

Creating A Personal Style Through Line Work.

August- September, 2018

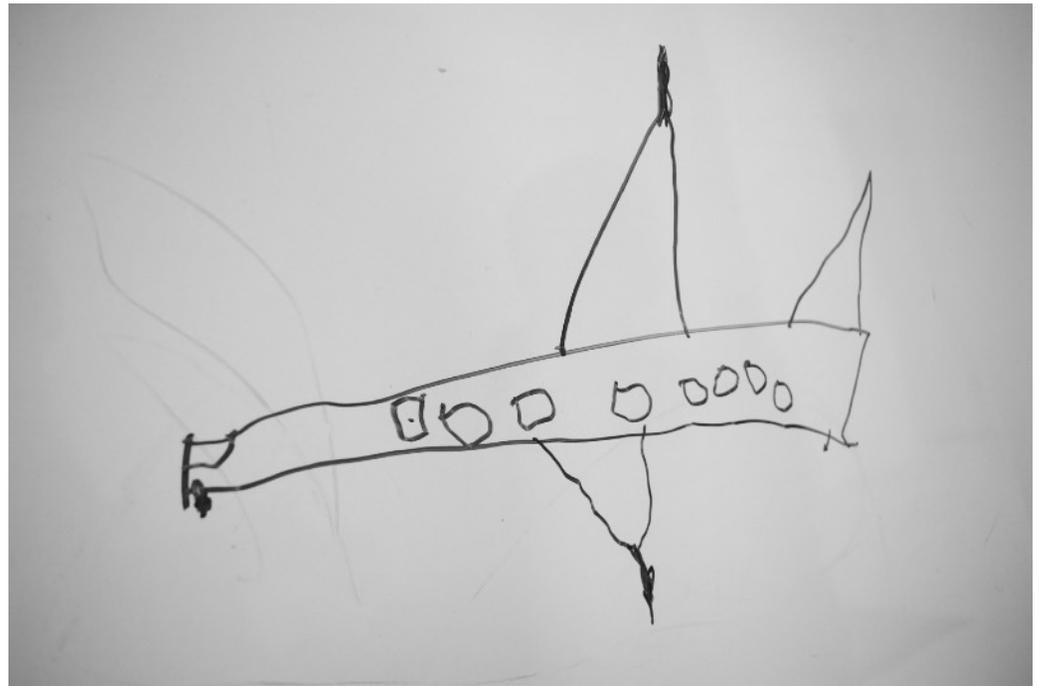
On the first day of school Putter (4.3) is busy on the dry-erase board drawing airplanes.

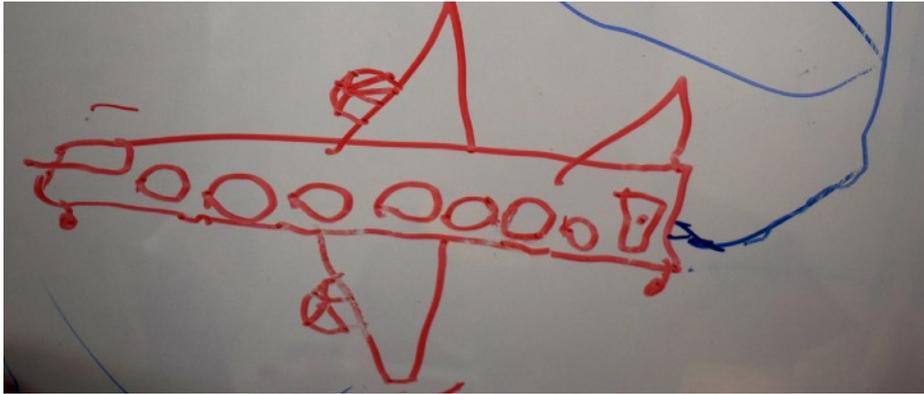
This has been a collective drawing where 2 more children are drawing around his aircrafts.

Throughout the day he continues to add more airplanes as he erases the lines that his peers have left from the route the airplane took. Putter has asked not to erase his drawings.

There is a ghost around one of the airplanes. Putter does not give explanations for this character.

As he continues to add more airplanes I notice how detailed these are and I point at the characteristics he is adding. He explains to me about the engine, the wheel and road.





When he is done with his three airplanes I engage in a conversation with Putter about the story he is telling through his airplanes.

Teacher- Where are the airplanes going?

