

Charcoal as a catalyst:



“I am making a butterfly.”

Maiya picked the compressed charcoal, looked at it and started to use it to cover all the paper in black. She worked quietly as she covered the edges of the paper in black using the charcoal, “My hands are all black,” she said as she looked at her hands.



She continued to work and did not seem to be bothered by her charcoal covered hands.



Maiya used the cotton swab to go over the fine lines she created with the charcoal.

“I made a tree, and it is fading when I use this,” she said. She continued to do this until all her marks were a little ‘faded’.

Underlying interests in nature :



The children talked about the herbs, vegetables, and flowers on the table and shared stories about which they liked and why.

“I see a flower! That is my mom’s favourite flower,” James said as he picked up a magnifying glass and looked closely.

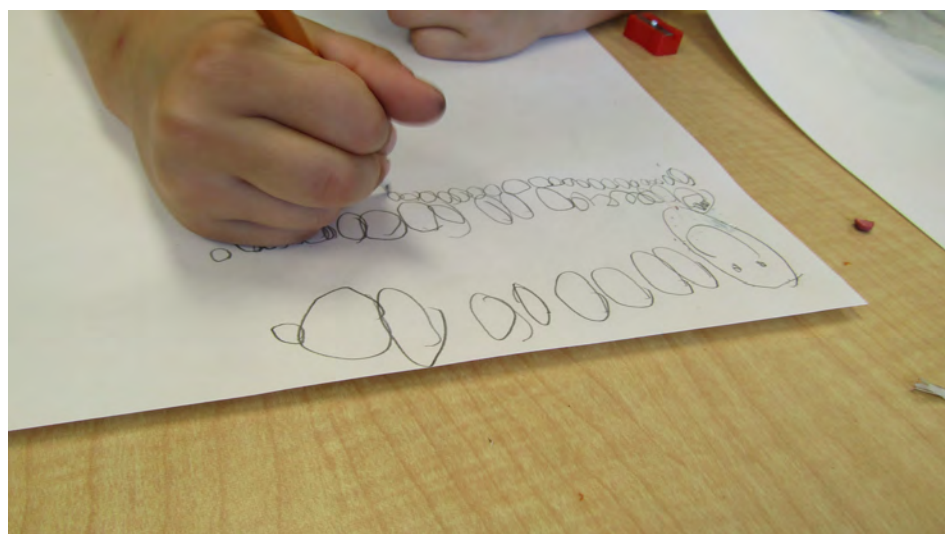


“She likes that it is soft and pretty. She likes the colour too. We had some at home and she is always looking at them.”

He started to trace the flower onto the paper using his pencil. He lifted the flower, looked at it and quietly started to use his willow charcoal to fill the lines he created with the pencil.

Raising Cutie and Pie:

The artist brought the children two caterpillars on a dill plant as they have shown an interest in butterflies and summer plants through the provocations offered and many conversations.



While they were drawing a conversation was captured:

Ophelia: "It is a very small caterpillar. I see spikes on it and it is black."

Adelaide: "I am going to draw my caterpillar in a house."

Maiya: "My caterpillar is going to be really big. It is going to be loooooong."

Adelaide: "I am making a crystal for my caterpillar."

The artist asked the children if we should give the caterpillars a name.

Child: "Yes, it needs a name."

Maiya: "There is two, we have to name both."

Ophelia: "I like Cutie."

Adelaide: "Cutie and Pie."

Child: "I like that! Cutie and Pie because they are nice and cute."

Ophelia: "I need to look at it again, it has spikes."

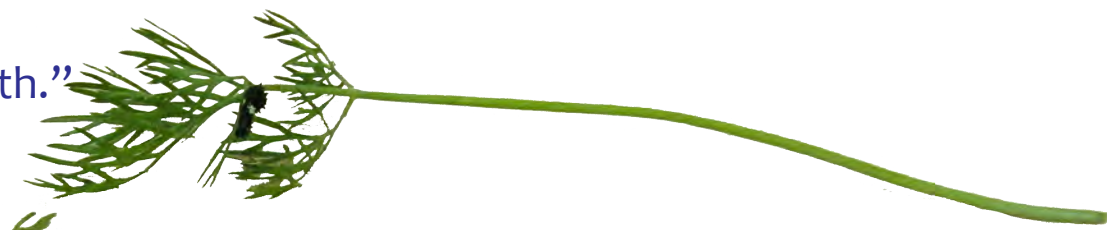
Maiya: "Mine has spikes too."

