

WEEK 1 Day 6

Art Easel: Constructing a Painting 2

Children provide and receive feedback on their paintings. When applicable, they use the feedback to revise their paintings.

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
Materials and Preparation	<ul style="list-style-type: none"> ● paperclips, 1 per child ● children’s paintings, from Week 6 ● Constructing a Painting Planning sheet, completed in Week 6 Gather children’s planning sheets. Clip each planning sheet to the corresponding painting. ● Using the Engineering Design Process to Construct a Painting slides, Week 6 <p>Same materials as previous week. Replenish if necessary.</p> <ul style="list-style-type: none"> ● smocks/aprons ● easel paper ● paints in a variety of colors ● brushes of various sizes ● pencils and/or black ink thin markers ● a variety of painting tools such as Q-tips, sponges, rollers, etc. <p>The children will provide and receive feedback on their paintings. In thinking about the group, decide whether or not pre-assigning partners will be helpful. If so, create a chart that shows these partnerships.</p> <p>Bring one painting and corresponding planning sheet to the Intro to</p>

	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.
Intro to Centers	<p><i>Last week, we began constructing paintings at the easel. We considered how the Design and Engineering Process helps us to create these pieces of art.</i></p> <p>Show the slides. Quickly show and talk through each of the steps. Hone in on the ‘improve’ step.</p> <p>Show the painting example from last week. <i>This week at the easel, we will think about how we might improve our paintings. Our classmates can provide us with feedback and new ideas. 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 who can provide additional ideas, or feedback for your paintings. [if partners have been pre-assigned, show the partners chart].</i></p> <p><i>Based on feedback from our classmates, we will continue to add onto or revise our paintings throughout this week.</i></p>
During Centers	<p>Children may add onto their work, or revise it, accordingly.</p> <p>Using the bottom portion of the Constructing a Painting Planning Sheet (below the bold line), encourage children to provide and receive feedback from classmates on their paintings. Support children’s use of language 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>Encourage children to slow down during this process, as their work can span several days. They might talk to a classmate about feedback one day and then make revisions the next day.</p> <p>Encourage children to collaborate with their peers through this process.</p>
Facilitation	<ul style="list-style-type: none"> ● What is important for you to express? ● How did your feedback conversation go? ● How do you use the feedback? ● What other ideas are you considering? ● How does working as a team help you?



Centers U3 W6