

# Early Childhood Art Focus Group



# Emergence, Stories and Surprise

Self Organizing System is one where the system structure appears without explicit intervention from outside the system.

Emergence is the appearance of a property not previously observed as a functional characteristic of the system. The system starts to do things it was never intended to do.

Education is a self organizing system where learning is an emergent phenomenon...

Quotes from Sujata Mitra TED talk

# Emergent Curriculum

- Materials as a “languages” for children to express ideas and respond to the world
- Documentation of ideas as a way to witness, share, celebrate, reflect
- Environment as third teacher – “spirit of the studio”
- Explore concepts that generate art, process focus
- Importance of relationship with community

# What to Say to Kids (Less is More)

“Reflective Observing” – become a master  
of the obvious – state what you see!

Process Words - It seems like...

I wonder...

I notice...

What might happen if...

# Early Childhood Art Focus Group

## CLAY



# Why Clay?

- Kids like it
- Develops fine and gross motor skills
- It's a “green” material and can be recycled
- Natural material, no food allergy worries
- Therapeutic qualities
- It is a material kids can grow up with – they can explore and play with it when they are young and create pots and sculpture as they mature
- Clay is a “real” material – once you start looking it is easy to find connections to pottery, sculpture, architecture

# Developmental Stages to look for in Artistic Process

- Exploratory Stage – sensory qualities of materials and discovering what they can do
- Energy Stage – children are familiar with the material and work with it energetically
- Shape Stage – with increased coordination and intention, shapes begin to emerge
- Design Stage – shapes are used to create designs with increased planning and complexity
- Representational Stage - shapes and designs are used to create people and objects

# Exploration



# Exploration (cont.)



# Energy



# Energy (cont.)



# Picking Apart and Putting Back Together



# Shape Stage



# Shape Stage Work



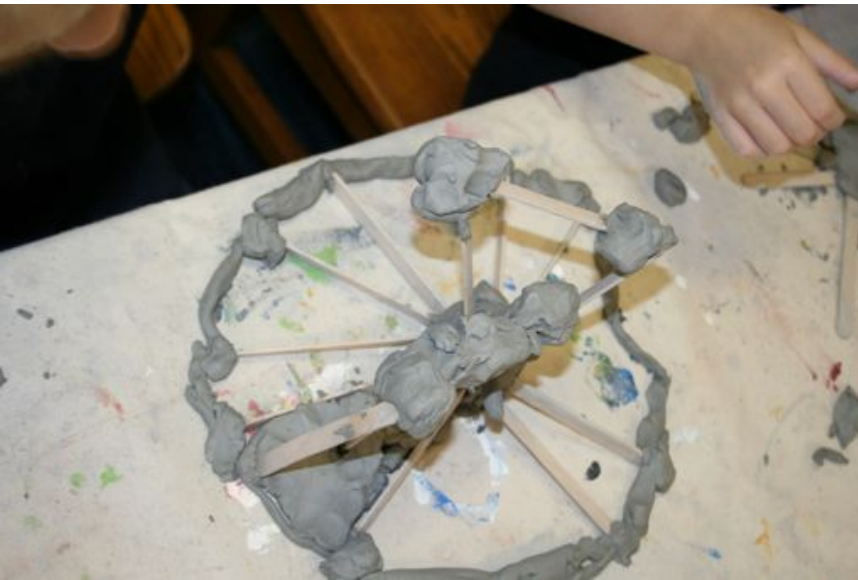
# Design Stage



# Design Stage (cont.)



# Design Stage Radials



atthece

# Clay and Sticks



# Representation Stage



# Representation - Figures



# Decoration Stage



# Studio Thinking

## Eight Habits of Mind

- Develop Craft - take care of clay, see what it will do, learning basic forms (slab, coil, ball)
- Engage and Persist – work through frustration, solve problems, work with material over time
- Envision – art materials provide an important non-verbal vocabulary for children to experiment and imagine possibilities
- Express – children create work to convey ideas, personal or imagined stories, emotions

- Observe – seeing the record of action in mark making; taking time to look more closely and record what is seen through the use of materials
- Reflect – open-ended questions and process comments encourage reflection; children share their thoughts and intentions as they see pictures of their creative process
- Stretch and Explore – playful exploration, trying new things, taking risks and learning from accidents and mistakes
- Understand Art World (and world around us) – working with other young artists in a studio or classroom encourages social connections and community building, as well as connecting to art and design in the world around us

