

**Barbara Bush Children's Hospital Puzzle Painting**  
**Tess Hitchcock, Adrienne Kitko, Lia Petriccione, Shaun Aylward**  
**8-9 kids ranging from ages 4-10**  
**One 1-hour lesson**



**Essential Question:**

How can art build community in a hospital setting?

**Provoking Questions:**

What are primary colors? What are complementary colors?

What is the significance of a particular color to you?

What can we add to the paint to make it more easily spreadable?

How can we use the lines on our puzzle pieces to make them connect to other puzzle pieces?

**Materials:**

- |   |             |
|---|-------------|
| 1. 48" x 24" masonite board, pre-cut into eight puzzle pieces | \$6.00      |
| 2. Gesso  | \$10.00     |
| 3. Water and receptacle                                       | Closet      |
| 4. Assorted paintbrushes, set of 24                           | \$15.00     |
| 5. Paper towels   | BBCH        |
| 6. Assorted acrylic paints, 12 colors                         | \$6.52 each |

TOTAL: \$109.24

**Visual Provocation and Vocabulary:**

Primary colors  
Secondary colors  
Complementary colors

**Direct Instruction:**

1. Introduce project by explaining that everyone will receive a puzzle piece that they will paint using the acrylic paints provided. The only requirement is that the students will utilize the lines that have been drawn onto the puzzle pieces beforehand.
2. Because this lesson is very different from the typical school art room, children will be coming and going frequently and directions will have to be repeated several times. Also, one-on-one interaction will play a large role in direct instruction, depending on the children and what they need help with. Make sure that with each interaction there is dialogue introducing the vocabulary and checking for understanding if they have received these words prior to the lesson in their regular schooling. If the children are aware of the vocabulary, ask them to define or explain before you do. Also be sure to ask why they have made certain artistic choices to get them practicing how to articulate or justify certain artistic choices.
3. When children are finished painting they can put their puzzle pieces to dry on a tablecloth that has been laid out, away from the children that are still painting.
4. After everyone is finished and the pieces are dry to the touch, the puzzle will be put back together and we will be able to see how everyone fits together. Then, after all the jumping; giggling; playing with the puzzle pieces, each child will take their puzzle piece and get to keep it. Our hope is that when they look at their puzzle piece back at their room or home and they will remember a fun painting activity with kids that are no longer strangers because they participated in a community building art project together.

**Modifications:**

Teacher will differentiate lesson by determining source of problems for student and then remediate. Remediations can include the teacher can do hand over hand during a one-on-one instruction for student, assorted sizes of paintbrushes to accommodate various fine motor abilities, and paintbrushes can be modified to help student get a better grip by adding an adaptive gummy grip.

**Objectives:**

1. The children will each paint a puzzle piece using the given lines.
2. The children will explore color by using more than one and mixing several together.
3. The children will have fun.

**Assessments:**

1. Checklist: Each child completed a puzzle piece using the given lines.
2. Checklist: The children used more than one color and also mixed a new color.
3. Embedded: The children had fun (smiles, giggles, questions, energy all exhibited).

Documentation:























