in front of a plain coloured wall with their chosen prop and have their photo taken.



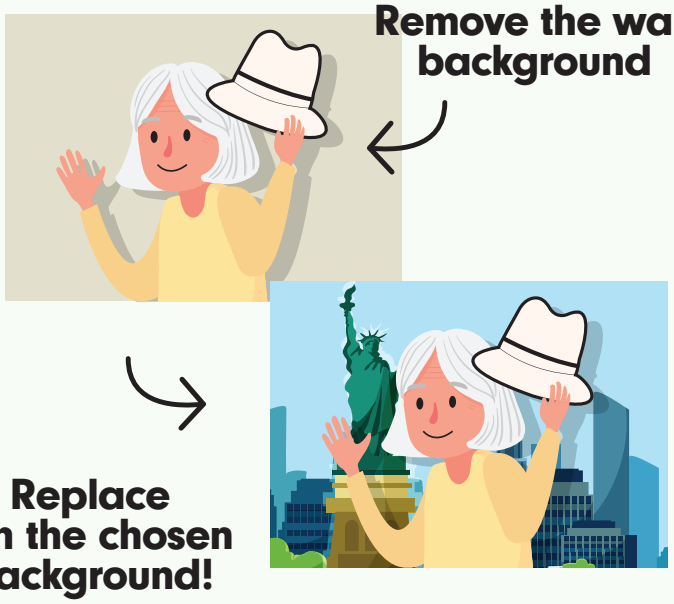
Step 3

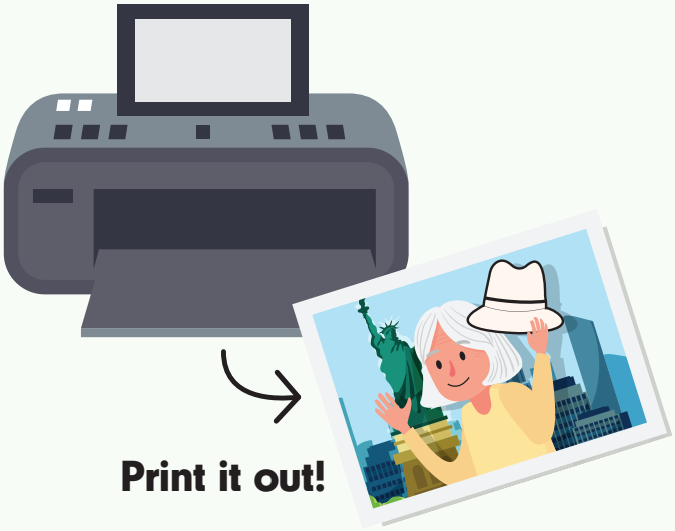
Participants may be photographed by each other/facilitators. Use a tripod, if required.

Step 4

Using the app, remove the plain coloured background and replace it with the image of participants' chosen place.

(Refer to Page 115 for additional details)





Step 5

Photographs can be printed and framed for participants/projected to share with the other participants.

Facilitation Tips

- If black marker/paint is used to create the outline of the props, let the ink/paint dry thoroughly before using it during the photo shoot.
- Encourage participants to be mentally and physically active by reflecting on their favourite places and thinking about what poses they would like to do during the photo shoot.

Further Ideas

Art Ideas

- Instead of selecting places of interest in Singapore as a background, consider other locations such as overseas, outer space/ whimsical locations.
- Take a group photograph of participants with props of a similar theme (e.g., Hair-related items such as hair bows, comb, hair roller, hair dryer).

Discuss

- Invite participants to share the significance of the place and item they have chosen.
- Encourage them to share their thoughts about having their photograph taken and the outcome.
- Seek their feedback on what they enjoyed about this activity and a memorable aspect from the day with each other.

Instructions for "Green Screen by Do Ink" app (iOS) - Paid App

Scan this with a QR code reader to download the app

This app can be used on both iOS phones and tablets, the instructions below are for both.

To start making an image, download the app:

1. Press the + sign on the top right-hand corner of the app.
2. Select **Create a New Project**.

The Green Screen Editor

The Green Screen Editor opens when you create a new project/load an existing one. Here, you can import videos and images, record videos using the live camera and export finished project to the photo library.

- **Select a Source** – Add an image/video from various sources
- **Timeline** – Shows how your image sources are arranged in layers. Use it to scroll through the video, select an image source to change its settings
- **Toolbars** – Shows **chroma** (colour intensity), **crop**, and **mask** (hide) **tool**, the play and record buttons and a few other controls and switches
- **Preview Screen** – Shows the *combined image sources* at *the current time* on the *timeline*. This is how the image will look in the completed video/photo

