

## Unit 3: Construction

### WEEK 1 Day 3

#### Art Easel: Inspired By Our Town

Individually or in pairs, children paint images inspired by your town.

<b>Big Idea</b>	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.
<b>Guiding Questions</b>	What processes help people construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?
<b>Vocabulary</b>	<b>construct:</b> to make or build <b>inspire:</b> to have an idea, based on something else seen or heard <b>structure:</b> something that is built
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● easel paper</li><li>● paints, in paint cups, in a variety of colors</li><li>● brushes of various sizes</li><li>● pencils and/or thin, black markers</li><li>● cotton swabs (such as Q-tips)</li><li>● small sponges</li><li>● Images of paintings: Structures in Boston (some provided)</li><li>● Images of paintings: Structures in Boston slides</li></ul> <p>Add to the provided images and slides some images of structures that may be familiar and relevant to the children in the particular classroom community, such as of a statue or fountain in a nearby park, the school building, local housing buildings, and other neighborhood landmarks.</p> <p>Bring the following to the Intro to Centers: images, a couple of brushes, cotton swab, sponge, pencil, paper.</p>
<b>Intro to Centers</b>	<p><i>Today at the easel you will find some photographs of buildings and places in our town/neighborhood.</i></p> <p>Show a few images. Provide time for children to share their first reactions and connections to the familiar images.</p>

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	<p>Home in on one image.  <i>One thing that people <b>construct</b>, or build, is a _____ [name the structure in the image]. What do you notice about this painting?</i></p> <p>Harvest a few ideas.</p> <p><i>You might want to work at the easel this week and create your own painting, inspired by these images.</i></p> <p><i>In addition to paint and brushes, you will find a few more tools at the easel. One of the tools is pencils. Just like you have done before, you might want to first use a pencil and sketch your idea very lightly.</i></p> <p>Model looking at an image and making a pencil sketch.  <i>You also might want to try adding and moving paint around with one of these other tools.</i></p> <p>Hold up and name the other tools: cotton swab and sponge.</p> <p><i>You can choose to paint alone. If you decide to partner paint, remember that you will need to decide as a team what to paint. It will be helpful to talk through your plan.</i></p>
<b>During Centers</b>	<p>Children paint at the easel. Their paintings may have similarities to the images provided (e.g., a painting of a tall building inspired by a photograph), or their paintings might be more abstract.</p> <p>Children might choose to sketch with pencil or draw with black marker before painting. They might want to add details with a thin black marker or cotton swab after the first layer of paint dries.</p> <p>Children might want to paint alone, or create a “partner painting” by asking another child to paint on the same paper together.</p> <p>Bring children’s paintings to the Block and/or Writing and Drawing Centers to inspire additional work.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● What do you notice about these images? Have you seen this building/structure before?</li> <li>● What colors and shapes do you see in this picture?</li> <li>● What colors will you need for your painting? Which color will you use first?</li> <li>● How could this picture inspire your painting?</li> <li>● How are these structures [in an image] different or similar?</li> <li>● How are you working as a team?</li> </ul>

<b>Standards</b>	<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.4.K</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>VA.K.1. (Boston)</b> Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects.</p>
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<p><b>Notes</b></p>
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