

# THE POWER OF ART:

*(ideas related to exploration of materials during free choice exploration times...)*

*Choice time is a perfect time to observe and to take notes on the work your class is doing. Listen for language, keep the bits of writing generated, step back, and observe how conversations start and how they are sustained. You will learn new things about your children, and these observations will influence your next steps in instruction ([A Curricular Plan for the Reading Workshop-K](#), by Lucy Calkins.)*



*Exploration choice time is also a key opportunity for intentional teaching; to use what we notice from children's discoveries and interests to support them in new challenges. We scaffold learning experiences with the materials we present and the questions we pose to challenge children to dig deeper into concepts; to work at the upper end of their abilities while not frustrating or discouraging them.*



*"It's not just learning things that's important.  
It's learning what to do with what  
you learn and learning why you  
learn things at all that matters."*

*- Norton Juster*



## Examples of open-ended questions to ask while students are engaging in art exploration...

- Tell me about ...
- I notice...
- I wonder...
- What would happen if...
- How did you make...
- What part do you enjoy most...
- How is this different, the same...
- What do you think you might do differently...
- How does this make you feel...
- What way would you design ...
- What made you think of doing...
- If we... how would it change...
- How could you figure out ...
- What else can you try...
- Tell me about the art techniques you are thinking of using...
- What materials do you think would work well in that picture...
- How did you decide to use those materials...
- How is your illustration of a \_\_\_ the same or different from \_\_\_\_\_ (author's)...
- Today/ Yesterday we... how can you show that using art material...
- Tell me about the colors/materials you chose.
  - How do those colors make you feel?
  - How would it feel if you had chosen warm/cool colors such as...
  - How did the color change here- what caused that color to change (blending of colors (new color, lighter/darker, etc.)...
  - What made you decide to use a rough/soft/bumpy/smooth texture to represent...
  - I see you made a secondary color. How did you make that tint...
  - What colors are alike... how are they the same/different...



- How did the texture of the clay change when you added water...
- How can you show the same idea through (weaving, clay, collage, printing, sculpture, etc...)
- Have children reflect on what they produced, coach them to assess their own learning such as
  - Describe your favorite part of your work...
  - What makes that your favorite part...
  - Is there anything you would do differently next time...
  - Which part did you work on the hardest...
  - What did you have to figure out to complete this project...
  - What parts would you do differently next time...
  - What will you do tomorrow to get started...
- Close your eyes and tell me what you remember about your art work...



***Teacher engagement with children is especially critical in order to increase vocabulary skills.***

***Children will have greater retention of vocabulary when learned through hands-on, meaningful activities of their choosing.***

**Examples of vocabulary words to introduce, enhance and/or expand through exploration with art materials:**

Color: warm, cool, bright, dull

Shape: oval, square, circle, triangle etc.

Space: near, far, inside, on top of, behind etc.

Texture: smooth, rough, bumpy, prickly, etc.

Line: straight, wavy, zigzag, curly, etc.

Palette	clamp	easel
Aesthetic	balance	visual
Symmetry	weave	create
Sculpt	texture	process
Tone	originality	impressions
Media	reflection	landscape
Expression	represent	position
Creation	knead	perspective
Slant	shade	medium

