



Head Start School Intervention Project
Self and Emotion: Musical Painting

Goal of activity: Children exposed to violence may have difficulty identifying internal states. This activity allows children to begin to experience changes in internal states in a fun and safe activity.

Approximate length of activity: 10 – 15 minutes

Materials: Table, paint, paint brushes, stereo, musical/CD (fast and slow music) and headphones.

Instructional Procedures:



- The teacher/aide will explain that music and other things we hear can change how we feel on the inside (make us feel like moving fast or moving slowly). The teacher/aide will play music that is more upbeat and demonstrate painting with quick strokes. The teacher/aide will play music that is slow and demonstrate painting with slow strokes.
- The teacher/aide will set up a tabletop with paper, paints, and brushes and music.
- Students will paint at the tables during choice time.



Feeling Good about Learning



Making Meaning of My Experiences

 <p>KEY POINTS – Signs of anxiety</p> <p><u>Disorganized behavior:</u> <u>preoccupation with setting up</u> <u>wandering</u></p> <ul style="list-style-type: none"> ○ One on one support with positive reinforcement for success with paint to paper. ○ Encourage children to use a variety of paint colors and to experiment – even if they are not painting an “organized” picture. 	 <p>LITERACY TIPS</p> <p><u>Oral Language</u></p> <ul style="list-style-type: none"> ○ Encourage children to describe the music provide examples such as: soft, loud, fast, slow, scary, sleepy, sad, happy, funny. <p><u>Phonology</u></p> <ul style="list-style-type: none"> ○ Use a color of paint that begins or ends with the sound of the letter of the week. <p><u>Print Knowledge</u></p> <ul style="list-style-type: none"> ○ Assist children in labeling their painting with the word they chose to describe the music. ○ Assist children in labeling their painting with their name.
--	--



Head Start School Intervention Project

Children who have been exposed to violence may have difficulty identifying changes in internal states. This activity provides an opportunity to identify how sounds can affect internal states.

PLAN-One small change in the classroom that may help a child identify emotional states.

What will we do?

Who will do it?

When will it be done?

DO -Try out one small change.

What did we do?

Who did it?

When was it completed?

STUDY-Think about when you made this one small change.

Did what you expect to happen actually happen?

What did happen?

ACT – What adjustments might be made?

Time of day	Number of staff members	Individual student
Location in classroom	Large group of students	Small group of students
Other Ideas _____		

*****How helpful was this activity for your students?*****

- | | | | | |
|------------------------|----------------------|------------------------|---------------------|--------------------------|
| 1
not at all | 2
somewhat | 3
don't know | 4
helpful | 5
very helpful |
|------------------------|----------------------|------------------------|---------------------|--------------------------|