

Draw, Trace, Paint - Week of June 20th, 2016

As teachers, we constantly looking for zones of proximal development in which we can support learning processes. The 2015-2016 Blue Jays have shown a particular love of drawing & painting from the beginning. They choose proposals for daily work that involve these languages consistently. Their teacher thought the children were ready to blend the languages in a way that promotes planning, decision-making, & perseverance. When the children once again proposed to paint this week, their teacher asked if they might like to conceive a subject, sketch it, trace it with permanent marker, & then paint it. Despite the increased steps, the children were enthusiastic. With the support of Kalei & peer scaffolding, we were able to extend our knowledge & competencies to somewhere new.

Here is Lila's story..



Lila initially planned to create a "pony, super good" but quickly changed to "a dinosaur."



At first, Lila did not feel she was capable of tracing herself. I "ghosted" her hand for a moment before she completed tracing. Hank was very interested in Lila's work.



Lila & I work together to mix the paint shades with exactitude.



Lila added "the new school" (purple circle in lower left corner). I believe she may have been prompted by Kahlan's nearby discussion of horses.



"A Dinosaur & Our New School!"



Violet's first sketch was about the size of my thumb so I asked her to consider how she could paint the distinct items when they were so small. She realized the impracticality & we flipped her paper over to try again but she stared at the blank page, stumped. "I don't know how to do a big unicorn!" she said, defeated. Just the other day, however, she created a collage featuring a sizable unicorn. I offered it to her & she was immediately confident: "Oh! That will help me remember!" After successfully rendering a unicorn to scale, she was then confronted with the problem of the flower which I supported by offering the picture dictionary.

On June 23rd a second small group, Violet, Adele, & Helena, enthusiastically encountered the draw-trace-paint scenario. Adele & Violet began to form a design plan (a princess & a unicorn, respectively) when they first heard the proposal & expanded upon those initial ideas when they sat down at the table to sketch. Adele was initially secretive about her plan, but opened up to tell me about "a kind of flower, a princess, & my name" when her peers shared. Violet expanded to "a unicorn & a flower." Helena immediately declared "a moon!"



Adele requested a few colors when she first reached the painting stage but soon asked to customize further. Color specificity emerged as a core concern for her. She delighted when her rinsing water turned an unexpectedly desirable color. "I made turquoise water! I made the color I wanted!"



Small group work is very conducive to peer observation. Here, Adele pauses to inquire about Helena's "blackie black black" paint.



When Helena announced the completion of her work, I asked if she might like to write her name. She happily obliged & found a blank spot above "the dark sky." When she began an "H" (the darkest lines) she was displeased with how it bled. She wrote another H on the right of the original & continued writing her name right to left & sometimes upside-down! as if she was writing so I, across from her, could read it.



“Me next to a princess (Elsa), a kind of flower, a butterfly, & a leaf with my name.” - Adele

“A moon [black crescent on the bottom left], stars...mommy, sister, baby, daddy stars, the dark sky [line at top], shooting stars [dots] - Helena.



“A unicorn & a flower [lines in center]...a baby unicorn on the big unicorn’s back...shooting stars.” - Violet

