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Video Analysis #4

The video opens with children in a circle sitting on a large blue rug decorated with colorful shapes like circles, squares, and pentagons. There are various large white sheets of paper spread out on top of the rug. In the frame, we see a young girl named Praptee wearing a navy blue dress with a white short-sleeved shirt and pink sneakers. Praptee lays on top of one sheet of paper. Her eyes are looking up at the ceiling, her arms are at her side, and her legs are slightly apart from each other. In frame we see an adult's hand tracing her body's outline onto the paper. After the outline is traced, Praptee peels herself off and rolls to get off the paper. Later on in the video, the setting changes from the circle time rug to the area around the library shelves where a single chair is set up so the student interview can take place.

After having her outline trace, Praptee is seen sitting on her knees with a black marker in her right hand. She uses the marker to create her eyes by making almond-shaped ovals. She adds six eyelashes to the right eye and four eyelashes to the left eye. She draws a small sideways parentheses symbol to represent her nose. Then, she moves on to drawing her mouth by drawing a smiling mouth and draws various lines to show all her teeth poking through her lips. Distracted by the loud talking around her, Praptee looks up from her portrait and quickly looks back down at her work. Moving from drawing her face, she moves to her hand where she draws nails on each of her ten fingers.

In the next frame, Praptee is looking down at her navy blue dress. She uses the hand that isn't holding the marker to trace the button on the left side of her side. After tracing them with her

finger, she uses the marker to draw four circles in a vertical line on the right side of her portrait's dress. Inside of each circular button, she draws four dots in a square shape. On the portrait's ponytail, Praptee draws an accessory to resemble the real-life flower hair accessory she had on. The camera cuts to her drawing the sleeves of her white shirt on the portrait. In the frame, we can see that Praptee has drawn sneakers on her portrait's feet. Praptee moves to work on her shirt by drawing two parallel horizontal lines around the outline's neck. To draw the shirt collar, she draws two semi-circles, the one on the right and the other on the left side. Praptee looks down at her clothing to see what else she has on. Based on her observation, she starts to draw the rest of the shirt collar and adds three vertical buttons on the top of the shirt.

In the background, the teachers are walking around taking a look at their students' work. The teacher who traced Praptee stops near her work. Praptee notices her teacher is neat and says, "Look at mine. I made my hands". The teacher walks over, kneels next to Praptee, and asked her for the marker. Praptee hands her teacher the marker. The teacher helps her finish drawing the rest of the sneaker on the portrait's right foot. When the teacher is done, Praptee says, "Thank you". The teacher stands up, says, "You're welcome" and walks away.

Once her teacher is gone, Praptee looks at her shoes to see if she missed any details. She realizes she missed something and says, "I need my socks" while speaking out loud. Praptee crouches down and uses the marker to draw socks around the portrait's ankles. Once Praptee's finished, she writes her name on the right side of the paper. Now it's time to color in the portrait. She used the blue crayon to color in her navy blue dress. She used the brown crayon to color in her legs, arms, and fingers. When she was about to color in her face, she realized she didn't want that crayon. So, she gets up and walks to her teacher holding the box of crayons. Praptee says, "This is not peach, it's orange". Her teacher helps her find the color she wanted. With her new

crayon in hand, Praptee walks back to her portrait and starts to color in her face using a peach crayon. Moving on to her sneakers, Praptee uses pink and yellow mimicking the colors on her real-life sneakers. Lastly, she used the color purple to color in the portrait's hair accessory.

The next frame cuts to Praptee sitting in a chair next to the library shelves. Her hands are at the side of the chair and she begins to fidget from side to side. Hanging on the shelf is her finished portrait. One of her other teacher's is sitting in a chair in front of Praptee and they begin to have a conversation about her portrait and the choices she made in the design:

Praptee: It's me.

Teacher: How did you make it?

Praptee: Ms.A helped me trace my body.

Teacher: Who made the details?

Praptee: I did.

Teacher: Can you tell me what details you added?

Praptee: I add my eyes, and my rubber bands, and my teeth, and my eyes, and my eyebrow (while speaking at a fast pace).

(Teacher tells her to slow down and to stop rocking her chair.)

(Praptee laughs at her teacher telling her to stop.)

Teacher: Okay, tell me about your details.

Praptee: I add rubber bands, and my eyes, and my nose, and my teeth, and my dress.

Teacher: How did you know what to add.

Praptee: Because I look at my clothes.

