



Saltfeet ELCC

Spring 2026





Artists in Neighborhoods Spring 2026

Through Artists in Neighbourhoods 2026, Arts for All is giving youth the opportunity to explore their ways of language, expression, and experiences through engaging in diverse arts activities!

During this program, all participating children have been presented the opportunity to experience new materials and activities that helped them critically think, problem solve, and learn how to make their mark as their own individual artists!

The 100 languages poem by Loris Malaguzzi helps us educators guide children to the realization that their possibilities of discovery are endless, and their potential has no limit.

Over nine weeks of arts programming with the children, they proved to me that creativity is always present in more ways than one! No way. The Hundred is there!



9 Weeks of Creativity at Saltfleet...

Final Pedagogical Documentation: Saltfleet ELCC

108 Highland Road West, Stoney
Creek, ON

Artist Educator: Abby Bothen

Dates: Feb 18- May 06 2026

WEEK ONE: Clay painting/
playdoh experiments

WEEK TWO: Tape relief
drawing

WEEK THREE: Let's create a
community!

WEEK FOUR: Bubble
wrap/salad
spinner painting

WEEK FIVE: Nature collages

WEEK SIX: Cellophane

WEEK SEVEN: Sensory
“draw
on me” board

WEEK EIGHT: Cellophane
butterflies/bleeding tissue
paper!

WEEK NINE: Discovering art
with tin foil!

WEEK ONE: Clay painting

For week one of programming with the children at Saltfleet, I worked with the preschoolers and toddlers on clay painting! We used watercolour paper bases, wheat- and allergen-free playdough, and 3D paper shapes, buttons, and natural materials such as pinecones and sticks! Together, we talked about what we could build and how we could use them to make a piece of art that stands up.



Together we experimented with different ways of making the playdough stick to the paper. We talked about what would happen if we smooshed the playdough, dragged it along the paper, or pressed it down with other materials! We noticed that this playdough was very sticky, so it stuck to the paper more easily than regular playdough. Some children mixed the colours together, used the playdough to help our other materials stand up, and some children simply wanted to play with it in their hands and use it for their sensory needs!

I also made my way to the infant room at Saltfleet, where we experimented with homemade, edible playdough! The children were provided with baby-safe mirrors, large buttons, dough cutters, rollers, and stampers, and they were completely engaged as they loved feeling the dough, looking in the mirrors, and creating different textures on the soft material!



WEEK TWO: Tape relief art

During week two at Saltfleet, I was able to work with the preschool and toddler groups at the centre, and together we created tape relief artworks! The children were given pieces of watercolour paper, spray bottles full of water, painter's tape, and watercolour crayons.

