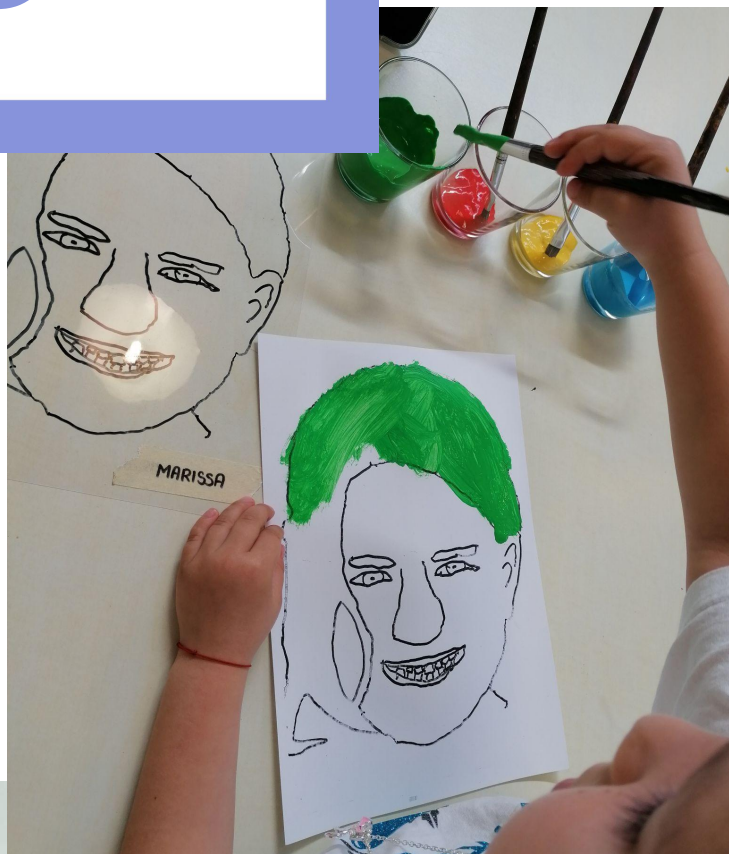


# Like a Tree



# Like a Tree

An idea from:

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**Age:** 5 years

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**Keywords:** #nature #art #colours #images

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**Key question:** *What if I change like a tree?*

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**General objectives:**

- Identify natural transformations in oneself, in other people, in objects, in nature.
- Mastery of the tools necessary for the use of expressive, artistic, visual and multimedia languages

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**Time:** 7 activities 40 min each for a total of approximately 5h (throughout the whole year).

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## Materials

At school	At Home
<ul style="list-style-type: none"> <li>● Camera</li> <li>● Tablet/smartphone</li> <li>● Colours</li> <li>● Brushes</li> <li>● White A4 sheets</li> </ul>	<ul style="list-style-type: none"> <li>● Camera/phone</li> <li>● Tablet or PC</li> <li>● Markers, crayons, coloured pencils</li> <li>● Old newspapers and magazines, used coloured paper</li> <li>● Coloured fabrics</li> </ul>

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## Software/ Apps:

<p><b>Palette Room</b></p> <p><b>Objective:</b> Identify the colour palettes from an image</p> <p><b>Media:</b> Tablet; Smartphone</p> <p><b>Link:</b> <a href="https://play.google.com/store/apps/details?id=com.palette.pantone.photo.editor&amp;hl=it&amp;gl=US">https://play.google.com/store/apps/details?id=com.palette.pantone.photo.editor&amp;hl=it&amp;gl=US</a></p> <p><b>Alternatives</b> Pantone connect (IOS), HD Rainbow, Adobe colour,</p>	<p><b>QR Code Generator</b></p> <p><b>Objective:</b> Linking to a QR Code</p> <p><b>Media:</b> Computers; Telephone; Tablet</p> <p><b>Link:</b> <a href="https://it.qr-code-generator.com/">https://it.qr-code-generator.com/</a></p> <p><b>Alternatives</b> Integrated tool in google chrome, bit.ly</p>	<p><b>Emaze</b></p> <p><b>Objective:</b> Organisation of a virtual exhibition</p> <p><b>Media:</b> Computer</p> <p><b>Link:</b> <a href="https://www.emaze.com">https://www.emaze.com</a></p> <p><b>Alternatives</b> Keynote, Microsoft Power Point, Google presentations</p>
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## Short Presentation

In this atelier children experience how trees are all different and how they change according to the seasons. Then they discover that they too, like trees, are all different, even though they have many things in common.

