

Final Documentation



Introduction

At Franklin Road Today's Family, I had the privilege to work with a classroom size of 15 Toddlers, 48 Preschoolers, 92 Kindergarten Children, 45 Primary/Junior School Aged Children, 20 Junior School Aged Children, and 12 teachers.

First class from 10 AM (or 9:30 AM) to 11:15 AM(or until clean up was suggested by the teachers).

Second class is ASP from 3 PM to 5 PM. The supervisor from Franklin Road Today's Family was Miss Laura.

WHAT was observed without interpreting?

This was my first term with Artists in the Neighbourhood. I am used to teaching children step-by-step watercolour classes. The pedagogical learning is to focus on student-centred learning and have a less “planned” and “controlled” environment to have children of all ages express and interact without us taking away their superpower or interpreting their thoughts.

Toddler Room:

Children were learning to share. Miss Sara and Miss Pelma were most involved in activities or would interact with the children while we were doing activities, like asking questions about the colours they saw. And repeat what they are doing in words. Using tools like Scissors and spray bottles involved more practice in patience to wait and share with others, and using the tools in their hand. 2 Children were taking turns using glue: “my turn,” “there you go,” “thank you,” “there you go,” on and on.





Preschool #2

The room was divided into 3 sections: a couch with a tent area, an open carpet area, and a table area. It felt cozy, with plants and dead trees in a pot for decoration. Miss. Sofie was especially interested in creative projects. Children were expressive of their creations, "many butterfly baby in the belly" "paradise circle" "octopus" "pine corn" "D like my name" "scissor is super strong tape can't strong it" and asking questions to me, "are you know about art?"



Preschool #1

The room is one open space that is divided by a shelf, a couch, and tables. When we start activities, children will come sit on the chair or ask to join, "Can I play?" The concentration is great, especially with the challenging situation of cutting plastic with scissors. Children encouraged each other and said, "I did it" to each other.

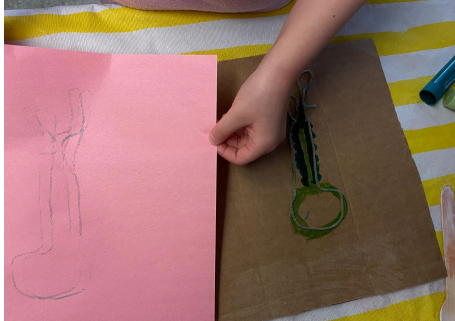


Kindergarden

Creativity is a great social intervention. There were a lot of building things, "Water Google under shark, it's for my dad." "This is the back of a TV, batteries."

Some children are asking other classmates or me, "Do this for me," like tying strings or gluing something that is moving too much.

Playing outside with what we made indoors sometimes encourages destruction by throwing the creation or creating something new, like ripping the artwork, sometimes destroying your work or others. Sometimes it cause argument that is a great opportunity to learn how to respect other people's creations. The outdoor activities encouraged more social interactions, by playing together with what they created, inspired by each other's art!



School Age (Younger group)

ASP for both school-age starts outdoors, if no rain. They are outside until their parents come to pick them up. When rain they will be in a classroom. The younger group age 6-8 where always more interested in the activities. Creating a play in a group.



School Age (Older group)

The older group, aged 9-11 when interested, was using creativity as a positive distraction.



What does it suggest about a child's THINKING and INTERESTS?

Toddler age where interested in touching the materials, and repeating the same process, thinking about action and cause. And lose interest fast, or become obsessed in a good way.

Preschoolers are very expressive about what they are creating when asked questions, and love having fun or watching others having fun! Sharing is happening more often, so the children can learn and be challenged positively to express their ups and downs. They like 1 to 2 simple activities that can be expanded freely.

School Age are creating something that can be used and become almost like a "friend".

What MATERIALS or OPPORTUNITIES can extend this learning?

Materials that can be played with without losing its effect are great. I find Marble art too fast, which does not give the children a slow-down and allows them to invent their own process, especially in a big group. Cutting something and gluing on a 3D tube was a lot of fun, where the children can explore and experiment, practice skills and observe how it can be used on different surfaces.

Outdoor play is great for using materials that are big, which encourages collaborative activities. Like painting on a big bed sheet. And the sheet becomes a train.



Cardboard was great with the younger school-age; they were building robots. And they were interested in all kinds of materials, and they were always doing activities as a group, at the same time able to focus as a individual.

Sewing was great with school-age children, sharp needles helped with understanding safety, concentration, to slow down, and build something they can have and use.



Older School Age only had 1 or 2 children interested in activities. One child who always comes to join has come to the table and said, "I felt bad no one is joining, so I am painting with you, I love art, you know". When I introduced sewing, there was another child who usually sat back on the table who asked to join. He had such a great concentration and was happy and wished to take what he had made home. The second week, when I brought a sewing kit again, I heard him asking his friends, "Do you wanna sew?" But his friends answered "no," so he did not join us in the end. When the children who always join the activities ask their best friend to join, she answers, "I have a sewing machine at home," so

she does not join. It reminded me of age at which we start to evaluate what others think of us and what we think of ourselves.



What are some LANGUAGES explored with the children?

Sharing by understanding your own needs and other people's needs. Encouraging yourself as you are engaged in activities that need to slow down, and when achieved, a positive word like "I did it" makes other children wish to keep on trying.

Things children make have new life and can be kept progressing, or they can break or be damaged by themselves or by others, but they can be adjusted and recreated in a resilient way.

Building a 3D cardboard piece that was once flat came from children ripping other people's drawings. With permission, by only ripping the cardboard halfway, it can attach to each other and become 3-dimensional. When creation that was originally a "popcorn machine" accidentally stepped on, become a reason to rebuild into a "Microphone" that children used to speak to other children.