Putter- The first one (red) is going to Singapore, the second one is going to Bangkok.

Teacher- What about the third one?

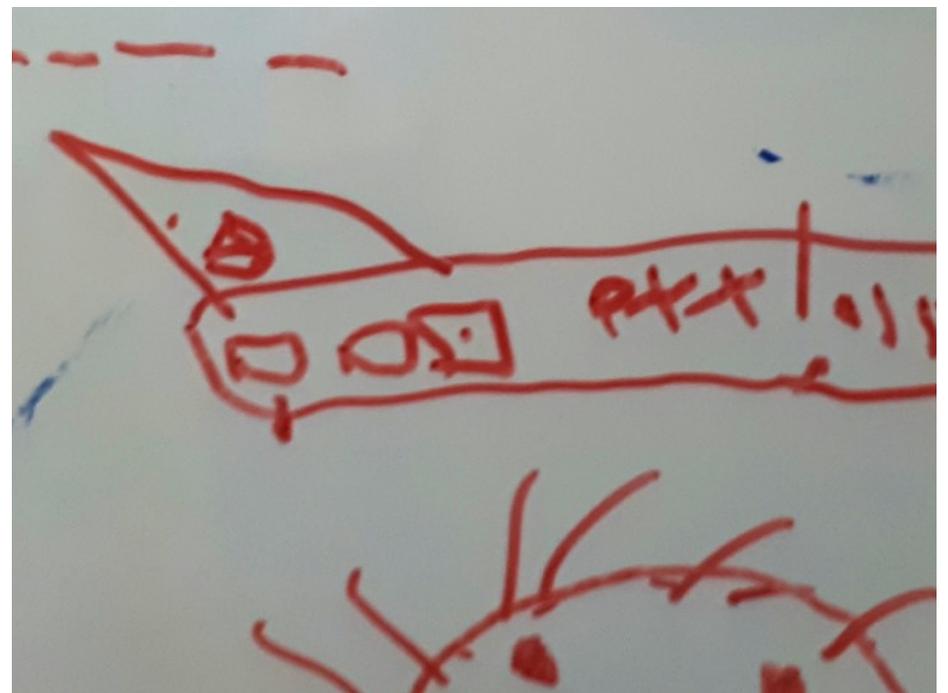
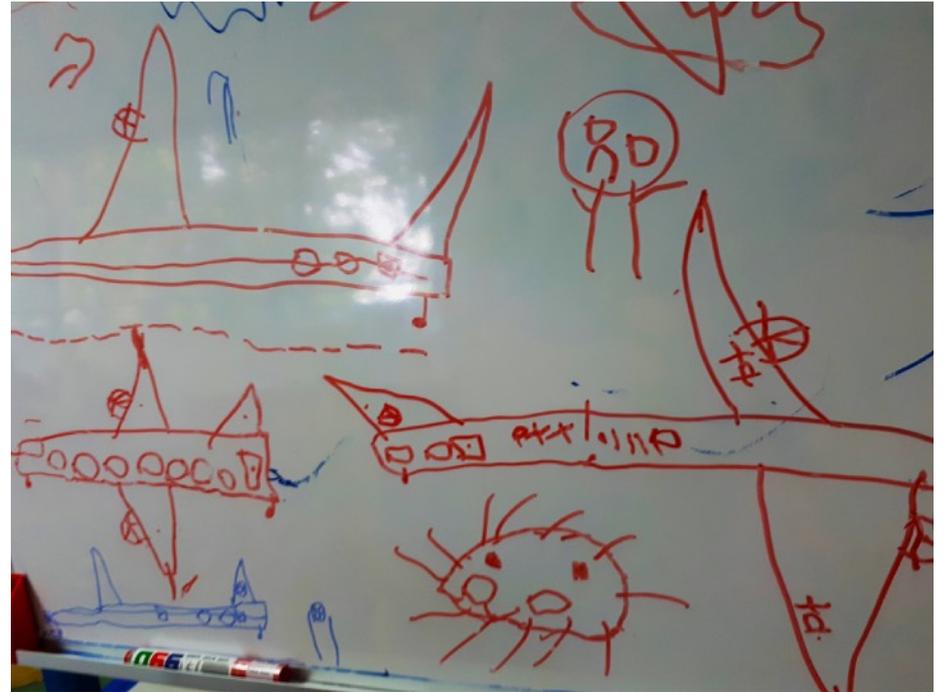
Putter- I need to think about it... (5 minutes later) It's going to America.

