



# St. Agnes

## Spring 2026



## Artists in Neighborhoods Spring 2026

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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 St. Agnes

## Final Pedagogical Documentation:

**St. Agnes Catholic School**

80 Colcrest St, Hamilton, ON L8E  
3Y8

**Artist Educator:** Abby Bothen

**Dates:** Feb 20- May 08 2026

WEEK ONE: Creating art  
book covers!

WEEK TWO: Shadow artwork

WEEK THREE: Salad spinner  
art

WEEK FOUR: Textures and  
designs: Mixed media

WEEK FIVE: Contact paper  
collage!

WEEK SIX: Tin foil relief art

WEEK SEVEN: Introducing  
weaving

WEEK EIGHT: Tie dye style  
mandala art!

WEEK NINE: Gather around  
for a story... finishing up  
our books and  
experimenting with one last  
activity!

# WEEK ONE: Designing our art book covers!



Week one at St. Agnes School was full of creativity and getting to know the children! I was able to work with both the school-age children and the kindergarteners, and they all got to customize their own art book covers for the 10-week term with Arts for All. I explained to the children that this art book would include all of our weekly activities and that they could take it home at the end of programming! This got the children super excited and motivated them to customize their book covers to their interests, favourite colours, and favourite things to represent who they are as artists.

This activity also allowed me to get to know the children much better, as their artwork this week created conversations about their favourite things, their favourite animals, their favourite subjects at school, etc. What a great introduction to Arts for All!

# WEEK TWO: Shadow art!

Week two's activity was challenging in the best ways possible! This week, we introduced shadow art using coloured construction paper, drawing materials, scissors, and glue sticks. Initially, the children asked lots of questions about how we could create a shadow on a page; however, with practice and patience, we achieved fantastic work! The children at St. Agnes experimented with shadow work based on an example I made, while some children created their own spin on the activity!



One child specifically listened to the shadow instructions but wanted to create their own version of what shadow art should look like.

This child got some paper and a marker and simply drew something on one side of the page and mirrored it on the other side. When I asked this child what they created, they said it was a sports game, but they made it mirrored, like a shadow! This was a super creative take on the project at hand!

