

Professor Laura Zeisler

ART 375.01

15 February 2022

Critical Reading Response #4

While discussing the watercolor painting process, “Demonstrate this process a couple times for the children with your own materials, then invite the children to do it with you. Move through each step slowly at first, pausing to offer details about each step” (Pelo, 2017, p. 78). Demonstrations are an important part of learning, especially for children, who learn by observing and then recreating what they see. Repetition of the actions help the children retain the steps inside their heads so that they can control the brush properly and guide where the paint goes. Going through the steps at a slow pace helps the children absorb the information and apply it to their art. It is also important to note that each child works at their own pace and going through the steps slowly gives every child a chance to learn what they need to. Children also learn by exploring and experimenting on their own, and inviting them to work along with you allows that exploration while also giving them the guidance they need. Explaining the steps in detail helps prevent unwanted results, such as too much water causing a rip in the paper or a dirty brush making a color different than intended. After learning how to engage with paint and its tools, children can express themselves through different ways of mark-making and color combinations.

Reference

Pelo, A. (2017). Exploring color. *The language of art: Inquiry-based studio practices in early childhood settings* (2nd ed., p. 59-84). Red Leaf Press.