

WEEK 1 Day 6

Art Easel: Constructing a Painting 1

Children engage in the Design and Engineering process to construct a painting.

Big Idea	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.
Guiding Question	What processes help people construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?
Vocabulary	construct: to build or make something inspire: to have an idea, based on something else seen or heard subject: the idea of the art, or what the artwork is about
Materials and Preparation	<ul style="list-style-type: none"> ● Constructing a Painting Planning Sheet, 1 per child ● Using the Engineering Design Process to Construct a Painting slides ● smocks/aprons ● easel paper ● paint, a variety of colors ● brushes, various sizes ● pencils and/or black ink thin markers ● painting tools such as Q-tips, sponges, rollers, etc. ● images depicting some topics of interest <p>Bring the following to the whole group meeting area for the Intro to Centers: Constructing a Painting Planning Sheet, slides, a few painting tools</p>
Intro to Centers	<p><i>We have been thinking a lot about the Design and Engineering Process. This week and next, we will engage in this process to construct a painting at the easel. You've been painting all year long and already know a whole lot about making pieces of artwork. We followed a similar design process last week and also when we created our self portraits.</i></p> <p>Show the slides. Talk through each of the steps and provide time for</p>

	<p>children to share their experiences and connections. Make connections to the self portrait project from several weeks ago.</p> <p>Show the slides again and this time, talk through and model each step of the process.</p> <p><i>I would like to construct a painting this week. Let me show you what I might do. First I will take time to think about what I might want to express.... I think I would like to make a painting of _____ [insert something familiar to the children such as a pet or the principal or the school]. The _____ will be my subject, what the painting is about. To get inspiration, I might look at _____.</i></p> <p>Model the use of a planning sheet. When discussing the colors, remind children that they can mix colors to get their desired results. When talking about the tools, show children the different painting options. Do not complete the bottom portion.</p> <p><i>During Centers this week, you will construct a painting by ‘asking,’ ‘imagining,’ ‘planning,’ and ‘creating.’ Next week, we will ‘improve’ our paintings. You can work independently or as a team.</i></p>
During Centers	<p>Children construct paintings at the easel by engaging in the design process.</p> <p>During the ‘ask’ and ‘imagine’ steps, support children with thinking about and looking for inspiration. Encourage and support the ‘research’ of their subjects. For instance, if a child decides to paint a friend, encourage the child to look closely at the friend. If a child wants to paint a horse, provide resources for the child to look to.</p> <p>When planning, children will write about or sketch their ideas. They will consider the colors they may need and also which painting tools to use. They will not complete the bottom portion yet.</p> <p>Encourage children to slow down during this process. Prompt the children to think about each step and provide resources when possible. Perhaps children will engage in the planning on one day and create the painting the next day. Encourage children to collaborate with their peers.</p>
Facilitation	<ul style="list-style-type: none"> ● What do you feel inspired by? ● What is important for you to express? ● What else do you need to know about your subject? ● What colors will you need for your painting? How can you create that tone? ● What shapes will you include?

	<ul style="list-style-type: none">● How could this picture inspire your painting?● How does working as a team help you with your painting?
Standards	SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups. SL.4..K Speak audibly and express thoughts, feelings, and ideas clearly. SEL. Relationships Building. Teamwork (Boston)

Notes