Teacher- What about this man here? where is he going?

Putter- A people standing, he can sit on the airplane but the people is full

Teacher- What are these letters on the plane?

Putter- TTI Plane



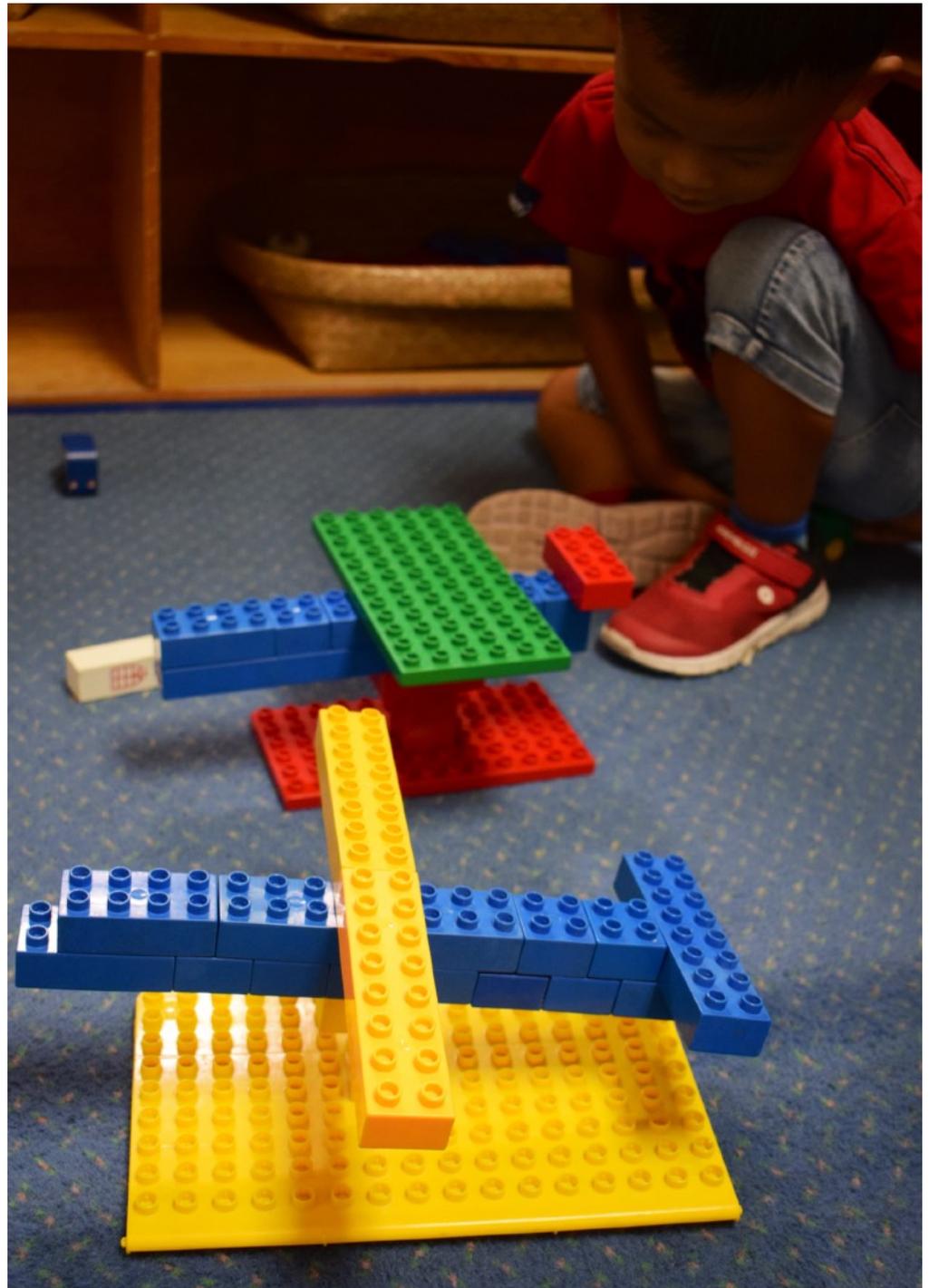
The next day Putter starts building airplanes with legos.

Putter- This one (blue) is going to Bangkok.

