

## Core Skills Analysis

### Visual Arts

- Ezra selected watercolor as his medium, practicing brush control and pigment mixing while painting Doey the Doughman and House Head.
- He made decisions about color palette, learning how primary colors combine to create secondary hues, which supports understanding of color theory.
- By recreating characters from a game, Ezra practiced observational drawing, translating a 2-D screen image onto paper with proportion and scale awareness.
- Displaying his work with pride demonstrates an emerging sense of artistic identity and self-evaluation.

### Language Arts

- Ezra identified and named his favorite game characters, reinforcing vocabulary related to storytelling and pop-culture.
- Describing his paintings to his mom helped him organize thoughts and practice oral language skills, such as sequencing (first I painted Doey, then House Head).
- His pride in showing the artwork encourages narrative confidence, a foundation for later written description of visual art.
- The activity sparked imaginative connections, supporting the development of figurative language and character analysis.

### Social-Emotional Learning

- Ezra collaborated with his mom, practicing turn-taking, listening, and shared decision-making during the painting session.
- His pride in the finished pieces reflects healthy self-esteem and the ability to recognize personal achievement.
- Choosing characters he loves shows personal interests and helps adults understand his motivations and identity.
- Displaying the paintings provided an opportunity for positive feedback, reinforcing growth mindset.

### Tips

To deepen Ezra's artistic and literary growth, try a "Story-Sketch" session where he first writes a short caption for each character before painting, linking language to image. Next, set up a color-mixing lab: give him primary watercolor paints and a palette to record which mixes produce the exact shades he used for Doey and House Head. Then, explore perspective by having him draw the same characters from a different angle (e.g., side view) and compare the results. Finally, create a mini-gallery at home where Ezra can label each piece with a title, artist statement, and date, encouraging archival thinking and presentation skills.

### Book Recommendations

- [The Dot](#) by Peter H. Reynolds: A gentle story about a girl discovering confidence through a simple dot, perfect for encouraging young artists to take pride in their work.
- [Watercolor for Kids: A Step-by-Step Guide](#) by Michele R. Kennedy: An illustrated how-to guide that teaches basic watercolor techniques, color mixing, and simple projects for beginners.
- [The Fantastic Flying Books of Mr. Morris Lessmore](#) by William Joyce: A tale that celebrates

imagination, storytelling, and the love of creating, linking visual art to narrative.

### **Learning Standards**

- CCSS.ELA-LITERACY.SL.1.1 - Participate in collaborative conversations about his artwork, describing characters and choices.
- CCSS.ELA-LITERACY.W.1.2 - Write short descriptive sentences about the painted characters.
- CCSS.MATH.CONTENT.1.G.A - Identify, describe, and compare shapes and patterns in his drawings.
- CCSS.ELA-LITERACY.RI.1.7 - Use illustrations to support understanding of the text (linking visual art to story concepts).

### **Try This Next**

- Worksheet: "Color Mixing Chart" - a table for Ezra to record primary colors and the resulting secondary shades he creates.
- Writing Prompt: "If Doey the Doughman could speak, what adventure would he describe?" - encourages narrative writing based on his artwork.