Adelaide: "My caterpillar is happy, and I am making a lot of them."

Maiya: "What colour is he going to be when he turns into a butterfly?"

Child: "He will look like the rainbow."

Ophelia: "He is black right now, is it going to change?"



The artist replied, "That is a good question, maybe I can bring them every week and see how they are changing?"

Adelaide: "He is going to be huuuge, he has to eat a lot."

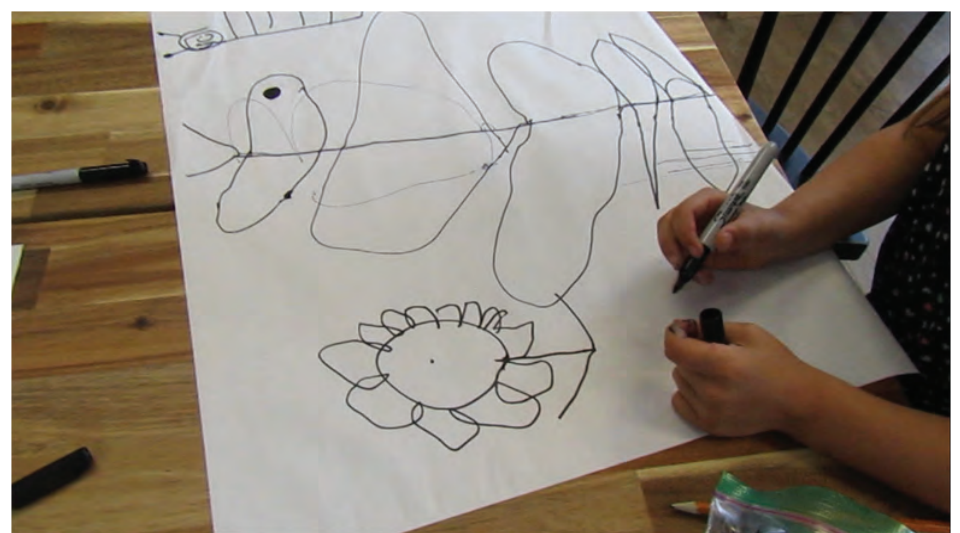
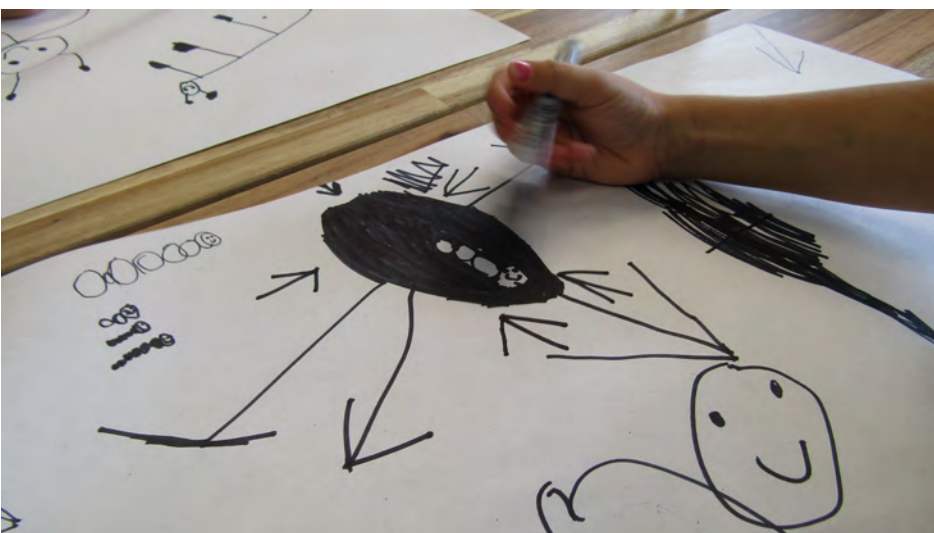
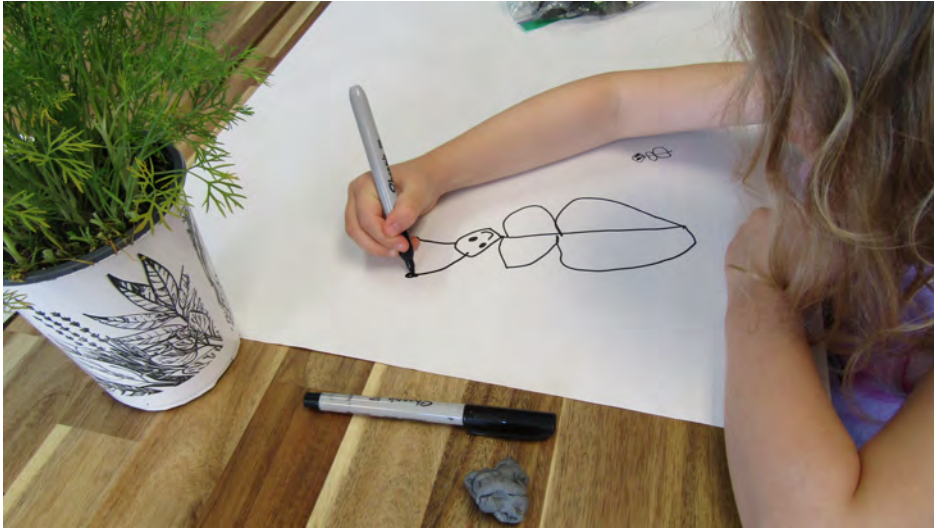
Maiya: "But if he grows can you bring it?"