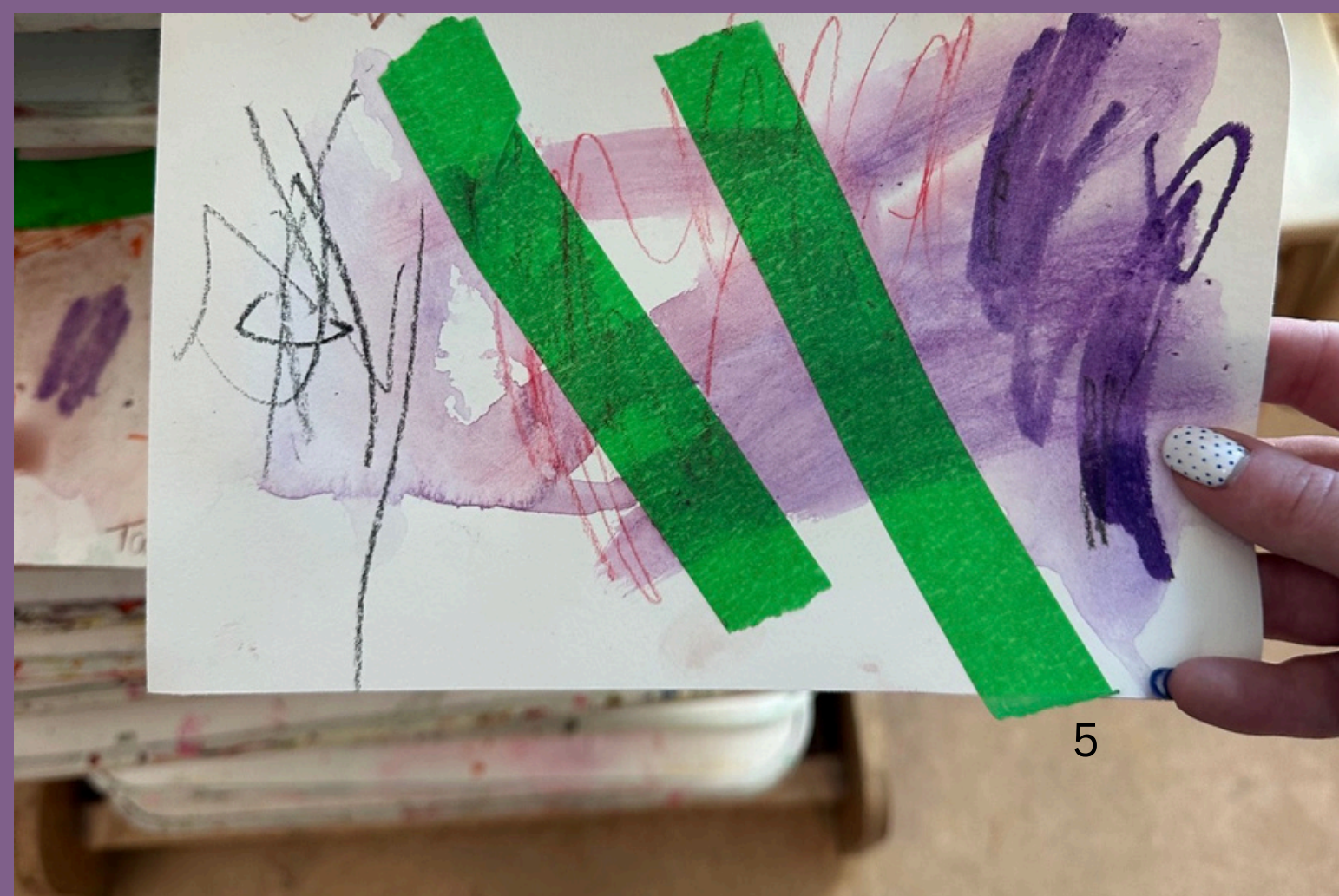
Both the children and the ECEs were amazed by the watercolour pencils, as they had never used them before. I am so glad I got to introduce the centre to a new material!

The children loved spraying the water on the paper, even before adding their colour!

We encouraged the children to create designs with their tape, and I explained to them that when it dries, we can take the tape off and there will be no colour where the tape was!

One child this week spent the most time mark-making with the watercolour pencils before getting to the water or tape. This child wanted to mix the colours and drew some colours overlapping like a rainbow!

When I sat with this child and explained what would happen if we added water, they got super curious and decided to spray the water on their drawing. Once the child did this, they noticed the water helped the colour spread across the page, and even used a paintbrush to paint with the watercolour! This child was amazed at how a drawing material could turn into paint!



WEEK THREE: Let's create a community!



Week three at Saltfleet was full of art mixed with play! I worked with the preschoolers and toddlers again this week, and I provided them with a “play mat” that contained roads, trees, and other buildings, along with mark-making materials including tempera paint sticks, toy cars, and paint that they could roll the cars in. I told the children, “Please help me build my community! Let’s add some colour!”

The children got so excited to see the toy cars and were curious about how we could make art with them. When I brought out the cars, I got to interact with more children who had not participated in the previous activities, so it was very exciting to see lots of interest in this activity! When I put the paint in the trays, I encouraged the children to mix colours and roll their cars in the paint. The children said, “The tire marks will have colour,” and they drove their cars on the play mat!