Putter- This 40777

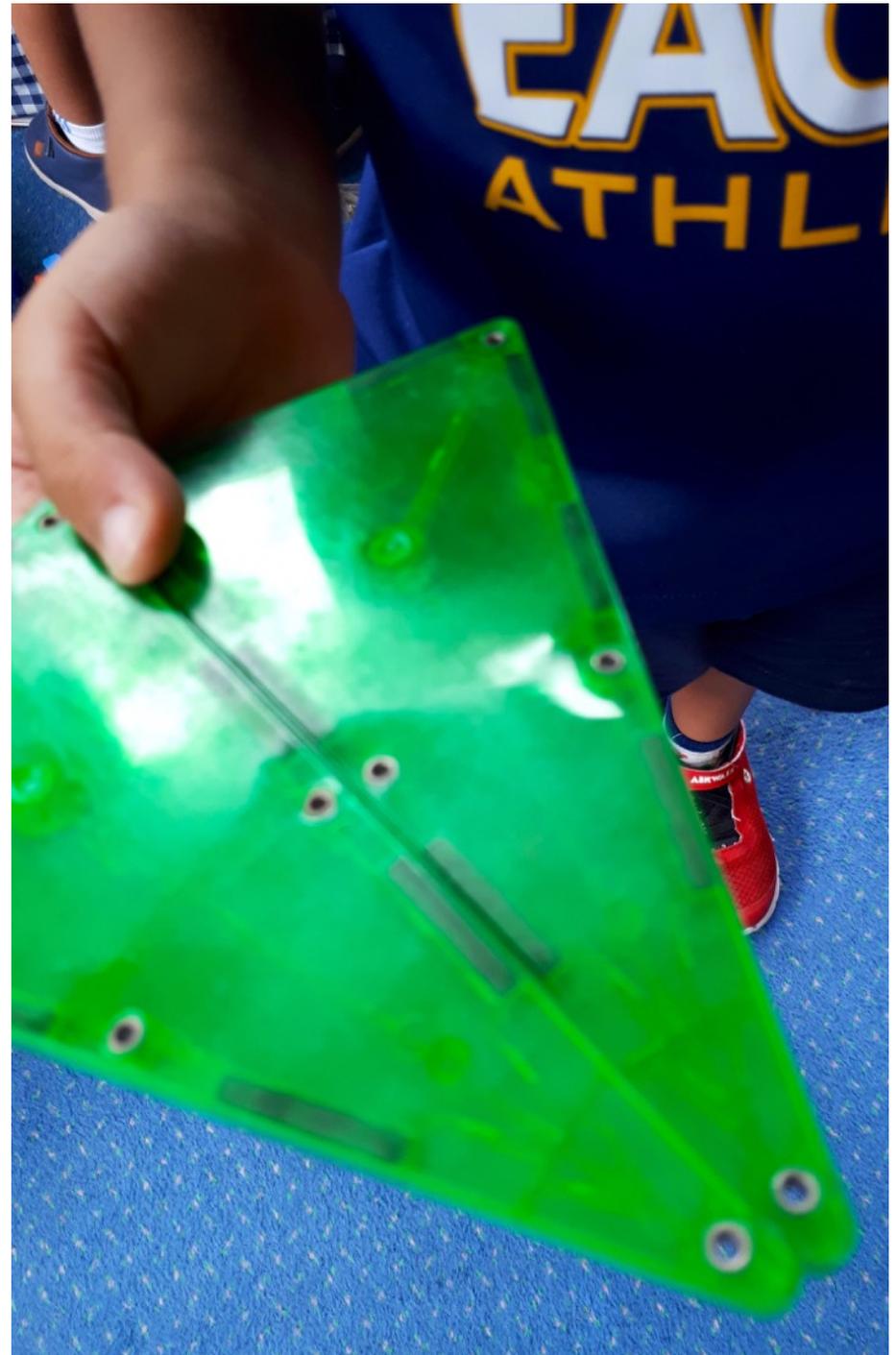
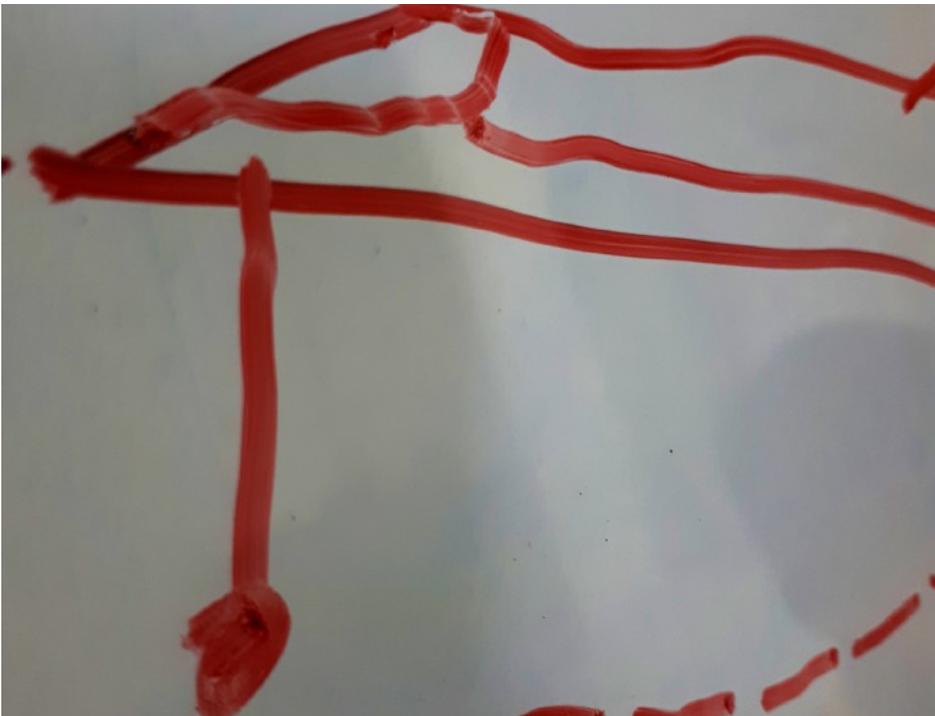
Putter utilizes legos to form the details fo the upper part of the airplane. We can observe that he is following the geometry that he has established in his prior 2-Dimensional sketches. Now, he is able demonstrate how he is putting his spatial reasoning into work.