Maiya was reassured that they will be brought over often so they could document the changes.

Maiya: "I am going to draw him really small because he is really small right now."

Raising Cutie and Pie:

The children hypothesised how big the caterpillars will be and how they will turn out when they become butterflies.



Maiya was asked why she drew the caterpillar so small and she replied, “Because he is small right now and then he be this big.”
(Pointing at her drawing)

It was mentioned that Cutie will build a chrysalis and will go through a metamorphosis and change into a butterfly. They were asked:

“How long do you think he has to stay in there for?”

Ophelia hypothesised, “Loooooong time, for 100 years.”

Maiya guessed, “Yes! It stays in the house for a long time.”

Adelaide replied, “It stays in the crystal for a long time and then it becomes a beautiful and big butterflies.”



Why is it important that children make these connections on their own?

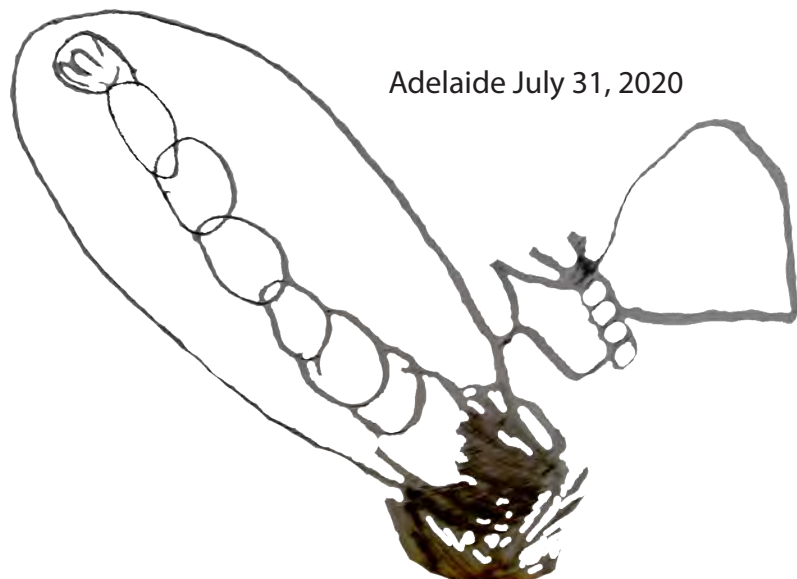
Raising Cutie:



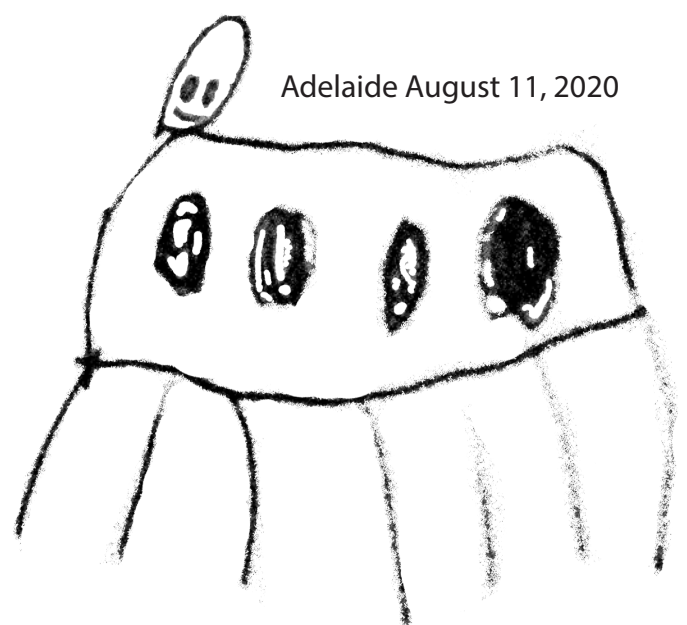
“HE IS SOOO BIGGG!”
Adelaide screamed.

“He is growing. He is sooo big,
I can see him. He is moving.”

“This is how he is looking right now,
he has yellow circles on him now,”
Adelaide said as she showed her
observational drawing of Cutie.



Adelaide July 31, 2020



Adelaide August 11, 2020

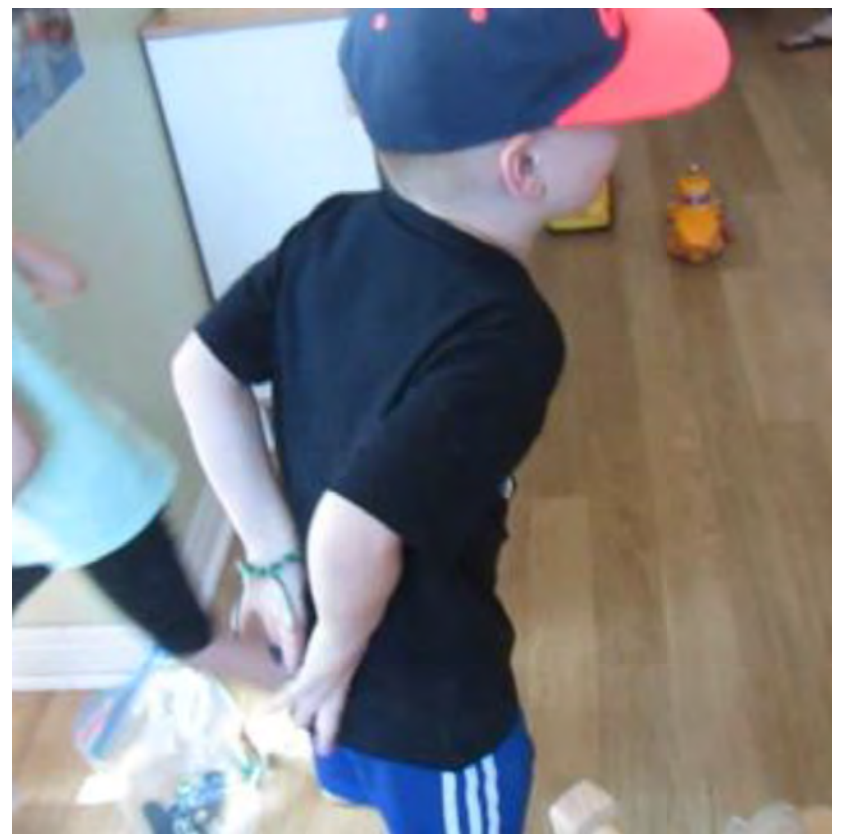
Raising Cutie:



A visual representation of the children's conversations.



