

Process ART: WHY?

Thoughts to ponder-

A study of comparisons...

Process art work that is child directed completed by Pre-K students at Union Public Schools



Templates for product based Pre-K art work that is teacher directed as found on pinterest.



You decide- which pieces of art work...

- + Were likely most rewarding for the child?
- + Demonstrated to the child that the teacher believes through actions that they are capable learners?
- + Allowed the child to use inventiveness and flexibility in their thinking?
- + Promoted the development of problem-solving skills?
- + Provide the teacher with a greater understanding of a child's knowledge and understandings?
 - o Observational data on objectives such as size relationships, uses fingers and hands, plans and pursues a variety of appropriately challenging tasks, shows curiosity and motivation, shows flexibility and inventiveness in thinking, thinks symbolically, understands spatial relationships, understands shapes, etc.
- + Developed self-confidence and autonomy?
- + Prompted a personal interpretation?
- + Provided a challenge?

Next time you notice a super cute art project on pinterest and want that displayed on your walls so that others will comment "oh how cute and adorable" ... stop and think:

- ❖ Does it support NAEYC recommendations for active, engaged learners who explore, experiment and discover through problem-solving and inventive thinking?
- ❖ Does it support and encourage the foundational skills required for achievement of the Common Core Standards which include problem solving, confident decision makers, inventiveness in thinking and development of ideas?
- ❖ Does it allow the child to demonstrate who they are, how they think, what they know and what they are learning?
- ❖ Does it promote self-confidence and pride in the children?

When an adult walks in your room and asks, “What is that?” as they are looking at the thoughtful displays of process art that reflect to children their value and worth but are not always discernible to others- respond with...

The children figured out that...

The children decided that...

We explored the use of...

Together the children worked out a plan for...

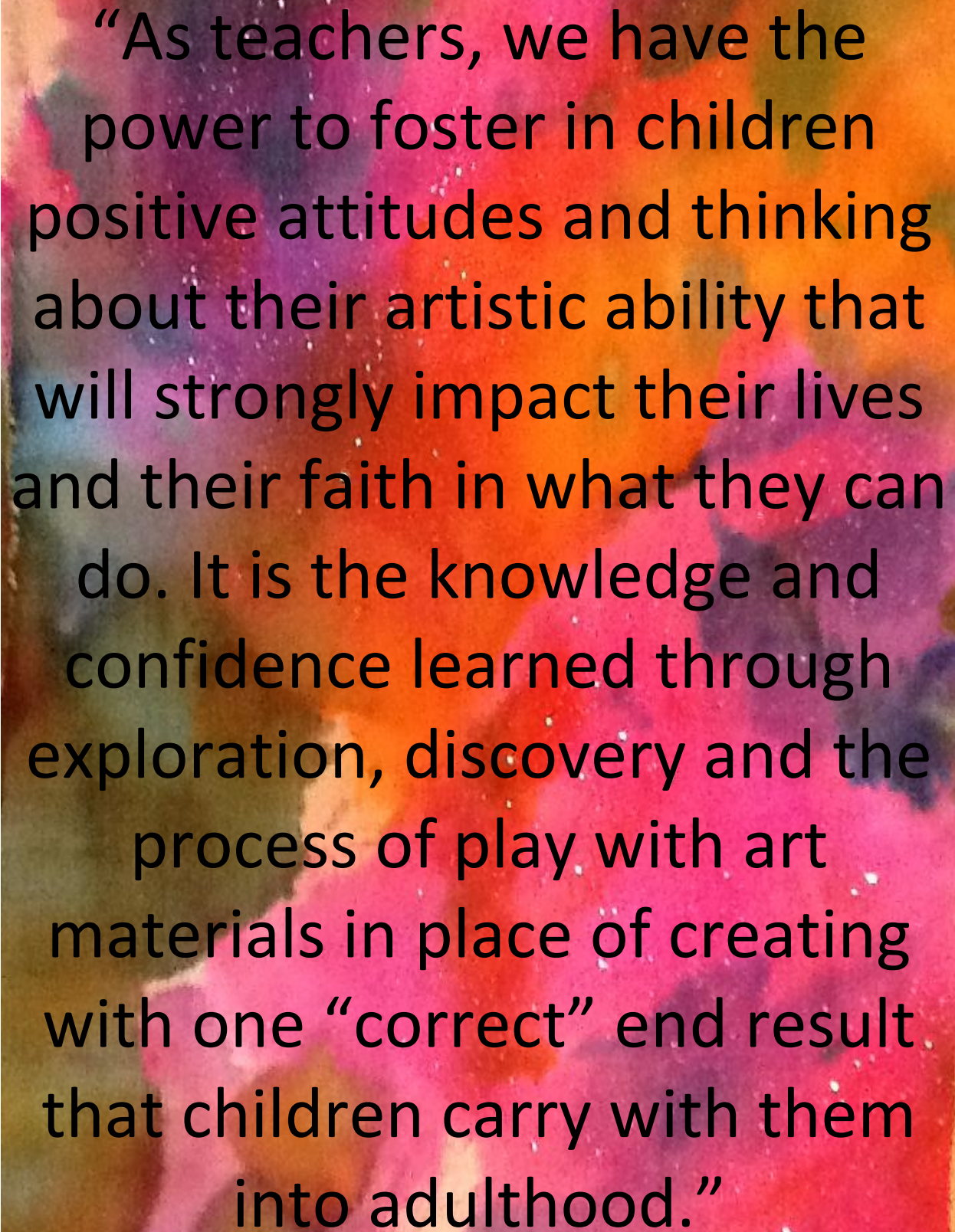
Describing the process will allow the viewer to understand the value of the learning experience, the vast amount of objectives that were gained from the process and the amazing aspects displayed that demonstrate the growth and development of each individual child.

Document the children’s process and learning next to the display of art work including direct quotes from the children to provide others a vision of the why and what of children’s learning.

Picture taken at Jarman Elementary, Union Public Schools



Debra S. Honegger, Early Childhood Instruction Coach, Union Public Schools



“As teachers, we have the power to foster in children positive attitudes and thinking about their artistic ability that will strongly impact their lives and their faith in what they can do. It is the knowledge and confidence learned through exploration, discovery and the process of play with art materials in place of creating with one “correct” end result that children carry with them into adulthood.”

– Children as Illustrators by Susan Conklin Thompson

Art work created by a 3 year old child at Rosa Parks Early Childhood Center. Union Public Schools

Debra S. Honegger, Early Childhood Instruction Coach, Union Public Schools