In our work with drawing materials, we have seen a transformative thread due to a very unique and appealing material—translucent tracing paper. The thread has taken different forms, and ideas but in each idea transformation has been apparent. In this documentation, I would like you to think about how the material helps the children to think beyond their original ideas into more complex ideas. Often material can change or extend a child's thinking. The children continue to investigate and create with these materials in the classroom.
Transforming character:
K colors over a face that she has drawn. We suggest to her that perhaps she would like to add a face since she had filled it in. K then purposefully uses a thinnier marker to create the face on a transparent paper, “skinnier markers are best for small faces,” On top of her original drawing, she also adds color to her dress. This remark shows K is thinking about the materials that we had used in a very purposeful way, K then creates two more layers, one with a pink dress and matching hair, and the last with polka dots and purple hair. K cleverly uses the layers to create different effects to her original drawing by transforming each layer in a unique way. Now her original work can be transformed.
On another day, L has a very similar idea with an original drawing, transforming the original idea with a transparency.

L uses the materials in a very intentional way. She chooses a thinner marker for details and different colors for different parts of her Jackson chameleon. For L’s additional layer, she adds a party outfit for her chameleon, transforming his original appearance to a new idea.
Purposeful layering

After drawing an ocean scene, K asks for a transparent paper "You know why? Because the turtle is swimming over the fish." This is very clever! K knows that he can accomplish his idea by adding a transparent paper to his work to create the illusion of something underneath.

Versatile material Later K draws first a race car track, then on another layer adds night race cars. The teacher uses a transparency of graphite and asks K if this would make it look more like night, K agrees and creates another variation of night with a layer (shown at left) "This is earlier", he adds, "When the sun is going down." He chooses to put the transparency with the cars first so they can be seen clearer. With different variations of night, K is able to change his idea or story making his idea more open-ended and versatile.
Composition

Simple yet beautiful. M uses two layers of paper to create this unique, 3-D affect composition.
**Combining of ideas**

T and J cleverly take two separate drawings and combine them to transform their ideas and stories. J uses a hurricane under his drawing of a helicopter to create a new story for his helicopter, while T uses the hurricane to transform his story for his roller coaster.
Critical thinking and collaboration

E and M worked for over an hour constructing and reconstructing this book of cars in Tokyo. This is delightfully captured in some shorter videos. What is wonderful as you watch it is you can see E in critical thought sorting while carefully laying down the paper in a very intentional way. As M enters, she suggests a car be placed on a specific page. She tells E that she can draw the wheels if E can draw the body of the car. E carefully draws just the body and leaves space for M to fill in the wheels. It’s a wonderful example not only of collaboration but also of two friends critically thinking together.
Cross pollination of ideas:
S begins with one layer like an outline but soon adds another layer to fill in the outline with color. She then goes on to add layers of paper and colors to see if colors will transform or stay the same. She is surprised and joyous as she can see that her theory was correct and that it did indeed change the original color.

J who has been working beside her sees what she has been doing and says, "Wow! I want to do that!" He begins his own creation but then modifies Sophia's idea by placing a smaller piece of paper on top like a little door.
Stories come alive and transform!

E uses each layer to add an idea and mark to her story.

E’s first drawing represents a house in the ocean.

2 She adds a mark that represents her brother, “He’s scared in the ocean,”

3 She finishes by adding a boat for her brother.

This is wonderful how she adds ideas with each paper and uses the material to help to tell her story.