



WEEK 5 Day

**Art Easel: Inspired by Dreaming Up**

In following the Engineering Design Process, children construct paintings inspired by the text and/or other familiar structures.

<b>Big Ideas</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>sketch:</b> a quick drawing that gives an idea of a more finished picture
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Dreaming Up: A Celebration of Building</i>, Christy Hale</li> </ul> <p>Pre-identify a selection that stirred children’s interests during the previous week’s Read Aloud. Mark this section with a sticky note.</p> <ul style="list-style-type: none"> <li>● tempera paints</li> <li>● paint cups</li> <li>● mixing trays/palettes</li> <li>● paintbrushes in various thicknesses</li> <li>● painting paper or heavy paper</li> <li>● pencils</li> <li>● Engineering Design Process visuals</li> </ul> <p>Display the paint and accessories so that children can easily access everything independently and create their own color pallets.</p> <p>Add additional sources of inspiration such as photographs of structures, dependent on the children’s current interests. Perhaps the <i>Our Town</i> project has sparked new conversations or curiosities. For instance, print out photos of local parks if children have been talking about park access.</p>

	<p>Bring the following to the Intro to Centers meeting: <i>Dreaming Up: A Celebration of Building</i>, the Design and Engineering visuals, a paper, and pencil.</p>
<p><b>Intro to Centers</b></p>	<p>Show <i>Dreaming Up: A Celebration of Building</i>.  <i>Last week, we read Dreaming Up: A Celebration of Building. We talked about how the words, photographs, and illustrations are connected. Today at the Art Easel, you might select one of the Dreaming Up structures to paint.</i></p> <p>Turn to the flagged pages in <i>Dreaming Up: A Celebration of Building</i>.  <i>In our conversations last week, many of you were inspired by this selection.</i></p> <p>Refer to the Engineering Design Process visuals when acknowledging each step.  <i>We can follow the Design Process with constructing artwork. If I want to create a painting of this structure, I need to first imagine and be inspired. Let's take another close look. Turn and tell a partner about what you notice in this structure.</i></p> <p>Provide time for children to share their ideas. Bring a few ideas into the whole group.  <i>I will be sure to include these details in my painting. I now need to make a plan. I can plan my painting by making a <b>sketch</b> with a pencil.</i></p> <p>Model.  <i>Also part of my plan, I will need to consider the paint colors I will use.</i></p> <p><i>I will create my painting.</i></p> <p><i>Then, when I'm finished, I might take another look and see if I want to add or change anything. Perhaps I can ask my classmates for feedback or bring it to our Thinking and Feedback meeting.</i></p> <p><i>During Centers, you can construct a painting, inspired by any structure you find interesting from Dreaming Up. Also, because we've been talking a lot about _____, I've also included some photographs of _____. You might also be inspired by these photographs, as well. You can work with a partner and decide together what inspires you. When you work together you will have to figure out how to make a plan, use the materials and share the space.</i></p>

<p><b>During Centers</b></p>	<p>Children find inspiration in <i>Dreaming Up: A Celebration of Building</i> and/or the images provided to construct a painting. In the text, children might be drawn to an image, illustration, or poem.</p> <p>In following the Engineering Design Process, children identify their inspiration, make a plan by sketching and identifying paint colors, paint, and then revise, if needed.</p> <p>Support children with mixing colors to create desired shades.</p> <p>Encourage children to provide and receive feedback from classmates. Children might also want to share their work during Thinking and Feedback.</p> <p>Encourage children to problem solve how they might work on a painting together with a partner.</p> <p>Some children’s work might be more literal and some paintings might be more interpretive. Encourage both modes of expression.</p>
<p><b>Facilitation</b></p>	<ul style="list-style-type: none"> <li>● How does this photograph, poem, and/or illustration inspire you?</li> <li>● What shapes, colors and materials do you see?</li> <li>● What are important details you would like to include?</li> <li>● How did you choose these colors? How did you create them?</li> <li>● How does problem solving help you to work together?</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.  <b>SEL. Relationships Building.</b> Collaborative problem-solving. (Boston)</p>

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