Each child follows a tree near home and observes it changing over the course of the seasons, the photos of the trees are transformed into silhouettes to be decorated as desired. Each work is then analysed with an app that identifies the colours, the main colour palette will be extracted and used by the children to create beautiful self-portraits, where the colours of the trees become the colours of their face, creating a deep connection between the child and the tree.

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## Step by Step

### Step 1

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At  
home

In Winter

Families are invited to help the child to choose and photograph a bare tree found in their everyday environment and to share the picture with the educators.

The educators also prepare some photos of their own to be used in the next step in case there are children that don't bring a photo from home.

### Step 2

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At  
school

Educators open the children's photo on a tablet or PC screen (or project it on the wall with a projector) and the children trace the outline on a white A4 sheet of paper with a pencil or black marker.

The drawings are collected, scanned and kept until spring.



### **For distance learning**

The parents are invited to make a photocopy of the bare tree or to open the image with a pc or tablet (wider screen). Children take a white sheet and trace the outline with a black marker or pen. Parents make a photo of the black silhouette and send it to the educators. The drawing is then kept for the next step.

### **Step 3**

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At  
home

In spring

Families receive a video tutorial instructing them on how to proceed working on the black silhouettes of the trees that were traced in winter. (please find [here](#) an example of tutorial sent during experimentation) They are invited to colour and enrich the tree with leaves, flowers or fruits by drawing, painting or with the collage technique. The personalised tree will be taken to school or photographed and sent to the educators.



### **Step 4**

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At  
school

Educators collect the children's works and repeat the activity at school in case there are children without a drawing or collage. Subsequently, the educators photograph each personalised tree and create a colour palette of the main colours for each work using the application palette room (Android) or Pantone Connect (IOS). Every child will then have a personal colour palette of their tree.



Educators invite children to observe the changes between the original photos and their coloured trees. And from this first observation to reflect on seasonal changes with questions like : the trees in our garden used to be bare and now are dressed in new colours, what else has changed in the environment?

### **For distance learning**

Families are invited to go "visit" and observe their tree and if there are some changes, they are also invited to observe the surroundings and other changes in nature. Parents photograph the work from step 3 and share it with the educators, which create a colour palette of the main colours for each work using the application palette room (Android) or Pantone Connect (IOS).

Each child will then have a personal colour palette.

### **Step 5**

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*At home*

Parents are asked to make a close-up photo of the face of their child and to open it on the screen of a tablet, pc or even to print it. educators send parents a tutorial that illustrates the technique for tracing the outlines of the face using a A4 sheet of paper and a black marker or pen. The outlined portraits are then photographed and shared with the educators.