“They may wish to represent something fantastic--a make-believe creature or setting. This might be considered a strong domain of childhood. They do not need adults to help them make believe. In fact, adults might impose ideas that limit or direct children's ideas. Children's make-believe play can happen in an instant. It can weave in and out of other types of engagement. It can involve others, or not.” (Avery, Jason. p. 180.)*

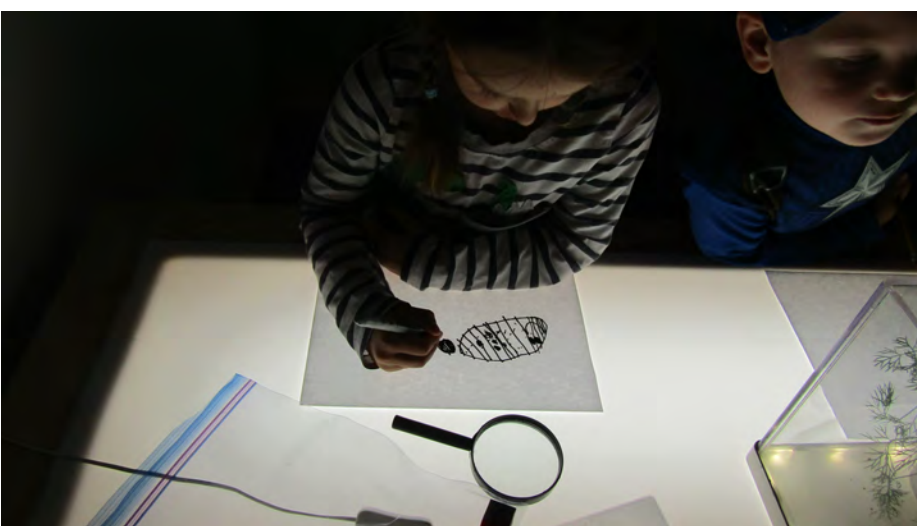


* Documenting Children's Meaning Engaging in Design and Creativity with Children and Families by Jason Avery, Karen Callaghan, and Caroline Anne Wien
Foreword by Lella Gandini

Raising Cutie:

The children all screamed with excitement and amazement as they approached the light table. They studied Cutie for a couple of minutes using magnifying glasses and yelled in excitement again when the lights from the table turned on.

Ophelia got up and looked at Cutie using the magnifying glass, sat back down and continued to draw; doing this a couple of times.



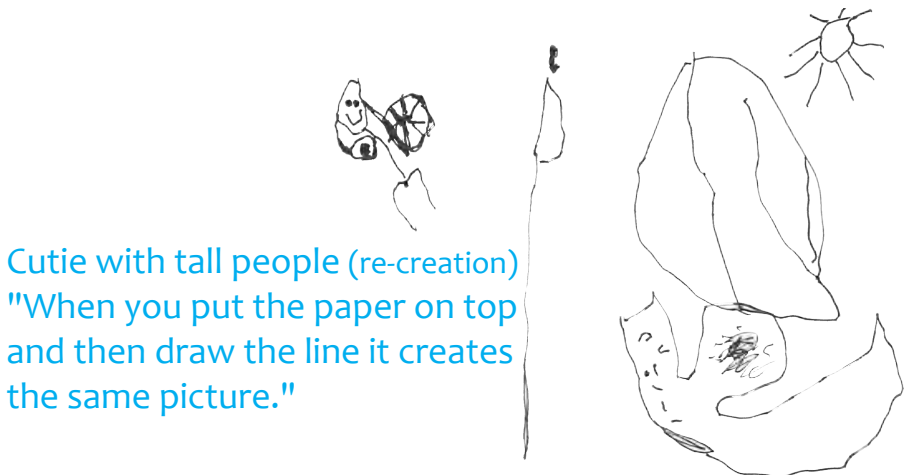
“This is Cutie in his house.”

“This is Cutie, he has lots of legs and he is really big now.”

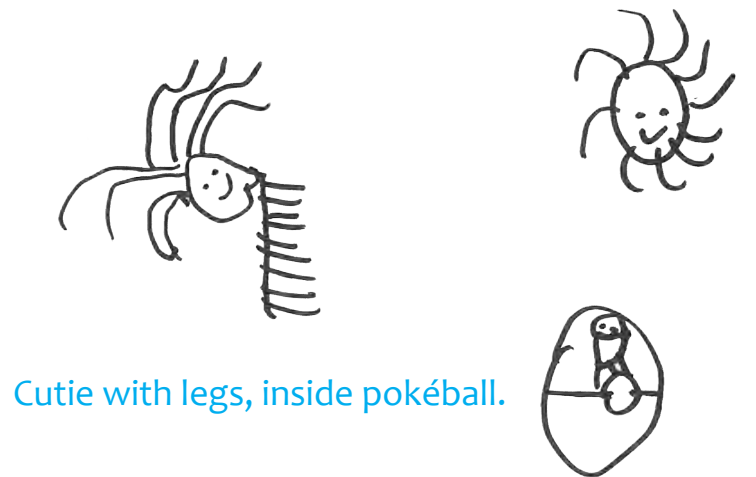


Raising Cutie:

The children spent 25 minutes tracing and 're-creating' their drawings, imagining and putting Cutie in different situations and scenarios, using the light table.



