

## SE26

# Making a Mural



## What You Do

**Background:** A child's developing ability to interact well with others begins with simply playing next to other children. Providing controlled situations for the child to work and play comfortably with other children helps to build confidence in social situations. Painting a mural cooperatively offers children an opportunity to demonstrate how they can think and work creatively while still meeting classroom expectations.

1. Provide materials for painting a mural, e.g., large paper, tape, paint, paintbrushes, smocks. Attach the paper to the wall and set out the paints within reach of the children.
2. Explain to the children that they will create a large painting on one big sheet of paper.

3. Decide on the mural's focus. You may wish to use a study-related topic.
4. Designate a painting area for each child and explain to the children that they should not paint over each other's artwork.
5. As the mural is created, ask the child to point out his classmates' creations.
 

“Rory, let's look at the mural and see what the other artists have added.”
6. When the mural is complete, reflect with the children about how well everyone's ideas blend together. Talk about how different the mural would look if only one person had painted it.

### Objective 1

Regulates own emotions and behaviors

### Objective 2

Establishes and sustains positive relationships

Related Objectives: 3, 8, 10, 14, 33

### Additional Ideas

Have the children sign their names to the finished mural. This provides another opportunity for them to practice writing their names.

### Including All Children

- Make sure that all children can comfortably access the mural; hang it low on the wall or place it on the floor.
- Offer a variety of drawing tools that can be used with one hand, e.g., markers, large chalk or crayons, bingo markers, etc.
- If using paint, stabilize the containers and provide brushes with large handles and short bristles.
- Provide large cardboard frames or use painter's tape to define a child's painting area.
- Show pictures or point to objects that illustrate or explain unfamiliar words.\*\*
- Ask children to repeat a simple phrase you have said and modeled. For example, when making play dough, say, “I am mixing the play dough. Tell your friend, ‘I am mixing the play dough.’”\*\*\*

## Teaching Sequence

YELLOW	<p>Stay near the mural as the children work so that you can redirect the child if he begins painting too closely to another child's work. Ask questions that will encourage the children to collaborate on the mural.</p> <p>Jonah moves out of his designated painting area and begins to paint on the edge of another child's art. The other child says, “No, Jonah! I'm painting here!” The teacher holds Jonah's hand and moves him back to his area of the mural. “That was Maria's spot; this is your spot for painting.”</p>
GREEN	<p>As the painting progresses, the teacher describes how the different pictures work together. “I see you're making big red circles and small brown dots.” Miriam says, “Those are apples and acorns. Food for Jonah's squirrel.”</p>
GREEN	<p>Encourage the children to plan the mural together. As they work, invite them to discuss their plans with each other, notice each other's contributions, and add to the mural accordingly. Offer guidance when necessary.</p> <p>“Jason, you're interested in working on the mural now? Why don't you ask Luna what the mural plan is? She and the others made some decisions before they started painting.”</p>
BLUE	
PURPLE	

### Questions to Guide Your Observations

- How did the child work with others?
- Was the child able to follow classroom expectations?