

WEEK 2 Day 3

**Art Easel: Inspired By our Town/Neighborhood 2**  
 Individually or in pairs, children create images with pastels, inspired by the city.

<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 Question</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>	<p><b>construct:</b> to build or make something</p> <p><b>inspire:</b> to have an idea, based on something else seen or heard</p> <p><b>structure:</b> a building</p> <p><b>blend:</b> mix together</p> <p><b>technique:</b> a way of doing something</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● 3-4 paintings from the previous week</li> <li>● paper in different colors and sizes</li> <li>● pastels</li> <li>● Blending with Pastels resource (resource from Unit 2, Week 6)</li> <li>● images of paintings depicting structures in the town/neighborhood (from Week 1)</li> </ul> <p>While some images of structures are provided, it will also be helpful to include additional images that are familiar to your children (e.g., images of a statue/fountain in a nearby park, images of the school, or a picture of a public housing building). Include these images in the Art Studio.</p> <p>Bring the following to the whole group meeting area for the Intro to Centers: children’s paintings, a box of pastels, Pastel Techniques</p>
<b>Intro to Centers</b>	<p><i>We’ve been looking at images of buildings and places in our town/neighborhood. Last week, we painted images, inspired by these places.</i></p> <p>Hold up children’s work from the previous week. Provide quiet time for</p>

	<p>children to look. Then invite a few observations.</p> <p><i>This week at the art easel, we will continue to use images of the places around our city as inspiration. But this week, we will revisit another medium - we will have more time with pastels! What do you remember about pastels? Turn and tell a partner.</i></p> <p>Hold up the box of pastels and the Pastel Techniques resource.</p> <p>Harvest responses. Remind children of their learnings from when they used pastels in the past. If necessary, remind children about blending and layering</p> <p><i>In addition to images, I will also leave some friends' paintings up from last week. This way, as you are using pastels, you might be inspired by our very own town/neighborhood paintings.</i></p> <p><i>Again, you can choose to work alone or with a partner. If you choose to work together, remember that it will be helpful to talk through your plan.</i></p>
<b>During Centers</b>	<p>Children illustrate with pastels. They might reference their paintings from the previous week, images, or the Pastel Techniques resource. Talk with the children about what they are choosing to represent, what colors they are using, and how they feel about the results.</p> <p>Children might want to work alone or with a partner.</p> <p>If applicable, bring children’s pastel illustrations to other Centers (e.g., Blocks, Writing and Drawing) to inspire additional work.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● How might you represent this building/structure?</li> <li>● What technique will you use?</li> <li>● What colors and shapes do you see in this picture?</li> <li>● What colors will you need? Which color will you use first?</li> <li>● How could this picture inspire your painting?</li> <li>● How are these buildings different or similar from each other?</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>