3. Tap the VIDEO IMAGE button on the toolbar to select image capture.
4. Add a source by tapping + on the desired layer and select your source: **Camera, Video** or **Image**.
   This app enables you to combine images from multiple sources into a single image. Image sources are placed in layers, with images in the upper layers appearing in front. Normally, the image in the topmost layer blocks images below it. The trick to managing this is to make portions of the topmost images transparent, so that those in the lower layers (background) show through.
5. Suggested layers for working:
   a. Bottom layer – Background picture
   b. Middle Layer – Camera photo (with coloured background if possible)
   c. Top Layer – Any other images you want to layer on top
6. The **chroma tool** lets you specify a chroma key colour, portions of the image that match the specified colour are erased.
   - To use **chroma tool**, select the desired image source by tapping it on the timeline, then tap the button on the toolbar.
     Use the **Colour** selector to set the **chroma key** – the colour in the image that should be erased – and use the **Sensitivity** slider to specify how closely the source colour needs to match the chroma key.
     Experiment with both the colour and sensitivity settings to get the best results for your image.
7. Tap the **Save** button, followed by the action button to save the image to your photo library.
8. Other tools to explore:
   - The **crop tool** lets you define a "cropping rectangle". Portions of the image that lie outside of the cropping rectangle are erased.
   - The **mask tool** lets you use drawing tools to "paint" an arbitrary mask shape. Portions of the image covered by the mask shape are erased.

Download instructions: http://bit.ly/2PKkmQA

Instructions for "PhotoLayers ~ Superimpose, Eraser by handyCloset Inc." app (Android) – Free App

Scan this with a QR code reader to download the app

This app can be used on both Android phones and tablets, the instructions below are for Android phones.

To start making an image, download the app:

1. Tap **Load a background image** and select the image source by tapping the ☰ button on the top-left hand corner.
2. Crop (if required) to focus on the required portion of the image and tap **Done** on the top-right hand corner. The size of your photomontage will be the same as this background image.
3. With the background image added, next, tap **Colour** at the bottom bar to reveal the colours tone editor. Adjust as desired using the sliders then tap **Close** at the bottom bar.
4. To add an image on top of this background, tap **Add Photo** from the top bar and select your image.
5. Again, crop out all unneeded areas and tap **Done** on the top bar. You can also resize, rotate and move the image by using your fingers/the magenta buttons around the image.
6. Tap **Cut** at the bottom to erase unneeded portions of the image.
7. Use **Cursor Offset** at the top bar to adjust the offset between the touched point and the cursor. This feature helps you avoid hiding the area you are editing with your finger. Adjust the cursor size by using the bottom slider.

Manual Mode

8. Tap **Manual** to erase portions of the image by touch. Undo or redo the action by using the ↶ ↷ buttons.

Repair Mode

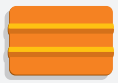
9. Tap **Repair** to restore the portions of the image by touch. Move the image using two fingers.

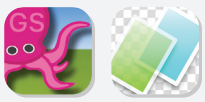
Auto Mode

10. Tap **Auto** to erase pixels with similar colours automatically.
11. The threshold for judging similar colours is adjusted with the bottom slider. This feature is useful if the background colour is flat. If not, use the manual mode.
12. When you have completed your edits, tap **Done** on the top-right hand corner and continue to the **Smooth Edge** screen.
13. Zoom into the image with 2 fingers and check the image edge. It may be jagged when the slider at the bottom is at none or O. Tap the bottom numbers to make the image edge smoother. Then tap **Done** on the top-right hand corner to return to the main screen.
14. The area that is not needed is now transparent on the background photo. Resize, rotate and move the image by using your fingers/the magenta buttons around the image.
15. You can combine up to 11 pictures together to create your photomontage.
16. If you have 2 or more photos in addition to the background, you can change their order by using the arrows on the left hand sidebar.
17. To add the finishing touches to your montage, tap **Colour** at the bottom bar and adjust as required then tap **Close**.
18. Tap **Save** to save your montage and **Finish** to end the session.
19. Tap **Share** if you would like to share your photomontage.

Download instructions: http://bit.ly/2zmnpnT

Glossary of Materials

ACTIVITY	MATERIALS	SAMPLE	WHERE TO BUY?
Colour My World	Desk bell		Stationery shops
	Felt fabric		Stationery or art shops
Let's Say Hello to ...	Green wool		Supermarkets or hardware shops
Spectacular Spectacle	Pipe cleaners		Hardware or art shops
Blossoming Flowers	Glitter foam		Stationery or art shops
Photographing the Every Day	Lightweight tripod		Mobile phone or camera shops
A Happy Special Place	Squeegee (e.g., Lino mat/ plastic card)		Stationery or art shops
Chalk It Up	Soft plastic squeeze bottle		Supermarkets or hardware shops
Circle of Life	Embroidery loom		Stationery or art shops

ACTIVITY	MATERIALS	SAMPLE	WHERE TO BUY?
What a Relief	Brayer (hand tool for printing)		Stationery or art shops
	Baren (circular disk-like hand tool for printing)		Stationery or art shops
A Walk on the Wild Side	Canvas shoes		Shoe or hardware shops
My Childhood Games	Old childhood games like "Five stones", "Zero point", "Goli" (Marbles), "Capteh", "Gasing" (Top)		Stationery or book shops
Creating Clay Animals	Air-dried clay		Stationery or art shops
Let's Dress Up!	Brads		Stationery or art shops
	TinyTap		App stores (iOS/Android)
Lights, Camera, Action!	Suggested Apps - Green Screen by Do Ink (iOS) - PhotoLayers ~ Superimpose, Eraser by handyCloset Inc. (Android)		App stores (iOS/Android)

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