

Context for learning: Painting as a sensory experience
Thomas: 13 months



What did Thomas do?

Teresa had observed Thomas and his friend mark making during lunchtime with their food and drink. In response, she provided a large scale painting experience to allow them to further explore mark making with paint. Thomas was a little apprehensive when he was stripped to his nappy but Teresa supported his growing self-assurance by explaining what was happening. Once down to their nappies, the children helped to squirt paint onto a large sheet of fabric and Thomas was very excited by this. Teresa supported his initial exploration by holding his hands while he walked onto the paint and fabric. She then allowed him some time to sit and observe the others before enhancing the experience by modelling ways to further explore the paint. Thomas watched Teresa and then carefully began to spread the paint across the fabric and on his body and face using his hands and feet. *“Well done!”* smiled Teresa. After a few minutes, he stood up and walked around the fabric, feeling the paint on his feet and between his toes. *“Oh, look!”* said Teresa. *“Can you see the lovely marks you have made?”* Thomas laughed.

Links to Early Years Foundation Stage

Creative Development **Exploring Media and Materials-2D and 3D Representations**

- Explore and experiment with a range of media using whole body

Being Creative: Responding to Experiences, and Expressing and Communicating Ideas.

- Respond to what they see, feel, touch and smell

Physical Development **Using Equipment and Materials**

- Enjoy the sensory experience of making marks in damp sand, paste, and paint

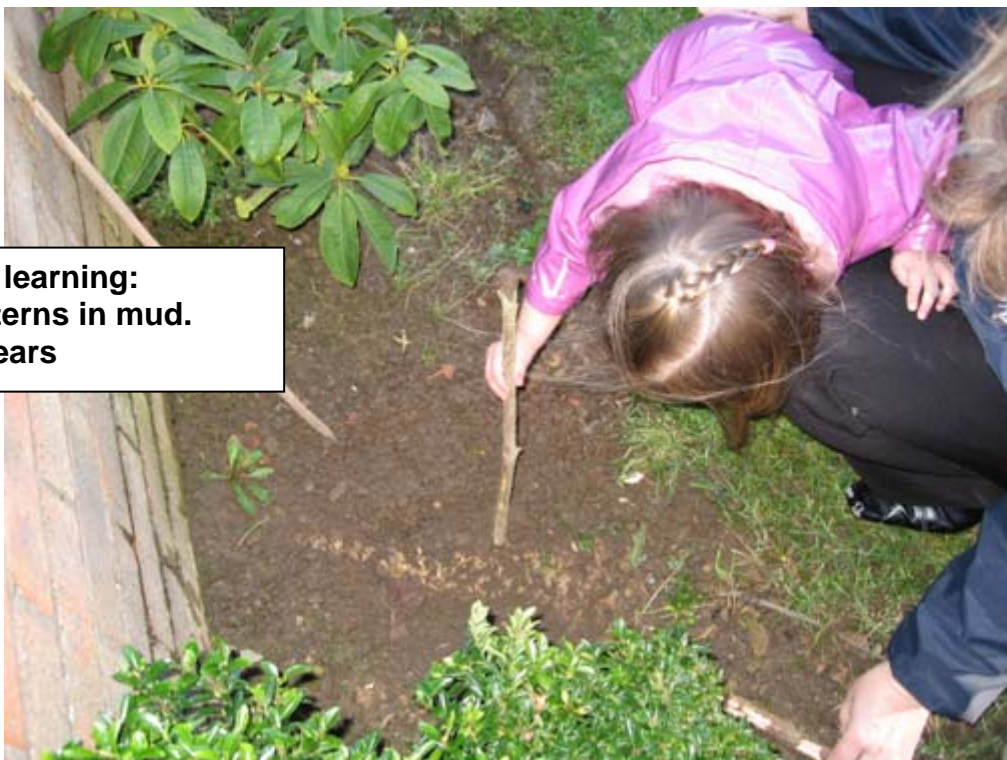
How did the adult support Thomas’s learning?

- By supporting Thomas through the preparation for this new experience
- By gently encouraging Thomas to explore the media
- By providing opportunities for Thomas to make choices

Next steps

- Painting on a glass panel
- Making pictures in a cornflour mix
- Adding powder paint to puddles outside and drawing in the wet sand.

