

# Collaborative Paintings

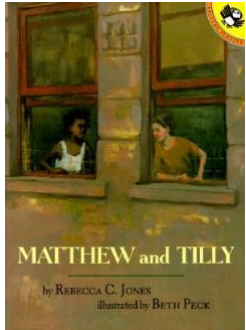
Standard Connection:  
 ELA.RL.PK4.10  
 ELA.SL.PK4.1a  
 M.MD.PK4.1  
 SS.FC.PK4.6b  
 PD.FM.PK4.5  
 PD.SHS.PK4.3  
 VA.CR2a.2.PK  
 VA.RE7a.2.PK

**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"> <li>• <i>Matthew and Tilly</i></li> <li>• paper</li> <li>• tempera paint</li> <li>• paint cups</li> <li>• variety of brushes</li> <li>• smocks</li> </ul>	<p><b>together:</b> with each other</p> <p><b>collaboration:</b> working together</p> <p><b>conversation:</b> talking with each other</p>	

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

### **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.