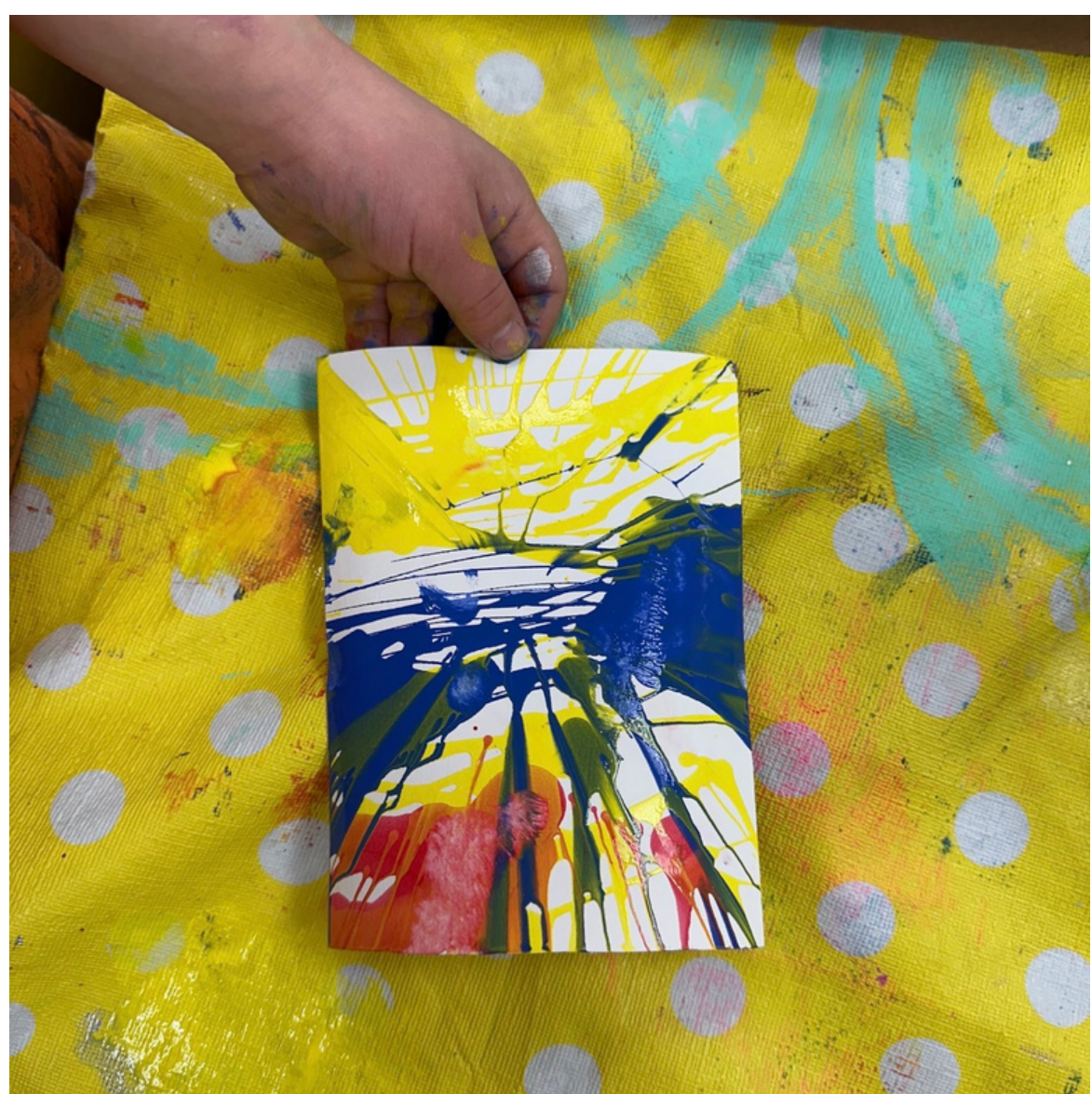
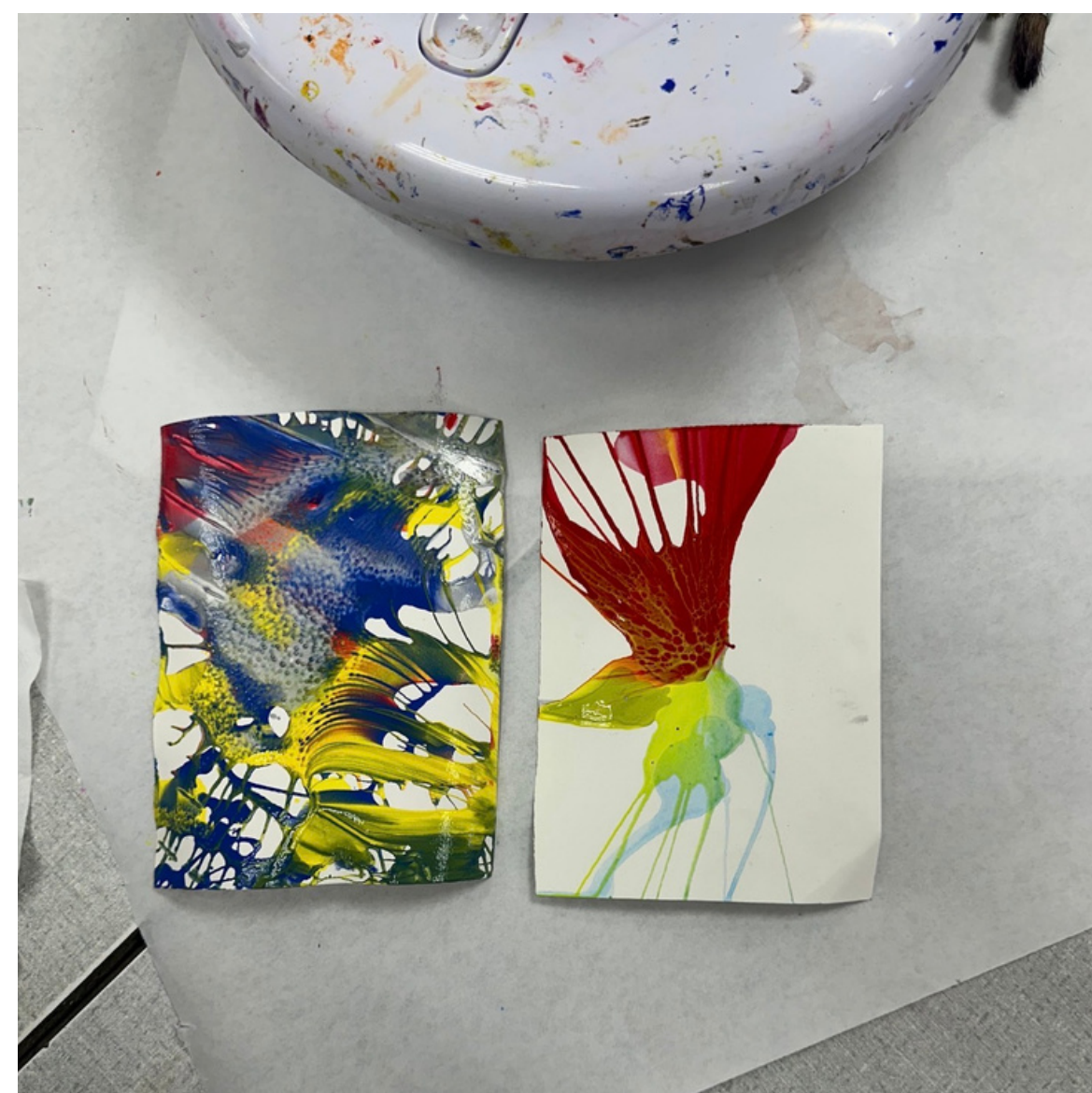


