

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

## Building clotheslines



<b>Overview</b>	Building clotheslines in public places with the children's productions.
<b>Group size</b>	All children in the group
<b>Learning objectives</b>	Talk about differences and similarities; Explore a sheet of paper freely, with plastic expression resources; Involvement of the local community in the experiences of kindergarten; Sharing and valuing the children's artwork.
<b>Preparation, Materials</b>	<p>Prepare a welcoming place, open to sharing and discussion. Prepare different plastic expression materials and different sheets of different sizes and shapes. Request the collaboration of the parish council, for an exhibition in public places.</p> <ul style="list-style-type: none"> <li>- Sheets of different shapes, sizes and colors;</li> <li>- Different materials for plastic expression (e.g. scissors; markers; pencils; paper; glue; cutouts; etc.);</li> <li>- Rope;</li> <li>- Springs;</li> <li>- Sheets with phrases of the children/group on the theme (recorded by the educator).</li> </ul>
<b>Others</b>	<p>If you want you can replace the leaves with other material. If you can't get the cooperation of the community you can organize an exhibition in the kindergarten.</p>

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### Guidelines for educators

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## Experience II

1. In large group read/record the part of the story:

There are white leaves.

There are square leaves, round leaves  
and of a thousand shapes.

There are leaves that look like a lace knitted by magic hands.

There are leaves that are proud to have many colors.

And there are leaves that like to crumple up into whatever  
whatever the imagination tells them to.

These are the sheets of paper.

Well, one day, a white leaf was very quiet - I think it was talking to its  
buttons - when a tiny drop of yellow ink fell on it.

2. Present leaves of different sizes, shapes, and colors (as they are  
mentioned in the text) to the children. Ask them to observe. Talk about  
their differences and common characteristics;

3. Suggest that the children observe their own clothes and analyze  
differences and similarities;

4. Give away different plastic expression materials and place the sheets  
(used in point 2) at the children's disposal;

5. Talk to the children suggesting that they feel like they are in the  
Watercolors Street in front of the Artists' Courtyard, and they also feel  
the invitation to do something on the leaves;

6. In a large group, read/re-read part of the story:

The wind carried these words everywhere. Through the streets and  
alleys. Through the parks and gardens.

Through the courtyards and backyards. Through the theaters and  
museums.

Through every open window and door.

And soon they multiplied through the city

more and more leaves with a drop of yellow paint. More and more  
leaves with drops of paint

of other colors.

And more and more leaves with no splash at all.

There were leaves on the walls, on the windows, on the trees, and even  
on garden benches and clotheslines. These leaves were drawn,

brushed, stamped and pasted. They were crumpled, cut out and torn in  
many ways.

7. Talk with the children about the possibility that their locality could be  
transformed like the one in the story;

8. Propose that they write a letter or send an e-mail to the parish council  
or the municipality, asking them to put their productions on the street;

## Experience II

9. A simple way to do this is to prepare several clotheslines in the classroom using rope and clothes springs and then transport them to public places;

10. The same clothes lines can be used to put children's phrases about the theme or images from the story.

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### Debriefing/Reflection

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#### Debriefing

Possible exploration questions:

If you were a white sheet of paper, what shape would you like to have?

What are differences? What are similarities?

Are all leaves the same? What makes them different? What do they have in common?

And we, are we all the same? What makes us different? What do we have in common?

How can we share with others what we have done?

#### Tips for the educator

Focus on the opportunity to talk with children about each other's differences and similarities. Take the opportunity to establish partnerships with the community.

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