



Collaborative Paintings

Standard Connection:

ELA.RL.PK4.10
ELA.SL.PK4.1a
M.MD.PK4.1
SS.FC.PK4.6b
PD.FM.PK4.5
PD.SHS.PK4.3
VA.CR2a.2.PK
VA.RE7a.2.PK

Enduring Understanding(s):

- We can have more than one good friend, and we might like to do some things with one friend and other things with other friends.

Essential Question(s):

- How do you maintain relationships and connections with others while exploring new ones?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Matthew and Tilly</i> large paper tempera paint paint cups brushes of different sizes smocks containers for water palette for mixing colors Q-tips, cotton balls, sponges (as alternative painting tools) 	<p>together: with each other</p> <p>collaboration: working together</p> <p>conversation: talking with each other</p>	

Intro to Centers	
Preparation: Set up materials.	
"Matthew and Tilly were friends. What kinds of things did they do together ?"	Show illustrations. Children respond.
"Matthew and Tilly collaborated - they worked and played together ."	Children Respond
"Today at Creative Arts you can collaborate with a friend to create a painting." "What are some ways that you could collaborate ?"	Show illustrations. Children respond.
"You can take turns like Matthew and Tilly did when they played hopscotch. Why was it helpful for them to take turns?"	Model with an assistant teacher or child.
"Another way to collaborate is for you both to paint at the same time, like when Matthew and Tilly ate ice cream at the same time."	Show illustrations.

During Centers:

Encourage children to consider multiple ways of collaborating (one child creates a plan, and another child paints it; two children paint together at the same time; children take turns painting, etc.). Encourage children to use the "_____ and _____" template from Friendship Pictures to label their paintings. Encourage children to notice and describe shapes in their own paintings and their friends' paintings.

Guiding Questions during Centers:

- How did you decide to collaborate with your friend(s)?
- How is painting collaboratively similar to or different from painting independently?
- How does it feel to collaborate with your friend(s)? (fun, hard, frustrating, etc.)
- What are some other ways you can collaborate with friends in the classroom?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

Provocation:

Research other art that is created collaboratively (bands, orchestras, dance). Encourage children to write and act out collaborative stories.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, strategically pair students for maximum collaboration/support. Provide stamps/stickers for students who have difficulty painting.