

A Glimpse Into the Process of Making the Young Toddlers Paint Mural

The many learning experiences and skills expressed through play.

The children noticed Morah Chaya filling paint cups at the art table. They pointed out the colors Morah Chaya was pouring and Morah showed the children how she was filling the paint cups based on the color of the cups. Ethan saw an empty yellow cup and said “yellow paint?” We looked at the table **but did not see any yellow paint.** Morah suggested we go to closet to get yellow paint. **Together we got paint and filled up the cup.**

At this point the children knew we would paint and **on their own** went to get a smock. **Some children brought smocks to those who didn't go to get one on their own.** When we started putting the smocks on some of the children noticed that one friend did not have a smock. Morah suggested we ask another class for help. Together we went to gate and asked the other class for a smock. Problem solved!

Emma then hurried to the art shelf and brought a regular white paper to the table. Morah asked if we wanted to paint on something different today, if we wanted to paint on a really BIG paper. Children were eager to try out something new. Morah then took out a huge white paper. The thought of painting such a huge paper was exciting, and many of the children hurried to sit at the table. **Morah helped put the paper on table and pointed out how the ends were draping over.** “The paper is too big for the table. How are we going to paint? We need to put it somewhere else. Should we put it on the floor?” The children were excited to try it out and together we lay the paper on floor. Everyone quickly found a place around the paper. We were ready to paint, and Morah brought the paint to the floor. As the paint was put down the children **identified colors** and then picked the color they wanted to use. Morah suggested if we would like we could take off our shoes to get comfortable. Some children did, others decided to keep shoes on. Morah then put on calm, relaxing music. Children were very relaxed and involved in their painting. **While painting, the children discussed among themselves the different colors they were painting.** Aiden said “Paint BIG paper!”

Ethan took the blue paint to move near Sholom and Elisheva. He started to walk across the paper while wearing his shoes and socks and Morah suggested “we can go *around* the paper.”

Later Aiden took the orange paint and sat between Emma and Elisheva saying “Right here.” Dylan then wanted to go to the other side of the paper and paint green there. **He walked around the paper to the other side** dabbing paint all around. Sholom trades the yellow paint for Sarah's red paint.

Elisheva was about to walk across the paper with her socks on and Morah reminded her we could go around. Morah also gave another alternative, **a choice**. Morah asked if she wanted to take off her socks and go on the paper. Elisheva was surprised with the options and decided to **try it out**. The children watched Elisheva walk in the paint and their faces seemed like they were shocked and wondering what that was like. Then many other children request to do same. Morah help the children take off their socks and everyone had fun **swishing and squishing paint with their feet**.

Sarah called out, “**Step on it. It's sticky.**”

When the children were done together we went to wash our hands and of course our feet. We splashed in a bucket filled with water and watched as **our feet became clean and the water turned all colorful**. We jumped out and dried and warmed our feet on a dry towel.

Notice:

- How the children are eager to learn when they are partners in their learning.
- How children do not always need instructions, they need the space to figure out how they can be responsible.
- How social skills are learned during play
- How creating a relaxed, safe environment is important for the child's growth
- How young children respond when given opportunity to work together as a group.
- The importance of giving young children many learning experiences.