This week, I saw lots of new ideas and perseverance. I found that when the children did not have a specific outcome they had to achieve, they were able to brainstorm more freely and engage in creative conversations with their classmates. Some of the concepts I heard the children talk about were sports players, magical meatballs, and mystical creatures!



# WEEK THREE: Salad spinner art

During week three, the after-school children at St. Agnes got to experiment with salad spinner artwork, and they were ecstatic! Most of the children wanted to guess how the spinner worked and how we could create art with it. We had lots of conversations about how we could create art with typical household items, and all it takes is patience and creativity! Once the children observed the tutorial on how to use the salad spinner, they couldn't wait to create their own artworks and choose their own colours!



As the children got used to the salad spinner, they started doing the activity independently and also worked with friends! We noticed that when we added more paint, more of the paper would be covered, so the children started to use more paint. We also noticed that when we used lots of paint, the colours mixed more easily! The top right image shows some of the artworks that used more paint and how effective this was. I also had two children who loved the sensory experience of the paint on their hands, and instead of immediately washing it off, I encouraged them to make handprints on a clean<sup>30</sup> page!

# WEEK FOUR: Mixed media collages



This week, the children at St. Agnes School got to create custom collages with natural materials such as dried leaves and pressed flowers, as well as typical classroom art materials including patterned paper, markers, glue sticks, and bingo dabbers. When I introduced the activity to the children, none of them were familiar with collage, so this activity was a learning opportunity! Together we created beautiful collages and learned to trust the process with our artwork, steering away from perfection and trusting our creative instincts!

At first, some of the children had a hard time deciding how to create their collage and looked for step-by-step instructions. We had lots of conversations about how we can layer different materials and experiment with drawing on these materials, finding out what works and what does not. I had one child who was very interested in drawing on the leaves, and they discovered that the acrylic markers worked great for this! With lots of talk about how there are no rules to collage, we were left with very diverse and creative collages at the end of the session!



# WEEK FIVE: Contact paper collage: Collaborative

For week five, we built on the collage activity from last week and instead used contact paper as our base! I decided it would be great to get the children to work collaboratively for the first time, and to work together to create one large collage. This week, the children were given the same materials as last week but used them differently this time.

One child spent the entire session in front of the contact paper collage. This child asked questions about how we could draw directly on the contact paper; however, with trial and error, they noticed that it worked better to stick paper on the collage and then draw on the paper. With more experimentation, the child had the idea to lay down popsicle sticks side by side and draw on those, using them as a drawing surface! I thought that this was an extremely creative way to use the materials!

This activity definitely had the children thinking about how to use the materials. For many of their creative decisions, they had conversations with me and other children about how to stick certain materials (like pinecones) and how to use the materials to create a successful outcome. The children couldn't get enough of this activity and wanted me to keep making it longer as the session progressed!



