

## WEEK 4 Day

### Art Easel: Self Portraits 2

Choosing from a wide array of materials, children make a plan for and begin their self portrait projects. Children provide and receive feedback. If applicable, they use the feedback to continue on with and revise their self portrait projects.

<b>Big Ideas</b>	<p>Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.</p>
<b>Guiding Questions</b>	<p>What processes help people construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?</p>
<b>Vocabulary</b>	<p><b>notice:</b> to see, to pay attention to something  <b>features:</b> a part of something that makes it different from something else  <b>represent:</b> to show  <b>sketch:</b> a quick drawing that gives an idea of a more finished picture  <b>self portrait:</b> a picture of oneself  <b>perspective:</b> A <b>perspective</b> is a way to see or think about things. Different people have different <b>perspectives</b>.</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Self Portrait Planning sheets, completed from previous week</li> <li>● self portraits, from previous week</li> </ul> <p>Same materials as previous week. Replenish if necessary.</p> <ul style="list-style-type: none"> <li>● pencils or thin black markers</li> <li>● tempera paints (ensure there is enough variety to create accurate skin colors)</li> <li>● paint cups</li> <li>● paintbrushes in various thicknesses</li> <li>● painting paper or heavy paper</li> <li>● liquid glue or glue sticks</li> <li>● water</li> <li>● spoons</li> </ul>

	<ul style="list-style-type: none"> <li>● mixing trays/palettes</li> <li>● Beautiful Stuff Arrange the Beautiful Stuff in several small baskets.</li> <li>● clay</li> <li>● crayons</li> <li>● colored pencils</li> <li>● pastels</li> <li>● markers</li> </ul> <p>Display the materials in the Art Studio so that children can easily select their own material.</p> <p>Bring one self portrait from the previous week to Intro to Centers. In deciding on this work, select a child who is ready for and can help model a feedback conversation during the Intro to Centers. It would be helpful if this child's self portrait is still in progress. Bring this child's Self Portrait Planning sheet to the meeting.</p>
<b>Intro to Centers</b>	<p>Show the self portrait from last week.</p> <p><i>Remember that self portraits communicate to others how you see yourself and important features or characteristics you want other people to know about you. We all have important features that are unique.</i></p> <p><i>Last week, we began constructing self-portraits using different kinds of materials. This week, we will continue these projects, making sure that we receive some feedback from our classmates. Let's focus on ____'s work.</i></p> <p>Model and role-play a feedback conversation with the child. Remind children of the Thinking and Feedback protocol and model language that is kind, specific, and helpful. Show how to complete the bottom portion of this child's Self Portrait Planning sheet.</p> <p><i>During Centers, find a classmate or two that will provide additional ideas, or feedback for your self- portraits.</i></p> <p><i>We will continue to add onto or revise our self-portrait projects through this week.</i></p>
<b>During Centers</b>	<p>Children continue to construct self-portraits using a range of self-selected materials. They may add onto their work, or revise it, accordingly.</p> <p>Using the bottom portion of the Self Portrait Planning sheet (below the bold line), encourage children to provide and receive feedback from classmates on their progress so far. Support children's use of language</p>

	<p>that is kind, specific, and helpful when offering feedback. Remind children to respond to feedback when they receive it. Children may use the feedback to revise their work or make new plans.</p> <p>There are many ways the project can unfold for each child. Some possible pathways:</p> <ul style="list-style-type: none"> <li>● If painting, encourage children to try different brush sizes and to mix new paint colors for accurate representation in their self portraits. Children might want to mix paint to create an accurate skin color, or children may also choose to represent themselves in fantastical colors. Children may need to work over the course of several days. For instance, they may paint their face on the first day and then add features the following days.</li> <li>● With Beautiful Stuff, children might add additional pieces that continue to intrigue them. Ask children about additional materials they may need.</li> <li>● With clay, children may construct directly on their papers or build a 3 dimensional representation. Again, if working with clay, the process of sculpting, drying, then painting may take the course of several days.</li> <li>● Children may very likely mix medium together.</li> </ul> <p>Remind children that their work can span several days.</p>
<p><b>Facilitation</b></p>	<ul style="list-style-type: none"> <li>● How did your feedback conversation go?</li> <li>● How do you use the feedback?</li> <li>● What are important details you would like to include in your self-portrait?</li> <li>● How did you choose these materials/media?</li> <li>● What do you want others to know about you when they look at your self-portrait?</li> </ul>
<p><b>Standards</b></p>	<p><b>SL.1.K.a</b> Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p><b>SL.1.K.b</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p><b>SEL. Decision Making.</b> Reflecting (Boston)</p>

<p><b>Notes</b></p>
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