

Plan-Do-Reflect

Art Center - How to Paint

Week 1 – 2

Materials: Paint cups with colored lids and matching brushes, multi-colored puff balls, student tweezers

Purpose: Introduce the materials and explain that the paint cups and brushes will be used at the art center, but first we must practice matching and sorting the paint cups with the correct color. We want our paints to stay clean and not get mixed with other colors.

Manipulative Center Activity: Students practice sorting colored puff balls into the matching colored paint cups using the tweezers.

Observational Assessment Opportunities:

WaKids Objective 7a: Demonstrates fine-motor strength and coordination – Uses fingers and hands

WaKids Objective 13: Uses classification skills

Week 3 –

Materials: Chart paper, painting icons for anchor chart, paint smock, painting paper, clips, paint cups, brushes, pencil, drying area

Purpose: Introduce the steps and expectations the students will follow when they are using the easel and paint materials at the art center.

Lesson: Create a *How to Paint* anchor chart with students using an informational text structure and picture icons.

Introduction:

I know how to paint a picture.

Body:

Step 1: Put on a smock.

Step 2: Write your name on a paper.

Step 2: Clip your paper to the easel.

Step 4: Paint.

Step 5: Place your art in the drying area.

Conclusion:

I am an artist!

Art Center Activity and/or Dramatic Play Center Activity: Students practice/pretend following the *How to Paint* anchor chart at the art center without paint.

Observational Assessment Opportunities:

WaKids Objective 8b: Listens to and understands increasingly complex language – Follows directions

WaKids Objective 12: Remembers and connects experiences

Week 4 –

Materials: *How to Paint* anchor chart, paint smock, painting paper, clips, paint cups with paint, brushes, pencil, drying rack or space to dry

Model:

Using the anchor chart as reference, review the steps of *How to Paint*.

At Step 4, show students that there is now paint in the cups. Remind students the importance of matching the colored brush with the same colored paint. We want to keep the paint colors separate and clean.

Show students some of the different things they might want to paint at the Art Center to help embed curriculum connections (shapes, letters, numbers, names, sight words, story scenes, etc.)

Art Center Activity: Open painting easel during Plan-Do-Reflect (may want to begin with just 3 or 4 colors)

Reflection: During *Reflect* have students share paintings or discuss and problem solve concerns around use of materials, clean up, space, etc.

Observational Assessment Opportunities:

WaKids Objective 1b: Regulates own emotions and behaviors – Follows limits and expectations

WaKids Objective 7b: Demonstrates fine-motor strength and coordination – Uses writing and drawing tools

WaKids Objective 8b: Listens to and understands increasingly complex language – Follows directions

WaKids Objective 9b: Uses language to express thoughts and needs – Speaks clearly

WaKids Objective 10a: Uses appropriate conversational and other communication skills – Engages in conversations

WaKids Objective 14a: Uses symbols and images to represent something not present – Thinks symbolically

WaKids Objective 19a: Demonstrates emergent writing skills – Writes name

WaKids Objective 21b: Explores and describes spatial relationships and shapes – Understands shapes

Notes

Clean easel:

Each week cover the easel surface with a large piece of butcher paper. Students will clip their own painting papers over the butcher paper.

Clean paint cups:

Place a sandwich bag inside each paint cup

Fill $\frac{1}{4}$ full of paint and screw on lid

Remove sandwich bag and clean brushes once a week

Ideas for transition through the year:

- Add more or different colors depending on time of year or season
- Show students how they could create their own colors from primary colors on a separate paint pallet
- Introduce water colors
- Introduce different size brushes or other painting instruments (sponges, Q-tips, cotton balls, nature items (sticks, branches, leaves, rocks)
- Introduce different types of paper (foil, rice paper, cardboard, wrapping paper)