



The meeting on watercolor street, in front of the artists' yard

Art gallery

Overview	Construction of an art gallery by the children in collaboration with families/community.
Group size	All children in the group and their families
Learning objectives	<ul style="list-style-type: none">Involvement of family and local community in kindergarten experiences;Sharing and appreciation of the children's artwork;Exploration of concepts of art and their artists;Experiencing diversity and accepting difference;Involve family and community in the life of Kindergarten;Assume the children as active citizens in the intervention of public space;Experiment with different materials and techniques of artistic expression;Cooperate, negotiate, plan;Empower the child in the exchange of knowledge regardless of age or status, as a strategy for change.
Preparation Materials	Prepare a place with scratching materials. Give each child a white sheet of paper with "a little drop of yellow paint" on it and let them explore freely.
Others	If you want you can replace the material with tiles, canvas, wood, cardboard, glass, or other material of your choice.

Guidelines for educators

1. Prepare a place with materials (scissors, cutters, collages, etc.) and white sheets of paper with "a little drop of yellow paint" (equal in number to the number of children). You can give children the opportunity to choose where they want to explore (on the table, on the floor, on easels, or even on the wall). Let them explore the sheet freely.

2. As a group, each child is given the opportunity to explain their work. Allow the child the choice of not sharing.

3. Tell the story to the group of children

4. After reading the story begin a dialogue with the group where questions such as:

Whether you would change anything about your output after hearing the story.

Assuming they were a white sheet, would they like to be painted? By whom?

In the course of the conversation, if appropriate, suggest to the group that they invite the people they would like to be painted by and possibly a visual artist, to come to the kindergarten to hear the story and "bring it to life" through a joint artistic activity.

5. Select a day for this purpose. As in the whole process the involvement of the children should be promoted at all stages. Therefore the way to carry out the invitation should be discussed (email, written invitation on paper, video call, video recording, other...).

6. Between the day of sending the invitations and the day of the activity, the educational team and the group should focus on organizing the space. This should be organized according to the number of guests to be received. In the same way, it is assumed that the group of children decides on the materials and techniques to be used and efforts are made to ensure diversity, quantity and quality.

When preparing the activity, it will also be interesting to divide up the tasks to be carried out on the day of the activity: receiving the guests, explaining the activity, collecting and packing the artistic productions...

7. Starting from the starting question, "If you were a white sheet of paper, who would you like to paint you?", each child will present to the guest the material he/she has chosen as being him/her (the working base with which he/she identifies: if you were a sheet of paper...), giving the guest freedom of choice to act on that base as he/she wishes (this is why the preparatory part defined in 6. is fundamental).

8. Elaborate with the children a request for a building/room to the local municipality or city spaces (streets, squares, markets, parks, store windows...) to turn them into an art gallery. A visit with the children to the spaces will be fundamental for them to experience the intervention in the public space and the exercise of citizenship. The cooperative planning with the different actors is important, as the child will simultaneously experience listening and being listened to, collaborating in a wider scope (with community actors).

It might make sense to have the exhibition in the kindergarten itself, but in that case the educational team and the partners involved should keep in mind the importance of working with the community and the impact of this process on the child's learning at the level of community life.

8. Prepare with the children a video demonstration of the artistic process (recorded in point 6). Give the children the opportunity to design the video, choose the images and their sequence.

9. The exhibition should include the productions made previously and records resulting from the activity (sentences, testimonials, images, videos...).

Taking into account the objectives that led to the creation of the story and the story itself, there should also be spaces that highlight the information that is intended to be passed on, the story and the relevance of the children's learning both in terms of values and the whole lived experience in terms of relationship with and in the community.

10. Prepare the promotion and inauguration of the exhibition, through the planning and distribution of tasks (preparation and distribution of invitations, exhibition guides, photographers,...).

Debriefing/Reflection

Possible exploration questions:

If you were a blank sheet of paper, who would you like to paint you?

How do you feel when someone you like comes to school to play with you?

What kinds of activities would you like to do with your family at school?

If you had the opportunity to choose a place in your town to paint, what would it be?

Tips for the educator

Focus on the opportunity to talk with children about families and society. Focus on the children's participation in the community.

This can be an opportunity to work out some partnerships with the local municipality.

This proposal should be adapted according to the characteristics of the group you are working with. Feel free to adapt or exclude steps.