Context for learning:
Making patterns in mud.
Keeley: 2 years



What did Keeley do?

During a walk in the local woods with the childminder group, Keeley played with a long stick. She asked if she could bring her stick back to Sarah's house. In the afternoon, the children were playing in the garden. Keeley's stick and others that Sarah had collected were available near to a muddy patch.

Keeley found her stick and began making short lines in the mud, using the pointed end. Sarah, observing Keeley's mark making, responded by saying, *"I really like the way you've used that stick to make your lines."* After a time Sarah encouraged further mark making by suggesting *"Can your stick make other marks?"* Keeley appeared uncertain. *"Can you make it go round and round?"* Sarah asked. She supported this new idea by modelling the action and Keeley joined in saying *"Round and round the garden like a teddy bear!"*

Keeley continued with her mark making for quite a time, practising her new skills in making lines and circular movements.

How did the adult support Keeley's learning?

- By observing, valuing and developing Keeley's interest
- By providing the opportunity and resources for Keeley to explore mark making
- By encouraging the development of Keeley's fine motor skills
- By supporting Keeley's independent choices.

Links to Early Years Foundation Stage

Creative Development

Exploring Media and Materials: 2D and 3D Representations

- Create and experiments with blocks, colour and marks.

Physical Development

Using Equipment and Materials

- Begin to make and manipulate objects and tools

Communication, Language and Literacy

Language for Communication and Thinking: Writing

- Distinguish between different marks they make

Next steps

- Provide an increasing range of mark making implements
- Provide opportunities for making pictures in the sand
- Provide further opportunities for making pictures in the mud
- Provide opportunities for mark making on a smaller scale.



**Context for learning: Independent choice in the creative area using chalk pastels.
Sophie: 3 years**

What did Sophie do?

Sue had recently introduced chalk pastels into the creative area as an adult initiated task where she supported the children's experiences. Pastels were then added to the creative area as part of the continuous provision. Sophie selected some paper from a selection of colours available and collected a box of chalk pastels from the trolley. Her friend, Amy, joined her. Sophie chose a purple chalk pastel and used the end to make circular movements and wavy lines across the paper. She repeated this with a range of colours, always using the end of the pastels. At this point, Sue came to the area and spoke to Sophie and Amy. *"I like the way you are using the pastels girls. Look, Sophie is using the ends and Amy is rolling hers."* Sophie observed her friend and began to roll a pastel of her own. She did this with one pastel before returning to using the ends as she had done before. Sophie then stopped and looked at her hands. She looked puzzled and said: *"It's all on my hands and my picture is a bit messy."* Sue demonstrated how the pastels could be smudged and showed the girls her own messy hands. Both girls laughed. Sue asked Sophie about her picture. *"It's for my mum. I used lots of colours. My mum likes lots of colours."*

How did the adult support Sophie's learning?

- By providing appropriate and well-presented resources
- By careful observation and appropriate, sensitive intervention
- Through encouragement and praise of Sophie's creative work.

Links to Early Years Foundation Stage

Creative Development

Exploring Media and Materials: 2D and 3D Representations

- Begin to combine movement, media and marks.

Physical Development

Using Equipment and Materials

- Shows increasing control in gripping and using mark making tools

Communication, Language and Literacy

Language for Communication and Thinking: Handwriting

- Begin to show some control in their use of tools and equipment

Next steps

- Provide a range of chalking experiences indoors and outdoors on a small and large scale.
- Introducing opportunities for looking at artists' work in pastels
- Working with an artist to further explore creative opportunities.



Context for learning: Creativity outdoors within the topic of minibeasts.

Bradley: 4 years

What did Bradley do?

The children had looked at a picture of 'The Snail' by Henri Matisse as part of a topic on minibeasts. Marie has noticed that Bradley has shown great interest in snails, often returning to look at the giant African snails kept in the Foundation Stage unit. To extend the children's interests further, large sheets of paper had been attached to the fence in the outdoor area and the children had been provided with a selection of paints and different sized paintbrushes. Bradley picked up a large brush and painted a yellow circle. He then paused, looked at it and painted a red circle inside the first one. He then changed the colour of paint to brown and, using large brush strokes, painted marks over the top of his circles. The adult stood back and observed him at work. Bradley stopped painting and put the brush down. As he walked away from his picture he turned to the practitioner and said, "Look, I've painted a snail." The practitioner then talked with Bradley about his painting and the painting they had looked at earlier on.