Teacher: Oh, you looked at your clothes and I see you have buttons on your dress. Did you add buttons on your dress in the picture?

(Praptee points to the portrait and shows her teacher she drew buttons on the bottom right side of the dress.)

Teacher: Yeah. Look at the shoes you colored and drew, do those match the ones you are wearing?

(Praptee points to herself and the portrait gesturing that they do look the same.)

Teacher: Now, what kind of sentence could you write about yourself for this portrait?

Praptee: This is me, starfish.

Teacher: Starfish?

(Frame cuts and shows Praptee using a pink marker to write a sentence on the portrait. Her teacher tells her she can help her out if she doesn't know how to spell something. Praptee writes out 'This is'.)

Teacher: How do you spell, 'me'.

(Praptee writes an 'm' and then turns back to her teacher.)

Praptee: Is 'i' next?

Teacher: No, close.

Praptee: 'y'.

Teacher: That's my, not me. It says the letter in the word, 'me'. The letter is 'e'.

(Praptee writes the letter 'e' next to the 'm'.)

Teacher: What goes at the end of a sentence.

(Camera zooms in to show a close-up of Praptee. She is seen adding a period to the sentence 'This is me'.

Teacher: This will be a nice video to share with your dad and mom.

The video shows that Praptee is completely engaged during the activity her teachers gave her. Praptee was intently working on her portrait during the entire activity. She was focused on getting an accurate portrait by occasionally looking down at the clothing she was wearing to make sure she wasn't missing any details. Throughout the videos, Praptee and her teacher had positive interactions with each other.

Seeing the way Praptee acted during the portrait activity and during the mini interview with her teacher shows that she is on track with some of the developmental milestones noted for young children. In their 2006 book *"Basics of Developmentally Appropriate Practice"*, authors Carol Copple & Sue Bredekamp state, "Children use fuller, more complex sentences and take turns in conversation...They have mastered most grammatical structures to which they are regularly exposed" (Copple & Bredekamp, 2006, pg. 86). For the language domain, Praptee had mastered the ability to speak clearly as shown during the interview she had with her teacher. Her teacher understood the answers she was giving her. For the cognitive domain, Praptee demonstrated she could create simple sentences and knew which punctuation to use at the end of it. Praptee was also able to use different shapes to put together her portrait. Copple & Bredekamp state, "Children become increasingly skilled in activities such as drawing and cutting and pasting. Manipulation of writing instrument improves with increased hand-eye coordination" (Copple & Bredekamp, 2006, pg. 84). Under the physical domain, Praptee demonstrated she could control the markers and crayons with her hand and had good hand-eye coordination to guide where she wanted every detail to go. Copple & Bredekamp also state, "They are beginning to develop a sense of self-concept –

an understanding of their own unique characteristics” (Copple & Bredekamp, 2006, pg. 75). For her emotional development, Praptee demonstrated she has developed strong independence because she was able to work efficiently on her own. Being able to distinguish the different things about herself shows that Praptee is building a strong sense of who she is. Under the social domain, Praptee demonstrated she was comfortable being asked questions and answering them. She was able to have natural conversations with her teacher. Continuing this practice will help her build trust and respect in her teachers. Like when Praptee didn’t know how to spell the word ‘me’, she didn’t reject her teacher's help and intently listened. This demonstrates that she values the information her teachers provide her with.

If I could change some aspects of the interactions, I would have the students use pictures of themselves or even have mirrors during the activity. This would make it easier for them to focus on adding every detail instead of constantly having to look down at what they are wearing. Once all students were done with their portraits, I would have a show and tell where all students could talk about their portraits. This would give them a chance to learn about each other and see which are the things they do and don’t have in common. Other than that, I like this idea of having the students create self-portraits because it gives them complete creative freedom as they can decide how they want to portray themselves.

Overall, this activity is a great way to see the development of a young child. The teacher did a great job by giving Praptee an activity that kept her engaged. The interview section was interesting because it allowed us to see why she made the choices she did in her portrait. Using activities that allow children the opportunity to be creative is a helpful strategy because it can help teachers see how children express themselves. Praptee was able to have natural conversations with her teacher that show she trusts her and is confident in expressing her thoughts. If the teachers

keep giving Praptee other activities like this that give her creative freedom she will continue to thrive in all of her developmental domains.

Works Cited

Copple, C., Bredekamp, S., & National Association for the Education of Young Children.
(2006). *Basics of Developmentally Appropriate Practice*. National Association for the
Education of Young Children.