

December Teacher Collaboration

Black Paper and White Paint Discoveries

- Said snow to me. *What are the colors of winter?*
- Lines are super visible
- Power of white on black – white as a color
- *Inquiry – What Covers?*
 - UPS brown doesn't cover as well
 - POSCA paint markers
 - Chalk
 - Oil Pastel
 - Pencil
 - White marker
 - White water color
 - Quick/slick sticks
 - Chalk pens
 - Crayola construction paper markers
 - Dot daubers
- Has a magic
- Creates layers. You can go over it.
- Dot control
- Dotting creates a mist
- An empty piece of paper is hard
- My neighbors inspired me.
- Different brushes = different effects
- I prefer wispy paint – textured control paint on brush
- Control vs impulsivity itch – should I paint something specific or explore the sensation of painting white on black
- It's hard to paint on a blank page without guidance
- White = winter, bones
- You can do layers
- It's flexible and it tastes good
- Dries fast
- Doesn't go far – requires much dipping
- It can have texture! You can goop it with your brush strokes!
- I prefer a skinny brush over a big brush. I had a big brush and couldn't realize my snowman idea due to 1 color.
- Made dots with the other end of the brush

- The white covers the black well
- Smoothing the paint is very satisfying
- Snow theme
- My snow idea went everywhere – spackling the paint by snapping the brush
- I wanted water to clean my brush
- You can make layers

What are your thoughts on sharing black paper and white paint with children?

- Talking with children. What are our questions?
 - *What do you notice?*
 - *What did you discover?*
 - *How did this happen?*
 - *What's your idea?*
- Demonstrate
 - Go slow
 - Paint in free exploration at first before using as a thinking tool to explore an inspiration.
 - Provide a long time (multiple days) to explore to gently spark curiosity.
- Explore brush tip shape and effect on paper
- Cover the whole table with newsprint (call paper publisher and as for “end cuts”), kraft paper, painter’s canvas
- Observe – what are children discovering
- Explore paper size
- Share student documentation – may inspire reluctant children
- Make agreements with children about paint and paper and brush care
- I wonder how to help perfectionists
- Create agreements – have some examples ready
- Phrase agreements in a positive manner – what CAN children DO rather using No or Don’t
- Give small amounts of paint.
- Grow a vocabulary of paint and lines.
- Talk with children about what they can do when they are finished painting.
- Be ready for them to be finished or to do some spilling with towels, a tub of water, a place to put their brush, a place to put their painting for drying.
- Talk about how to get ready to paint – what they will need, why something needs to be under the painting paper if painting at a table.