

Investigating mixed media to make marks



June 2021

The children were really interested in using paint in different ways to make marks. They used string and balls to find out how the paint moved on paper. We decided to explore this interest further by using different media to investigate making marks.

This led to let the children explore marking marks with a range of mixed media such as chalk or charcoal as well as painting on tiles using cotton buds.

Firstly we explored paint on tiles with cotton buds, this allowed the children to make develop their fine motor skills and strengthen their grasp and control.

Some of the children we eager to take photographs of their own work. We then moved on to painting on stones, making marks in the dough and making a natural materials collage as well as using pipettes and turkey basters.

The children had many opportunities to use a range of mixed media to explore making marks both indoors and outdoors.

Lou our artists also explored making marks with different media with the children, she painted on cardboard and used chalk in a range of ways, and the children loved the chalk on the end of a long stick.

Links to the EYFS

Self -confidence and self-awareness

22-36 months- Expresses own preference and interests.

30-50 months - Can select and use activities and resources with help.

30-50 months- Welcomes and values praise for what they have done.

40 -60 months can describe self in positive terms and talk about abilities.

Speaking

22-36 months - Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts

30-50 months - Beginning to use more complex sentences to link thoughts (e.g. *using and because*)

30-50 months- Uses vocabulary focussed on objects and people that are of particular interest to them.

Moving and Handling

22-36 months- May be beginning to show preference for a dominant hand.

22-36 months - Shows control in holding and using jugs to pour, hammers and mark making tools.

30-50 months - Draws lines and circles using gross motor movements.

30-50 months -Uses one handed tools and equipment.

40-60 months - Show preference for a dominant hand.

40-60 months - Begins to use anticlockwise movements and retrace vertical lines.

40-60 months - Handles tools and objects, construction and malleable materials safely and with increasing control.

Exploring and using media and materials

22-36 months- Experiments with blocks, colours and marks

40-60 months- Understands that different media can be combined to create new effects.



A is busy using the cotton buds to make marks on her tile.

“Look I’m swirling” she says to the adult.
“I’m spreading it about, now it’s messy. Look I’ve made a little line”.

“How did you make the little line?” the adult asks.

“By dipping it in. Now I’m making a circle as she moves the cotton bud in a circular motion. I’m twirling it. I’m making a pattern.”





I picks up the cotton bud and dips it in the purple paint “**I’m using purple**” he says.

He continues to use the cotton bud to make lots of marks over the tile. He wiggles the cotton bud as it makes a squiggly pattern.

“**Look**” as he explores using the paint with his fingers to make his marks.

I returns to the activity, this time he chooses the purple paint once again and makes lots of marks. I ask him if he would like to use the camera to take a picture of his work, he smiles and asks “**how do I take the picture?**”





I photograph of his work.



Prior to starting to decorate her own tile **L** spent some time watching the adult make different marks on the tile which included dots and various lines, such as wavy and straight lines.

L helps herself to the cotton bud with purple paint and a tile.