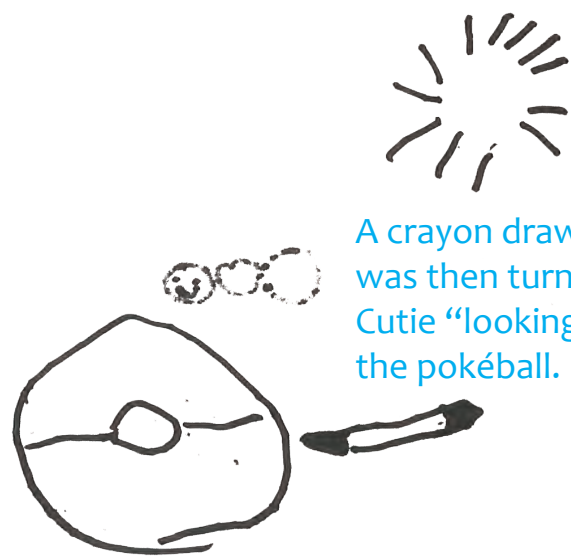
Cutie with tall people (re-creation)
"When you put the paper on top and then draw the line it creates the same picture."



Cutie with legs, inside pokéball.



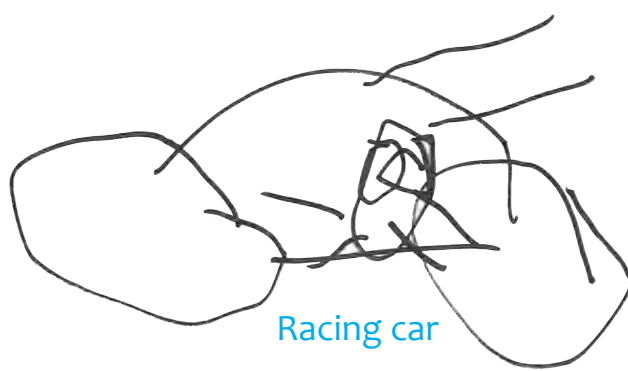
"Fat caterpillar in the house he built."



A crayon drawing a pokéball; paper was then turned around and drew Cutie "looking" at the crayon drawing the pokéball.



Ophelia re-created a movie based on a "Snail that races as fast as cars and goes through the flags to win." Cutie was there too.



Racing car



Map of race

"I think I can see his eyes...his eyes are creepy..."



Mom and her caterpillar and caterpillar building "crystal", pokéball with her inside, an ant in the right corner, and Santa saying "hohoho!"

Raising Cutie:

When the lights came back on in the studio, the children picked up their magnifying glasses and started to look closely at Cutie.

“Is that poop?” James asked as he pointed to the little ball at the bottom of the light box. The children all laughed and giggled.

They started to describe the poop.

“It is green and on the corner it has a rainbow,” James said.



When Cutie pooped again, the children all screamed and laughed but moved closer to the light box.



Building a home for Cutie:



“He is going to make his chrysalis!” Adelaide said in excitement as she moved her face closer to him.

Loose parts and glue were provided as provocation. The children picked up the loose parts pieces and assigned context to each. “This is the toilet where he poops, this will be his table where he is going to eat dill, he is going to sleep here.”



Adelaide: “I think they are going to choose all of our houses.”

Mia: “He is going to go to mine first, then yours, yours and yours.”

James: “That is where he is going to play, that’s where he is going to eat, that’s where he is going to go to the restaurant, this is where he is going to eat, and that is where he is going to go the bathroom.”

Adeliade: “No, this is where he is going to eat and this is where he is going to put all his garbage.”

James: “This is the bathroom and that’s the toilet.”

Building a home for Cutie:



Ophelia



Adelaide



James