# Develop Craft



# Caring for Clay



# Engage and Persist



# Envision



**1. Problem: How to cover my teepee with a skin?**



**2. Solutions explored.**



**3. Solution found. Spread clay slabs over sticks.**

# Express



# Observe



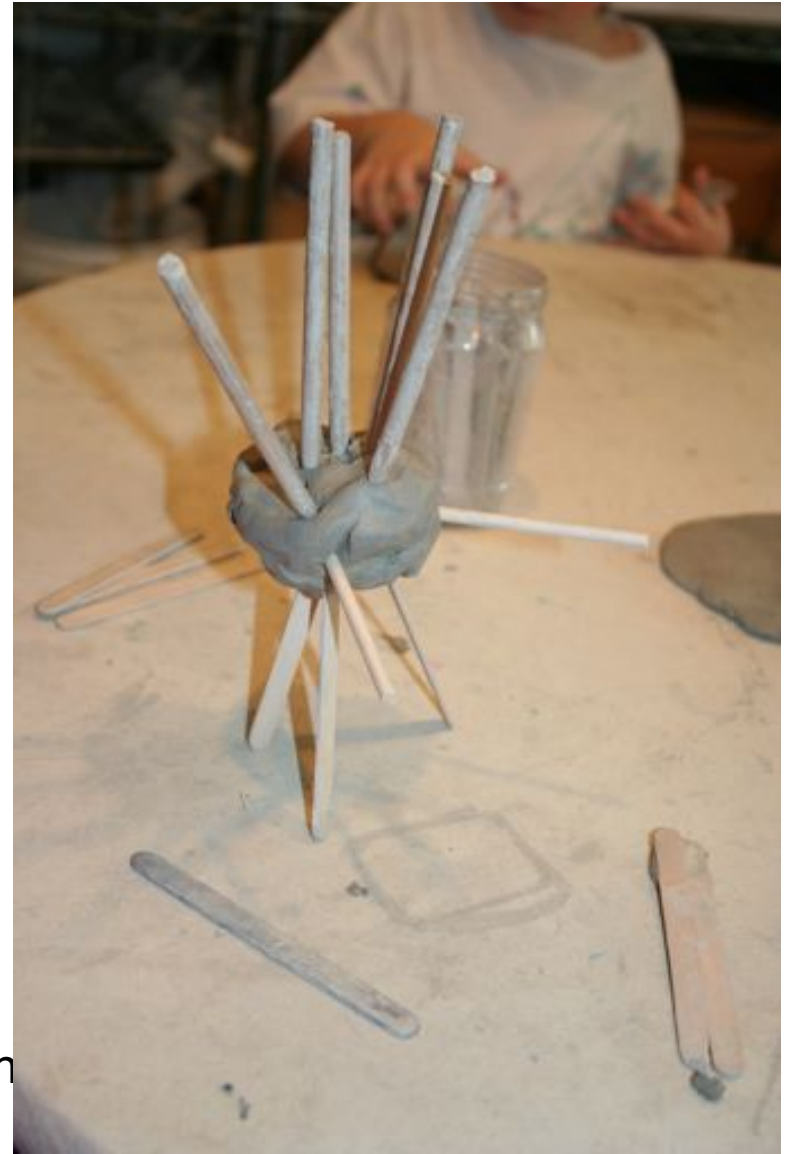
# Observe



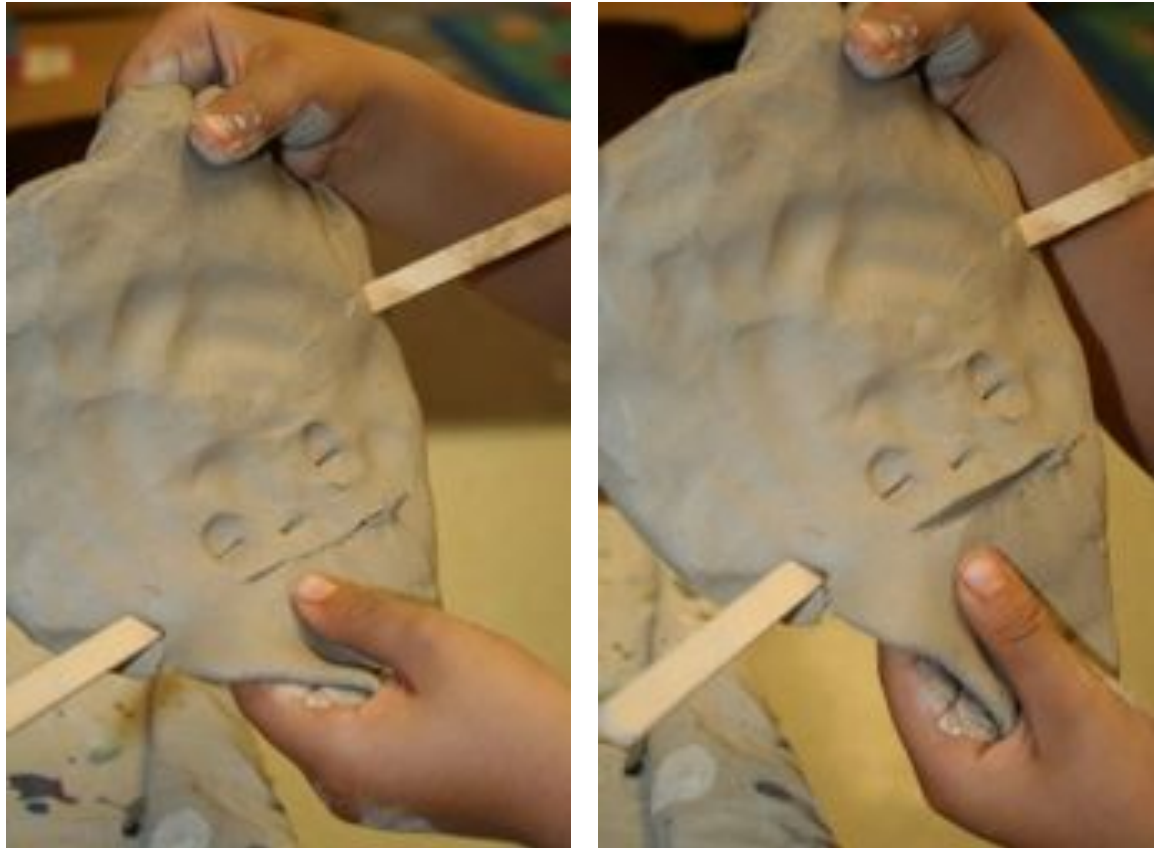
# Reflect



# Stretch and Explore



# clay slab puppet



# Understand Art World (working in relation to other artists)



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# Understand Art World (art history and current art practice)

