Play, Provocations, and Projects: 
The Relationship between the Classroom and 
the Atelier in the Early Years

“Learning is not worth a penny if courage and joy are lost along the way.” ~ Pestalozzi
Learning Intentions…

Look at student interest and choice as the driving force for learning concepts and standards within our context of Visual Arts and beyond.

How…

Observation and environment promote authentic meaningful learning?

Documentation supports the process?
Invitation vs. Provocation

**Invitation** – something that encourages someone to do something or that makes something more likely to happen; written or spoken request for someone to go somewhere or do something.

**Provocation** – an action or occurrence that causes someone to begin to do something.

Provocation examples:

I wonder how many colors could you make with red, yellow, blue and white?

I wonder what will happen when you mix the colors together?

What kind of shapes and lines do you observe? Draw what you see.
Investigations vs. Projects

**Investigations** – a primary way to get in-depth understanding of specific concepts.

**Project- Based learning (PBL)** - is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.

“Ideas fly, bounce around, accumulate, rise up, fall apart, and spread, until one of them takes a decisive hold, flies higher and conquers the entire group.”

~ Loris Malaguzzi
Full Integration

Partial Integration

**Curriculum/Models/Integration**

**JIS Competencies and Dispositions**

**PLCs - Collaborative Planning**

**Projecting an Inquiry Unit Planners**

**Kath Murdoch’s Inquiry Cycle**

- TUNING IN
  - What is the background of the topic?
  - What is the context?
  - What is the purpose?
  - What is the question?
  - What is the context?
  - What is the purpose?
- FINDING OUT
  - What is the relationship of the topic?
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**JIS EY Guiding Principles:**

Our Beliefs for our program within our context
My Beliefs and Interpretations within my context…

The Atelier supporting the ‘100 Languages’ and the ‘Aesthetic Dimension’
My Beliefs and Framework for Understanding

We all have questions and wonderings. Environment inspires us.

- **Curiosity**
- **Interests**
- **Research**
- **Relationships/Collaboration**
- **Child, Teacher & Environment**
- **Communication**
- **Creativity**
- **Appreciation/Reflection**
- **Trust**

**Beauty, care and respect**
for materials, environment, ideas,,
artwork and each other. Reflection is ongoing in this appreciative process.

Both teacher and child are researchers. Teachers listen and observe. Students explore. Environment provides the resources.

As artists the children have many modes to communicate their ideas within our learning space. All materials are an option, development of the idea can allow for management and balance. Communication also refers to the continuous communication between the Visual Art Teacher and the Homeroom teacher.

The beautiful surprises… usually the unexpected!

We all have unique and can inspire new ideas. Environment support us.

Students are capable learners and as a teacher I will cover everything. Rich stimulating environment encourages independence.

The natural world
Materials
Collaboration (student-student/student - teacher/teacher - teacher, parents too)
“The environment should act as an aquarium which reflects the ideas, ethics, attitudes and culture of the people who live in it. This is what we are working towards.” - Loris Malaguzzi
Indoor Atelier
Indoor Atelier
Student Driven Presentation
Presenting Student Artwork
## Atelier Flexible Schedule and PLC Integration Time Table

<table>
<thead>
<tr>
<th>Dates/Timetable</th>
<th>Nov. 9th Thursday Day 1 Jen at PEL</th>
<th>Nov. 7th Tuesday Day 2 Jen at PEL</th>
<th>Nov. 8th Wednesday Day 3 Jen at PEL</th>
<th>Nov. 9th Thursday Day 4 Jen at PEL</th>
<th>Nov. 12th Monday Day 5 Jen at PEL</th>
<th>Nov. 13th Tuesday Day 6 Jen at PEL</th>
<th>Nov. 14th Wednesday Day 7 Jen at PEL</th>
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<tbody>
<tr>
<td><strong>7:15-7:30</strong></td>
<td><strong>7:30-8:30</strong></td>
<td><strong>Rotating Assembly meeting on Nov. 28th</strong></td>
<td><strong>Glaze group PLC - check ceramic list</strong></td>
<td><strong>7:20-7:50</strong></td>
<td><strong>Kava PLC</strong></td>
<td><strong>8:12-2:00</strong></td>
<td><strong>9:00-12:00</strong></td>
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<td><strong>Arrival</strong></td>
<td><strong>Homework</strong></td>
<td><strong>EY1/2 Small Group</strong></td>
<td><strong>EY2 PLC</strong></td>
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<td><strong>8:00-9:50</strong></td>
<td><strong>Community Time</strong></td>
<td><strong>EY1/2 Welcome to glaze ceramic</strong></td>
<td><strong>EY1/2 Peppermint</strong></td>
<td><strong>EY1/2 Peace table project</strong></td>
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<td><strong>Open Studio</strong></td>
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<td><strong>9:50-10</strong></td>
<td><strong>Clean-up</strong></td>
<td><strong>Please refer to ceramics list who has something to glaze</strong></td>
<td><strong>EY3 - drawing face parts, Ig eyes and nose</strong></td>
<td><strong>EY2 Peace table project</strong> (small group)**</td>
<td><strong>Open studio begins...</strong></td>
<td><strong>Open Studio</strong></td>
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<td><strong>Visual Arts Integrated into outdoor play</strong></td>
<td><strong>Outdoor Play</strong></td>
<td><strong>EY2 Illustration Launch: Initial portraits are here. Ready to watch Austin's butterfly, Jen can lead this activity! We can support.</strong></td>
<td><strong>At PEL... come here for Co-planning PEL</strong></td>
<td><strong>At PEL... sign up here for an integrated project work</strong></td>
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<td><strong>1:1-11:16</strong></td>
<td><strong>Co-Planning</strong></td>
<td><strong>EY3 Co-Planning PEL 1:10-1:40</strong></td>
<td><strong>EY3 Co-Planning PIE 1:10-1:40</strong></td>
<td><strong>EY2 PLC PEL 12:45-1:40</strong></td>
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<td><strong>EY1/2 Co-planning PEL 1:10-1:40</strong></td>
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<td><strong>After School Meetings</strong></td>
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Example of flexible schedule and PLC:
Example of collaborative documentation

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Note: 
- Motor: |
- Media: |
Take-away(s)

Joyful and meaningful learning is possible through playful exploration.

Child interest and allowing choice makes learning fun and open to creativity to countless possibilities.

The future depends on play…
Sources

3. The Creative Curriculum [https://wvde.state.wv.us/osp/CreativeCurriculumContinuum.pdf](https://wvde.state.wv.us/osp/CreativeCurriculumContinuum.pdf)
7. Project Based Learning definition [http://sustainableschoolsproject.org/sites/default/files/What%20is%20Project-Based%20Learning.pdf](http://sustainableschoolsproject.org/sites/default/files/What%20is%20Project-Based%20Learning.pdf)
9. Seriously. The future depends on play [https://www.youtube.com/watch?v=_dMUcGhz1lg&list=PLYIsQFok3LRYuzddQWbOpnH6CQps3__NY](https://www.youtube.com/watch?v=_dMUcGhz1lg&list=PLYIsQFok3LRYuzddQWbOpnH6CQps3__NY)
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