During this activity, we had lots of conversations about our favourite cars, our favourite colours, and even tested out which cars drove on their own and which ones did not. I observed two children starting to race the cars on the play mat to see which ones went faster and which ones went slower! This activity certainly blurred the lines between art and play and introduced a new way of using materials that can be found around the classroom or even at home.



WEEK FOUR: Bubble wrap/salad spinner painting

For week four of programming, I got to work with all three groups again: the infants, toddlers, and preschoolers at Saltfleet! In the infant room, we worked with a mess-free sensory paint activity, as I gave them paint in plastic bags and under bubble wrap. When I poured the paint into the bags, the children observed the colours mixing inside the bag and even helped me choose what colours to put inside! Once we began smooshing the paint inside the bags, I observed one child popping the bubble wrap. I started saying words like “pop!” and “wow!” and this child would repeat these words, saying “pop!” as they popped the bubble wrap.



The toddlers and preschoolers were amazed by the salad spinner art! When I pulled out the salad spinner, some children said, “I have this at my house! What will we do with it?” When I explained that we could create art with it, they were eager to begin with the acrylic paint. As the children took turns, they asked for the colours they wanted on their artwork and pushed the button on top to spin it. One child tried pressing the button slowly, quickly, with one hand, and with two hands, and looked inside the spinner to see how it would spin each time! When we opened the lid to see how the paint spread across the paper, we concluded that some artworks looked like birds, butterflies, and wings!

WEEK FIVE: Nature collages

For week five, we created collages with contact paper and a variety of materials found in nature and in the classroom! I introduced patterned paper, pom-poms, and bingo daubers, which the children absolutely loved this week. I was able to work with the toddler and preschool groups, and together we made collaborative collages that were then hung up in their classrooms!