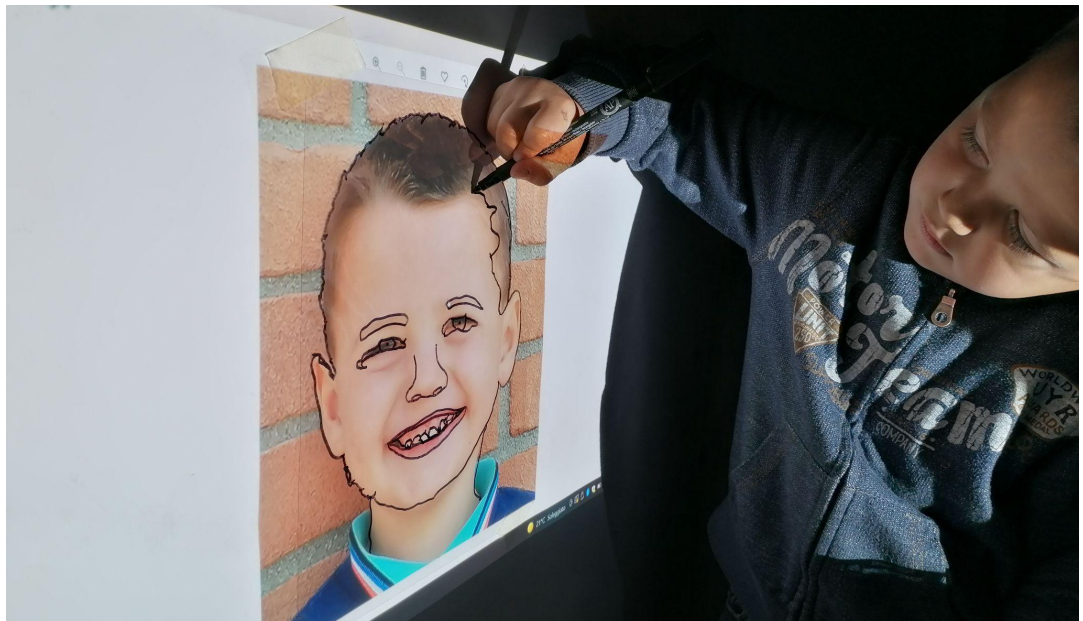


### Step 6

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At  
school

Children make a close up photo of each other, so that every child has its own "portrait".

The photos are then projected on a white sheet of paper and the outlines traced with a black marker or pen.



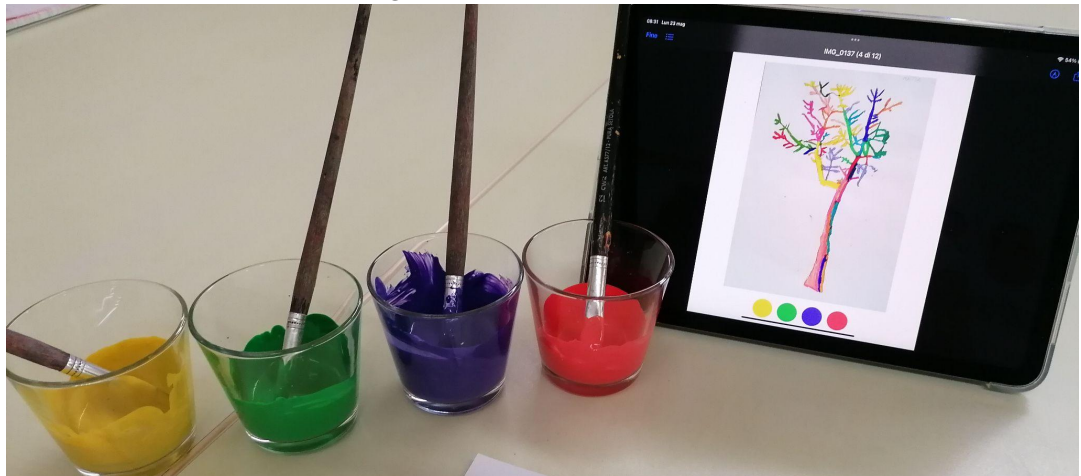
### For distance learning

Go directly to next step.

## Step 7

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At  
school

Each child is given the picture of the tree and own colour pantone that was created in step 4 and with the help of the educators, tries to recreate the colours mixing temperas:



and use the resulting colours to paint the image of their face created in the previous activity.



Every child will then have their own face made in the colours of their tree.





**For distance learning**

Educators send the pictures of the colour pantone of the children's trees to their parents and invite them to help children recreating the colours at home and to draw a self portrait using those colours.

# Conclusion

Presence	Virtual
<p>An exhibition is set up in school with a collection of the works created by the children so that the progression of the work and the similarity between the tree and the face is clear.</p> <p>Parents are invited to enjoy the exhibition at a dedicated event or at the school's end-of-year party.</p>	<p>Educators set up a virtual exhibition with E maze with the children's work that all parents can access through a QR Code.</p> <p>The exhibition can be shared on the school's website and social media</p>

