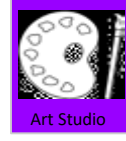
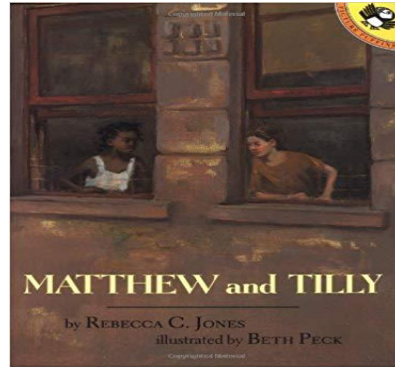




# Collaborative Paintings



**Standards:**  
 SED.SD.BRC.PS.3-4  
 CA.VA.PS.2-4  
 ELA.RL.IKI.PS.1  
 ELA.SL.CC.PS.2  
 ELA.SL.PKI.PS.2



## Materials:

- *Matthew and Tilly*
- paper
- tempera paint
- paint cups
- variety of brushes
- smocks

## Vocabulary:

- together: with each other
- collaboration: working together
- conversation: talking with each other

**Preparation:** Set up materials.

## Intro to Centers:

“Matthew and Tilly were friends. What kinds of things did they do **together**?”

“Matthew and Tilly **collaborated**- they worked and played **together**.”

“Today at the easel you can **collaborate** with a friend to create a painting.”

“What are some ways that you could **collaborate**?”

“Today at the easel you can **take turns**, like Matthew and Tilly did when they played hopscotch. Why was it helpful for them to take turns?”

“Another way to **collaborate** is for you both to paint at the same time, like when Matthew and Tilly ate ice cream at the same time.

*Show illustrations.*  
*Children respond.*

*Children respond.*

*Show illustrations.*  
*Children respond.*

*Model with paraprofessional or a child.*  
*Show illustrations.*

***During Centers:***

Encourage children to consider multiple ways of collaborating, ie. one child creates a plan and another child paints it; two children paint together at the same time; children take turns painting, etc. Encourage children to use the “\_\_\_\_\_ and \_\_\_\_\_” template from Friendship Pictures to label their paintings. Encourage children to notice and describe shapes in their and their friends paintings.

***Guiding Questions during Centers:***

- How did you decide to collaborate with your friend(s)?
- How is painting collaboratively similar to or different from painting independently?
- How does it feel to collaborate with your friend(s)? (fun, hard, frustrating, etc.)
- What are some other ways you can collaborate with friends in the classroom?

***Thinking & Feedback:*** Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

***Documentation:*** Take photographs of children during the activity and display them with captions of the children’s words describing their process.

***Provocation:***

Research other art that is created collaboratively, ie. bands, orchestras, dance

Encourage children to write and act out collaborative stories.