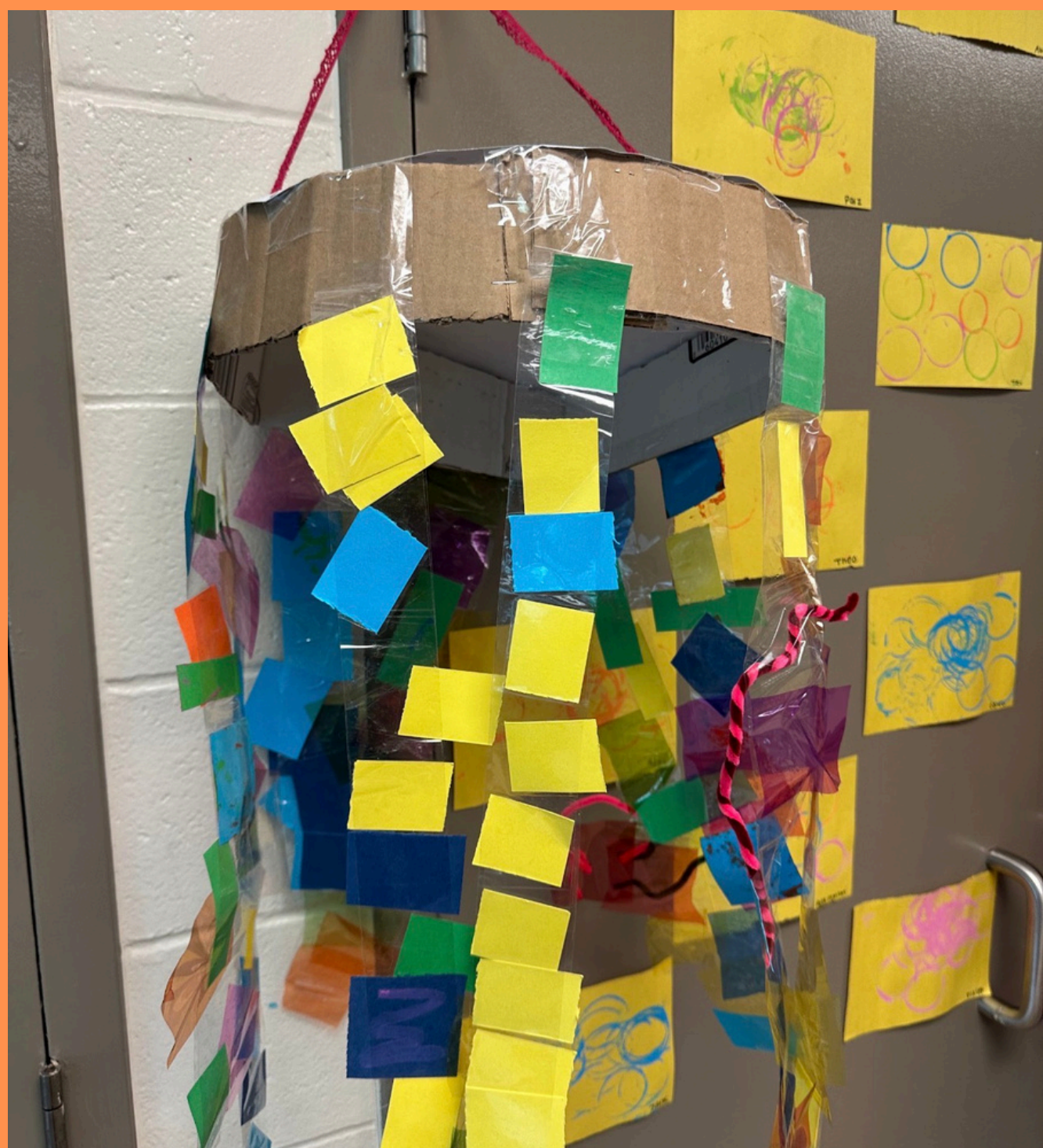
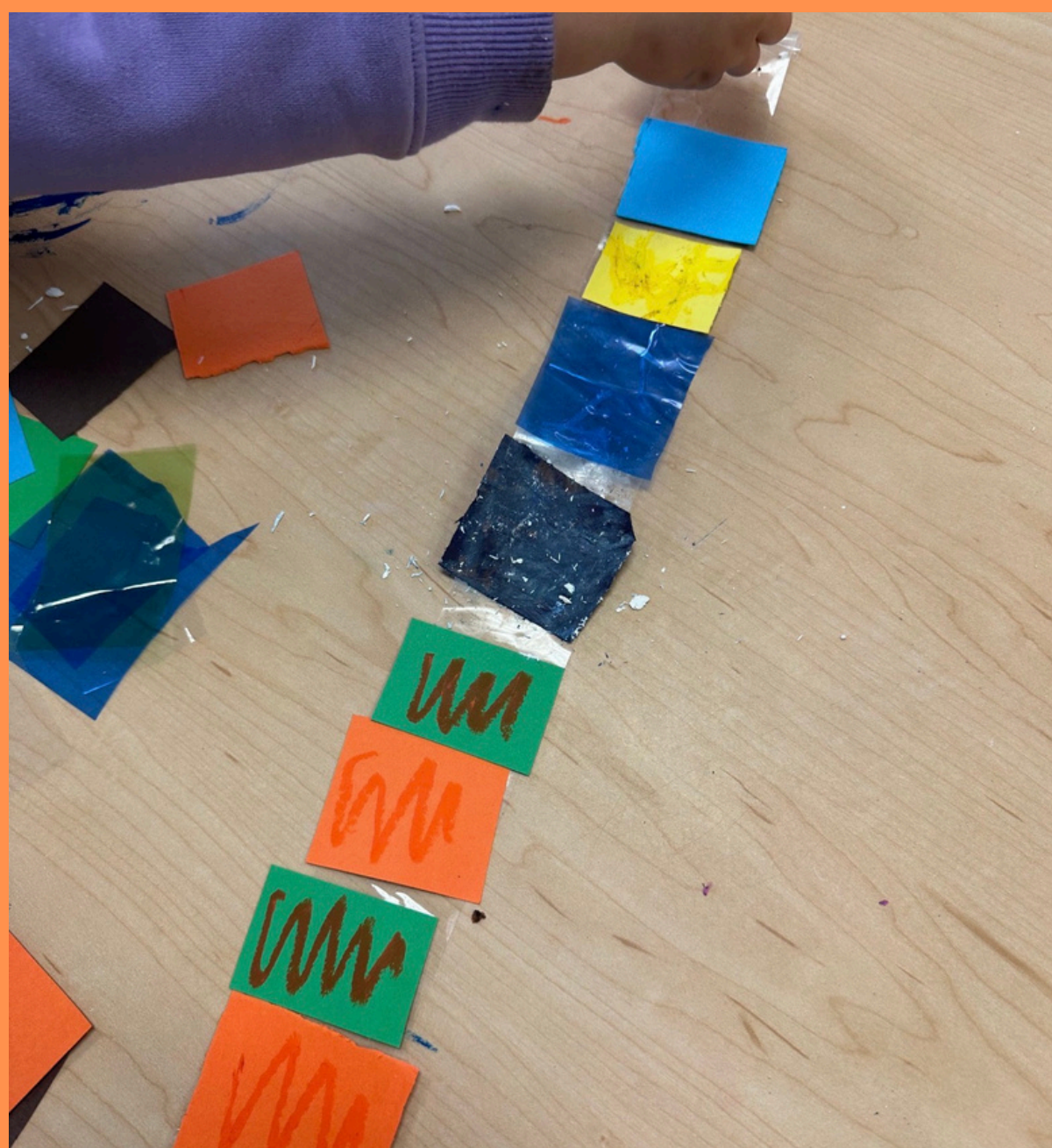
The children showed extreme interest in the bingo daubers and patterned paper. I noticed that many children wanted a clear white surface to bingo dab, so most of them turned their patterned paper over and made marks on the blank side instead! They also soon discovered that the popsicle sticks could be drawn on, so they were used a lot as well.