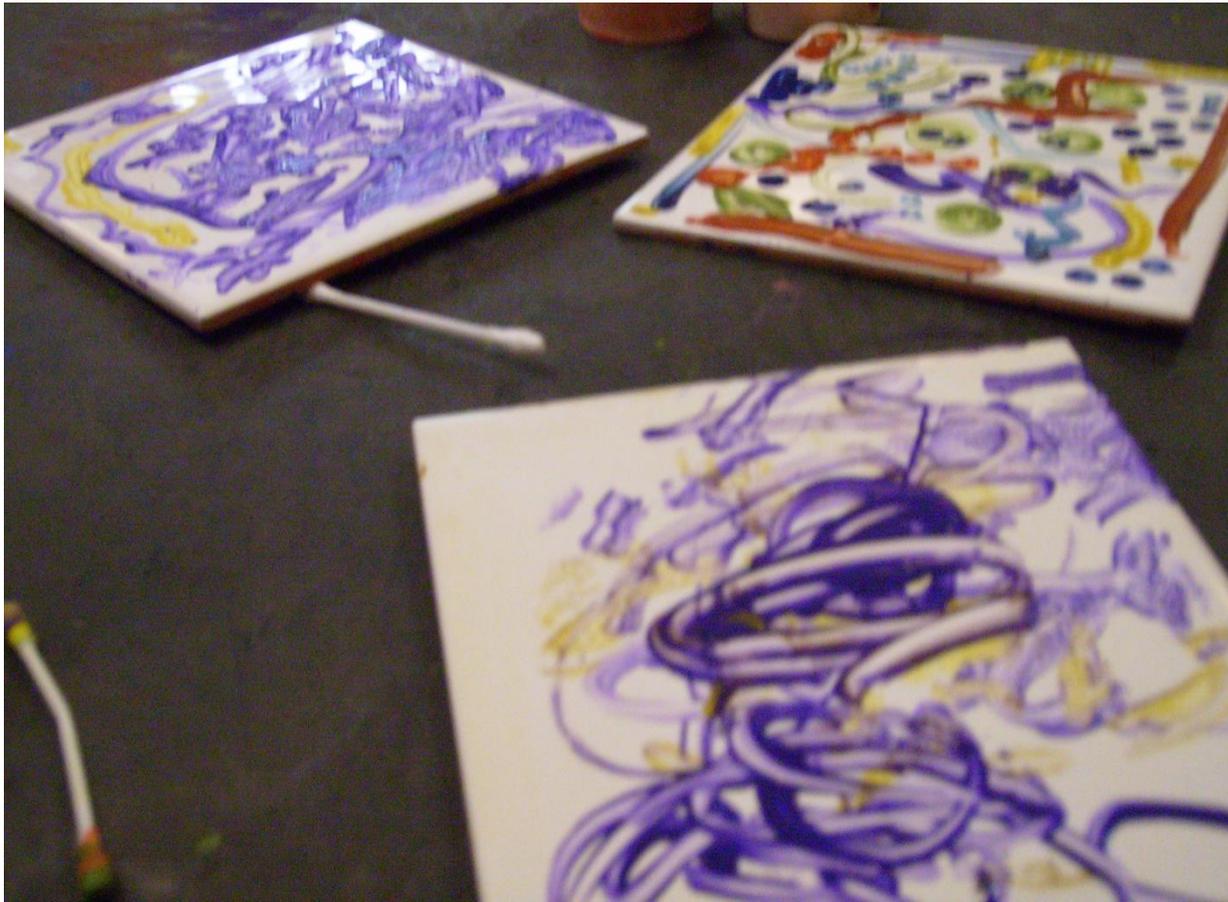
“Pull the tile near so I can do the same” she says. She carefully uses the cotton bud to make dots and lines on her tile. When she has finishes she says **“Can I put it on the drying rack?”**

As the pattern is painted on to a tile I suggest we use some paper to make a print. **L** watches the pattern appear on to the paper as a print of her pattern is taken.



E chooses to use the purple paint to decorate a tile. She holds the cotton bud in her left hand and makes lots of different marks on the tile including circular patterns and dots. When she finishes she asks the adult if she can use the camera to take photos of her work.





Photographs taken by **E** of her tile pictures.



E drew a picture of her Daddy. She held the cotton bud sticks in both hands.

Once she had finished drawing Daddy she used her hands and covered the whole of the tile with paint. Eventually she used her fingers to make a face on the tile.





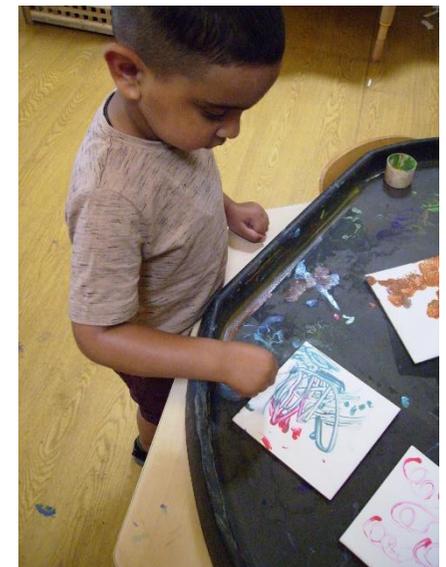
E says “Look at me as she makes a swirly pattern on the tile”.



U is using the cotton buds to make different marks on the tiles. He holds to cotton bud in his right hand and dips it in the paint. He uses the bud to cover the whole of his tile. **He taps the adult and points** to the pattern he has made on the tile.

I say I like the big lines you've made on the tile, do you like them?.

U says "Yeah"





M chooses the purple paint independently and makes marks on the tile.



H comes to the table where we are sticking natural resources on to a large piece of card. He picks up the glue stick and pot and begins to mix the glue. **"I'm mixing"** he comments.

"You are mixing" I reply
After a while I encourage **H** to use the glue to spread glue onto the card and stick something onto it.

"H what would you like to stick, a leaf or a flower?" **H** chooses the

flower **"Flower"**.

H puts the flower in the glue and then begins mixing in the pot and spreading lots of glue on to the card.



J collects some large leaves in his basket. He then selects the glue spreader and begins to glue the cardboard. **J** arranges his leaves by gluing them in a line.



H comes to the table where we are gluing different natural materials such as grass, flowers and leaves on to a large piece of cardboard.

