



Joyful Discoveries through Process Art

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Goals:

- Product Art vs. Process Art
- Where do I find materials?
- Role of the facilitator
- How to make process art work for you



What is “Product Art?”

- Teacher led and directed
- All children are doing the same project at the same time with the same materials
- Step by step directions given by a teacher



What is “Product Art?” continued

- Example shown for children to recreate or follow
- Teacher or adult may “fix,” change, or add to the project
- Each project will look the same or similar - there is a “right” way and a “wrong” way

What is the goal when creating these projects?



When to use “product art”

Product art has many benefits for children, such as:

- Following directions
- Spatial awareness
- Fine motor skills
- Keepsakes for parents or caregivers

Process Art in Action . . .



What is “Process Art?”

- Focused on the experience of exploring the materials, tools, or techniques
- A creative experience -
no right or wrong
- Open ended - no finished product
on display



What is “Process Art?” continued

- Often real world materials or photographs given as references
- No step by step directions to follow
- Each child’s creation is unique and individual to them
- Child led, rather than teacher led

What is the goal of each project?



What areas of development are impacted with process art?

- Social Emotional Growth
- Problem Solving Skills
- Language Growth
- Fine Motor Skill Improvement



Product Art and Process Art In Practice



“Young children ‘do’ art for the experience, the exploration, the experimentation. In the ‘process’ they discover mystery, creativity, joy, and frustration. The resulting masterpiece, whether it be a sticky glob or meritorious gallery piece, is only a result to the young child, not the reason for doing art in the first place.”

-Preschool Art: It's the Process not the Product, MaryAnn Kohl



Where do I find materials?

- Materials found in nature
- Upcycled materials
- Store bought



Be mindful of meaningful praise

- Try the “See, Think, Wonder” approach
- Speak objectively
- For very young children and those with developing language

Let's Practice!

See. Think. Wonder.



How to make process art work for you in the classroom

Possible barriers to using process art

- Too messy!
- It's not what I learned or did when I was in school
- Parents don't understand it
- It doesn't work with my themes

How can we address each of these challenges?

What should you ask yourself while planning?



"...THE BASIC LAW OF CHILDREN'S
CREATIVITY IS THAT ITS VALUE
LIES NOT IN ITS RESULTS, NOT IN
THE PRODUCT OF CREATION, BUT
IN THE PROCESS ITSELF."

- vygotsky



Resources:

<https://www.naeyc.org/resources/pubs/tyc/feb2014/process-art-experiences>

<https://tinkerlab.com/what-is-process-art-for-kids/>

<http://prekandksharing.blogspot.com/2012/02/making-transition-from-product-to.html?m=1>

<https://www.shopbecker.com/resource-cafe/beckers-blog/arts-and-crafts/>

Further Reading:

[“How to Talk so Kids Can Learn” by Adele Faber and Elaine Mazlish](#)

[“Twelve Best Practices for Early Childhood Education” by Ann Lewin-Benham](#)

[“Working in the Reggio Way” by Julianne P. Wurm](#)

[“150+ Screen-Free Activities for Kids” by Asia Citro](#)

[“Loose Parts” by Lisa Daly and Miriam Beloglovsky](#)

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