One child this week participated in the activity for the entire duration of the session! I had an ECE come up to me and say, "Wow, this child hasn't come over and participated in art activities yet. It's so great to see that they are showing interest!" I noticed this week that the children were getting used to the routine of me coming in and bringing different materials for them each time. All the children kept getting more curious each week about what was in my bag and if we could guess the activity for the day!



WEEK SIX: Cellophane!



This week, we got to experiment with a new material: cellophane! Both the children and ECEs in the preschool and toddler rooms were curious about this material, as they had never used it before.

I provided each group with a circular, drum-like base made of cardboard and tape. I added a string to the top so we could hang it up when we were finished, and the children were so curious about what we were going to create! I gave them strips of tape and encouraged them to draw on the paper, stick it on the tape, and then add it to our hanging mobile.

The children experimented with drawing on the paper, the cellophane, and the tape itself, and we had lots of conversations about what worked best and what did not. We had tons of colours on our tape strips, and the children asked what we were going to do with them.

I let them choose where they wanted the tape strips to attach to the cardboard base, and together we noticed that, as we added more rainbow tape strips, our artwork started to look more and more like a jellyfish! Once they noticed that this is what our artwork looked like, they were extremely eager to add more tape strips and to continue placing the cellophane on the sticky tape.

As the children experimented with the activity and the materials at hand, they noticed that they could look through the cellophane and everything would look a different colour! One child even layered yellow and red on top of each other and said, “Look! Orange!”

WEEK SEVEN: Sensory board



This week I got to work with the preschoolers and toddlers once again at Saltfleet, and together we experimented with sensory “draw-on-me” boards! The children were able to do this outside this week, which was fantastic, as we had tons of room to play and make marks, and one child noticed we could also glue outside materials onto the board. Initially, the children asked, “Miss Abby? What am I allowed to draw on?”

