

EARLY LEARNING CENTER LEARNING EXPERIENCE

Student Name: Kaitlyn Straub

Date: Friday, March 31st, 2017

Age Group: 6 – 7

Purpose:

Reason for developing learning experience.
This could be in response to an observation,
discussion with the site supervisor, Ontario
Curriculum Objective, etc

Observation

- Document what you saw and heard
 - Document non-verbal communication
(i.e., body language, facial expressions
and voice tone)
 - Document in detail: who, what, where,
and when
 - Documentation should be written in past
tense, objective, and in anecdotal format
- OR

Discussion

Document the discussion between you and
your site supervisor that led to the planning

OR

Curriculum Objective

Describe the curriculum objective you're aiming to
meet/enhance through this
experience

Purpose:

As I've said before, this class loves experimenting with working with different mediums and learning new ways to make art. One thing I always loved doing when I was a child and have wanted to try with a class for a long time is paper mashé. I've always been hesitant to do it because it is very messy and takes several days (2 coats plus paint, one day to dry for each), but when Ms. Paterson and I were brainstorming Easter activities I brought up paper mashé she thought it would be a really fun activity to try with them.

Learning Experience What are you planning in response to your purpose? - Label your experience (e.g. Painting with cars).	Paper Mashé Eggs: The students will paper mashé a small balloon with two coats, then paint it to look like an Easter egg. This activity will take about three days.
- What are your 3 objectives for this experience? (i.e. What interests are you extending? What strengths and opportunities for growth are you enhancing/supporting?) Please Note: You should refer to appropriate pedagogy to support your discussion around strengths and opportunities for growth (e.g. ELECT, How Does Learning Happen, Ontario FDK Curriculum, etc).	From the Ontario Grade 1 Curriculum for Visual Arts: • Students will create two- and three-dimensional works of art that express feelings and ideas inspired by personal experiences (D1.1) by creating bowls of their own design • Students will use a variety of materials, tools, and techniques to respond to design challenges (D1.4) by working with paper mashé and paint • Students will demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art (D2.3): Easter colours and eggs and their relation to Easter
Describe the experience: - Who will be involved in the experience?	All of the students, myself and my teacher.
- Where will the experience take place? (e.g. Indoors or outdoors? In the dramatic centre, the creative table, etc).	This experience will take place as a class in groups around the classroom
- List the materials and resources you will use	• Liquid Glue • Newspaper • Glue brushes • Water • Water Balloons • Paint • Half a Styrofoam cup as a stand
- Describe the implementation of the experience, with a step by step description	1. I will introduce the activity by talking about how Easter is coming up and then about how we like to use different ways to create art in our class 2. I will tell the students what we are making and how 3. I will ask the students if anyone has ever worked with paper mashé before 4. I will explain how to do paper mashé 5. I will have a balloon and a few stipes of newspaper which I will use to show the students how to put paper mashé their balloon 6. I will go over rules (such as no waving your gluey paper around) 7. I will assign students to tables and allow them to begin

- List and describe 2 teaching strategies.
How will you use them? Why have you chosen these strategies?

Teaching Strategy #1: Sensory Engagement

The students will be working with paper mashé, many for the first time, which is a very hands on and messy craft. This experience will engage their touch senses as they manipulate and mold the paper mashé to their balloons

Teaching Strategy #2: Modeling

While explaining to the students how to do paper mashé, I will have an example of a balloon which I have already paper mashéed so they can see how it looks when it is all dry, and I will also do a small example with a few stipes of the paper mashé to show the students how they need to apply the mashé paste and newspaper strips

Supportive Strategies:

I will acknowledge the children's efforts by talking to them while they mold

Modifications and Adaptations

I will be walking around the class so I can be available to students who have questions or need some assistance.