Maybe Putter is examining his engineering work while he reflects on the way his airplanes look next to each other. These are two completely different airplanes, serving different purposes, which for him means destinations. Putter continues to show his line work through the use of lego.



Later, in the Discovery Room, Putter uses magnetic tiles to build the front part of an airplane. The use of this particular flat items was very pertinent for the line work that he does, as it is very geometrical.

We can see how he intuitively is able to represent and duplicate the way he builds airplanes and other vehicles, and how the line of work stays true to the style he is developing. In these photos the front of his airplanes and how he can represent his 2-dimensional work in a 3-Dimensional way.





That week, during sensory play using playdough, we started discovering different ways to use this material and create sculpting in the Atelier. Students were given straws and small pieces of wood. They stamped the materials over playdough, and some took their imagination further by cutting or altering the different materials in order to make sculptures. Putter started to make sting rays while narrating what he knows about marine life. He makes a big one, then a smaller one, and finally he finishes his story making two smaller sting rays. He explains, *“they are a family”*.



The following day he explored the same media making a long string which he then turns into a snail.

Through out this process I can see that Putter is developing a style in his work. It represents who he is becoming. His line work is impeccable and he enjoys adding detail. He is very detailed oriented and has an engineer mind which transcends from vehicles to wild animals and perhaps their connection is in the way these two move or can be seen, to him, as devices of movement and motion.



We started observing that Putter's interests changed from airplanes into marine life as he had checked-out from the library a non-fiction book about the ocean.

This happened when, a few weeks later, he continued to draw on the dry-erase board. On that morning he started drawing the same pattern of line in a long shape with a pointy edge. Ms. Anne commented on his drawing saying, *"I can see you are drawing airplanes..."* to what Putter without hesitation and in a corrective voice explained, *"It is not an airplane, it's a whale"*. I immediately knew through this clarification that I had to foster his interest for marine life, while nurturing his line work which started to define his drawing style, and perhaps his persona.



So that day I offered Putter a blank long canvas, which gave appropriate and symbolic space for the long shape of his marine mammals. Putter drew some whales and a submarine. He chose to keep this work in B&W. Now he transitioned into water vehicles, this could validate my theory of how he is interested in the concept of motion.

While we explored primary color, blue, Putter and Jason (3.5) developed this painting together. Jason started making the water and Putter asked if he could add some fish and whales.