# WEEK SIX: Tin foil relief art



During week six at St. Agnes School, I introduced a more complex activity to the after-school children: tin foil relief art! I provided the children with pre-made elevated platforms made of cardboard and popsicle sticks, and also offered that they could create custom elevated designs! Once they chose their design, they then added tin foil on top and pressed it down to reveal the elevated shapes. The children were extremely patient during this activity and were completely engaged, which was fantastic to see!

At first, the children were primarily interested in drawing directly on the cardboard, and they created some very interesting designs in this simple way. When the children observed their friends beginning to use tin foil, however, they got super excited and wanted to add this material to their own work. The materials certainly did the talking for this activity, and this style of process art was fantastic for their creative thinking.



As the session progressed, the children had the idea to create letters of their names out of popsicle sticks! Once one child started this, they all caught on and wanted to make popsicle letters for all their friends and peers. The students talked about different colours and shapes and how they could design their letters, including hearts, rainbow patterns, and polka dots!

# WEEK SEVEN: Introducing weaving

For week seven at St. Agnes School, I introduced weaving to the children. They were given weaving looms made of popsicle sticks and string, along with a variety of materials to weave with, including felt pieces, ribbon, pipe cleaners, and colourful paper. I was so impressed with the children's ability to navigate the weaving process, and I had so many children try weaving in their own ways! I witnessed them bouncing ideas off one another and mark-making on top of their finished weaving pieces to further customize them.

I had one child who created a TV out of their weaving project and added a holder at the back so it could stand up. This child experimented with different ways of attaching pieces to their work and ended up making something that could be displayed and moved in different ways.

Once they showed their friends, the younger kindergarten children got super inspired and decided to make their own versions of this!

Initially, I was concerned that this activity would be too complex for the children, however this group at St. Agnes always proves me wrong and shows me that they are capable of so much more. The fact that the children wanted to experiment further with the materials and add their own custom ideas was super inspiring and really revealed their creativity.



# WEEK EIGHT: Tie Dye style mandala art

For week eight at St. Agnes school, we worked with watercolour style tie dye art! The children were given coffee filters, crayola markers, paint brushes, watercolour pencils, and spray bottles full of water, and they filled their coffee filter with colour, sprayed it with water, and opened it to reveal a mini tie dye artwork! The children were very curious about different techniques when approaching this activity, so I explained to them that they had the option to lay it flat and colour on it or fold it into quarters and add their colour. This was a huge learning process and the children all experimented with different ways of adding colour.



As we were doing the activity, the ECE noticed that the children had brought in dandelions from outside. The ECE came over and said, “Miss Abby, this could work great for mark making!” He tried pressing the dandelion on a paper and stamping it to create a print, and this worked great! I then went over to the children and said, “Look everyone, the dandelions can be used on our artwork too!” The children got super excited and started using the dandelions not only on their art, but to also create headbands, bracelets, and rings!

# WEEK NINE: Wrapping up with one last activity!

## *Reflecting on the term*

For the final week of Arts for All programming at St. Agnes School, the focus was on finishing our term-long art books and creating tissue paper lanterns for the children to take home. Over the full nine weeks, the goal of the program was to introduce the children to a wide range of new and diverse materials, and it was incredible to see how deeply they engaged with that experience by the end.

At St. Agnes, the children really embraced the artistic process. They were consistently open to trying unfamiliar materials and approaches, and they were not afraid to experiment and see what would happen. Across the program, they worked with collage, tin foil relief, weaving, printmaking, and salad spinner art, many of which were completely new to them. Each week built on their confidence, and it was clear that they became more willing to take risks and trust their own ideas.

The staff and students at St. Agnes were extremely welcoming and supportive throughout the entire program. The children showed ongoing curiosity and excitement each week, often arriving eager to see what materials would be introduced next. This anticipation helped create a strong sense of engagement and made each session feel fresh and exploratory.

It was very rewarding to have ongoing conversations with the children and to learn more about their interests through these art experiences. The activities naturally opened up discussions about their hobbies, families, and ideas, which helped build connections within the group.

One of the most meaningful parts of the program was seeing how the materials guided the process. Instead of focusing on a single expected outcome, the children were given materials and encouraged to explore them freely. This led to a wide range of creative responses and unique outcomes every week. From the start, this approach was important to the program, and the children fully embraced it by showing creativity, adaptability, and imagination in their work.