When I told the children, “You can draw on everything and anything on our board!” they got super excited and started making marks on the bubble wrap, popsicle sticks, paper rolls, and the tin/plastic. I observed many children gravitating towards the soft sponges and feeling them with their hands, and then one child started to draw on them, figuring out that that could work too.



I had one child begin to draw on the cardboard itself and have conversations with me about what they were drawing. The child said, “Well, it’s my uncle’s birthday soon. This drawing is for him.” The child went on to draw more on the cardboard, paper rolls, and plastic, and said, “And this is my mom and uncle, and next I am going to draw you!” Using the paint sticks and markers, this child kept drawing faces with long and short hair, different coloured clothes, small and big smiles, and big, bright eyes! This child did not want to wrap up the activity at clean-up time, and it made me so happy to witness!



WEEK EIGHT: Cellophane butterflies/bleeding tissue paper painting



For week eight, I got to visit all three groups today! With the infants, we experimented with cellophane and made a collaborative rainbow butterfly with contact paper and cardboard. Once I took the backing off the contact paper, the children loved sticking their hands to the paper and hearing the crunchy sounds it made. When I gave them the cellophane, each child picked a bunch of different colours and started crunching it and looking through it. The ECEs and I encouraged them to put the cellophane on the sticky paper, saying words like “on” and “stick, stick, stick,” and they began to repeat these words while putting the cellophane on our butterfly. The children also noticed that they could rip the cellophane off after putting it on, and it made a big crumpling sound! Once one child tried this, they all caught on and did the same thing!

With the toddlers and preschoolers, we experimented with bleeding tissue paper, Crayola markers, and spray bottles full of water. The children loved filling their pages with colour as I filled up the spray bottles, and when I told them that they could spray water on top, they got super excited! I called the tissue paper “magic tissue paper,” and the children kept repeating it.

This to me as they noticed the colour transferring to their paper. I had one child who was fascinated with the water spray and wanted to keep helping me spray water on the tissue paper. We were experimenting with layering as well, and how we could draw on top of the bleeding tissue paper and blend colours!



WEEK NINE: Wrapping up with one last activity

Final documentation/reflection

For the final week of Arts for All programming at Saltfleet, the intention is to have all three classrooms of children (infants, toddlers, and preschoolers) interact with tin foil and drawing materials. The entire nine weeks of the program has intended to introduce new and diverse materials to the children at the Saltfleet ELCC with Today's Family, and we absolutely achieved this!

It goes without saying that the staff and students at Saltfleet are wonderful and extremely welcoming of my programming, new ideas, and new material suggestions as well. The supervisor, Melissa, and all staff at Saltfleet were always extremely open to new ideas and curious about the activities each week, which ultimately helped the children interact and show more interest.

The infant, preschool, and toddler groups at Saltfleet continually showed curiosity, exploration, and tons of creativity during every activity over the nine weeks! Over this time, we were able to explore new art styles like collage, bleeding tissue paper, and cellophane art, which were all beneficial to the children's learning and play. Together, we created a safe, creative space free of judgment and artistic rules, and over the program I certainly noticed the children becoming more confident in their artistic decisions and thinking, even at such young ages!

It was so rewarding to have conversations with the children and to get to know them through these arts activities. It was fantastic to see how creativity could connect all of us and generate conversations about bigger ideas, such as the children's interests and hobbies.

And finally, the biggest thing I noticed over the program was how the materials did the talking. For almost all of our activities, we were not aiming for a specific finished product, but rather the children were given diverse materials and guided on how they could use them. With these activities came new creative ideas and extreme variety in the end results. This, from the beginning of programming, was essential for me to deliver to the children, and they certainly proved to me that they had plenty of emerging ideas and ways of expressing themselves! It truly was a pleasure to work at the Saltfleet centre.