Links to Early Years Foundation Stage

Creative Development

Exploring Media and Materials: 2D and 3D Representation

- Differentiate marks and movements on paper
- Understand that they can use lines to enclose space, and then begin to use these shapes to represent objects.
- Work creatively on a large / small scale

How did the adult support Bradley's learning?

- By providing a stimulus for the children
- By providing a selection of different paint and brushes
- By letting Bradley explore his ideas and not interfering
- By valuing Bradley's creation.

Next Steps

- Encourage Bradley to look at snails and talk about their features
- Suggest Bradley might like to add some features to his picture using a range of collage and natural materials.



Context for learning: Self-resourcing and child initiated activities.
Saba: 5 years

What did Saba do?

Saba's group have spent a lot of time learning how to handle and use paints effectively. The children have been taught to use damp sponges to clean the brushes and they have practised colour-mixing using trays. Alongside this structured learning, ready mixed paints and an easel are always accessible. Saba enjoys painting and drawing and will often choose to paint when she arrives in the morning. A practitioner is sitting near the easel as Saba selects her paper and begins painting. Saba is clearly engrossed in the activity, painting big orange, red and blue flowers. She then adds green leaves and tinges them with orange paint, which she mixed herself. Saba also remembers to use plenty of paint on her brush. She finishes her picture by adding a blue line for the sky and drips fine spots of white paint from the top of the picture. She attracts the practitioner's attention and says, *"I've finished. Do you like my picture? The flowers are growing because they are being watered."*

The practitioner praises Saba and asks her if she would like her picture to be displayed in the class art gallery when it has dried.

Links to Early Years Foundation Stage

Creative Development

Exploring Media and Materials: 2D and 3D Representation

- Explore what happens when they mix colours
- Choose particular colours to use for a purpose
- Explore colour, texture, shape form and space in two or three dimensions

How did the adult support Saba's learning?

- By developing the skills that enabled her to do what she planned successfully
- By ensuring that materials for painting are always available
- By giving Saba time and space to explore and develop her ideas.

Next Steps

- Show Saba flower pictures by famous artists
- Bring real flowers in, using magnifying glasses to look at the finer detail
- Use pastels to create still life drawings
- Offer a range of tools and a variety of materials to extend experiences.



Context for learning: Studying self-portraits by a variety of famous artists.
Miles: 6 years

What did Miles do?

Miles has previously painted a self-portrait showing just his face after a stimulus of looking at portraits by famous artists.

Before he started his painting the teacher led a group time activity sharing a non-fiction book about 'Our Bodies', concentrating on naming body parts. Miles chose to work in the creative area. He spent some time experimenting with mixing colours to make a skin tone. A mirror was provided to allow him to look at himself. Miles painted a face and a body with a red jumper. The next day the teacher encouraged him to return to his work to add features using different media.

Having talked about how the children would show themselves in a portrait, Miles independently painted a full self-portrait showing all of his body. He went back to this painting later and added fingernails, eyebrows and eyelashes using pastels. He then used the pastels to add lines to his picture and said, "*I have made my picture like Picasso.*"

How did the adult support Miles's learning?

- By setting up a display of images of children by painters, photographers and illustrators
- By encouraging the children to bring in photographs of themselves
- By providing lots of opportunities to discuss and raise questions about these images.

Links to Early Years Foundation Stage

Creative Development

Being Creative: Responding to Experiences, and Expressing and Communicating Ideas

- Respond in a variety of ways to what they see, hear, smell, touch and feel

Exploring Media and Materials: 2D and 3D Representation

- Understand that they can use lines to enclose a space, then begin to use these shapes to represent objects

Links to National Curriculum Art and Design

- Exploring and developing ideas 1a and 1b
- Evaluating and developing work 3a and 3b

Next Steps

- Discuss different ways the children could represent themselves
- Provide a range of different materials and allow the children time to experiment
- Set up an area where the children can display and talk about their work.