He picks up a glue pot and spreader and begins to drip glue onto the card. He then selects a leaf and sticks it on top of the glue.

"H would you like to stick on some daisies I have lots here?"

"Yeah" he replies.

I give some to **H** who then adds more glue then and sprinkles the daisies on to the cardboard.



E collects some leaves and flowers in a basket. She then selects the glue spreader and begins to glue the cardboard. “What are you going to stick first the grass or the flower?”

E replies “**Flower**”.



B is helping to make our collage using natural materials we have found in our outdoor area such as leaves, flowers, bark, stones and grass. He picks up a flower and looks at the stem
"Lauren look it's furry".

"You are right it does have fur on, that's the stem" I reply.

"Why it got fur on?"

"I think it is to protect the plant from being eaten by insects".

B continues to look at the flower and then selects the glue, he spreads glue on the cardboard and sticks the flower to the glue.

B then puts lots of glue on the cardboard.
what are you going to stick next?"

"I got this long piece of grass, you have this and I have this one."

Indoors the children have explored making marks with paint on the floor. **N** and **J** squeezed the bottles to make patterns on the material.





This week we have made different marks with paint using small pipettes and turkey basters.



A creates lines and dots using the pipettes, **“I got blue and pink”**.



L independently selects a pipette he stands up and watches the paint drop onto the paper. **“It’s splashing”**.



L selects the turkey baster, she dips it in the paint and then squeezes it onto the paper to make marks. **“I got yellow”**.





H held the pipette to carefully drop small amounts of paint onto the paper. He discovered that by holding the pipette and squeezing the end, it sucked up the paint and then when he let go the paint dropped onto the paper.



A independently chooses a pipette and drags it along the black paper to make marks.



In the afternoon **B** chose to revisit the charcoal inside and remarked: “**Red Hot Chilli**” He started colouring it in with red, showed me the photo from the story, and pointed out the stalk then carried on using many colours and seemed delighted that we had decided to place it on the wall.





J began to draw a face with the charcoal and said “**A**”.

She then used her hands to rub out the drawing. Lou introduced rubbers to the children so they could explore making marks in a different way.

Lou had some sticks with charcoal attached, so the learning was taken outside on a larger scale. **A** came and made a lot of vertical lines in contrast to the long horizontal ones. **R** and Morag joined in and as Morag sang **R** favourite song of the moment and she helped him move the stick through the air to the rhythm - **R** smile was enormous and he held the stick then himself.

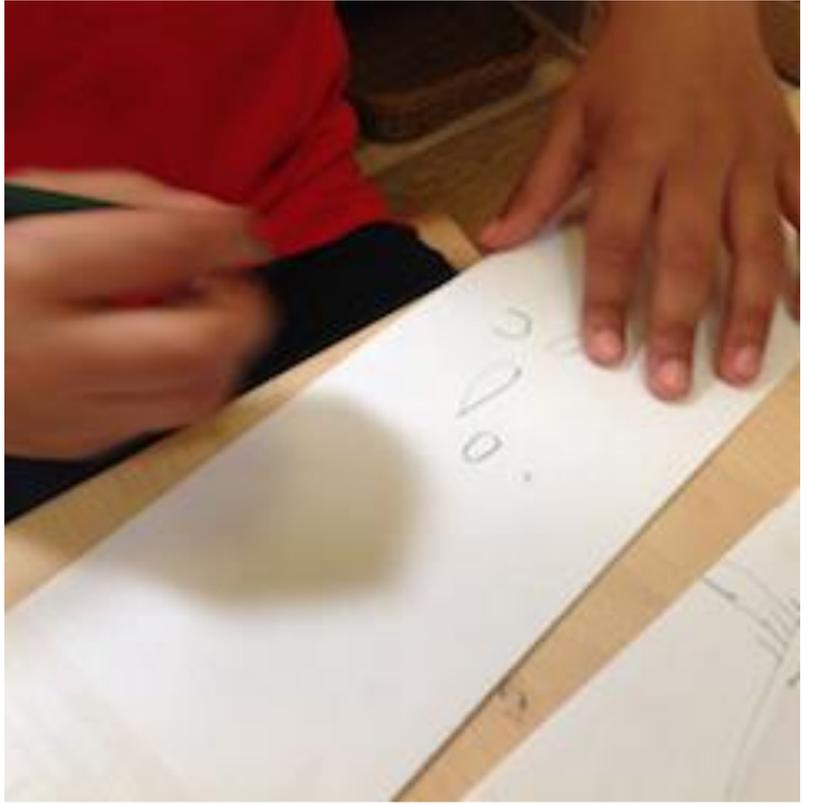
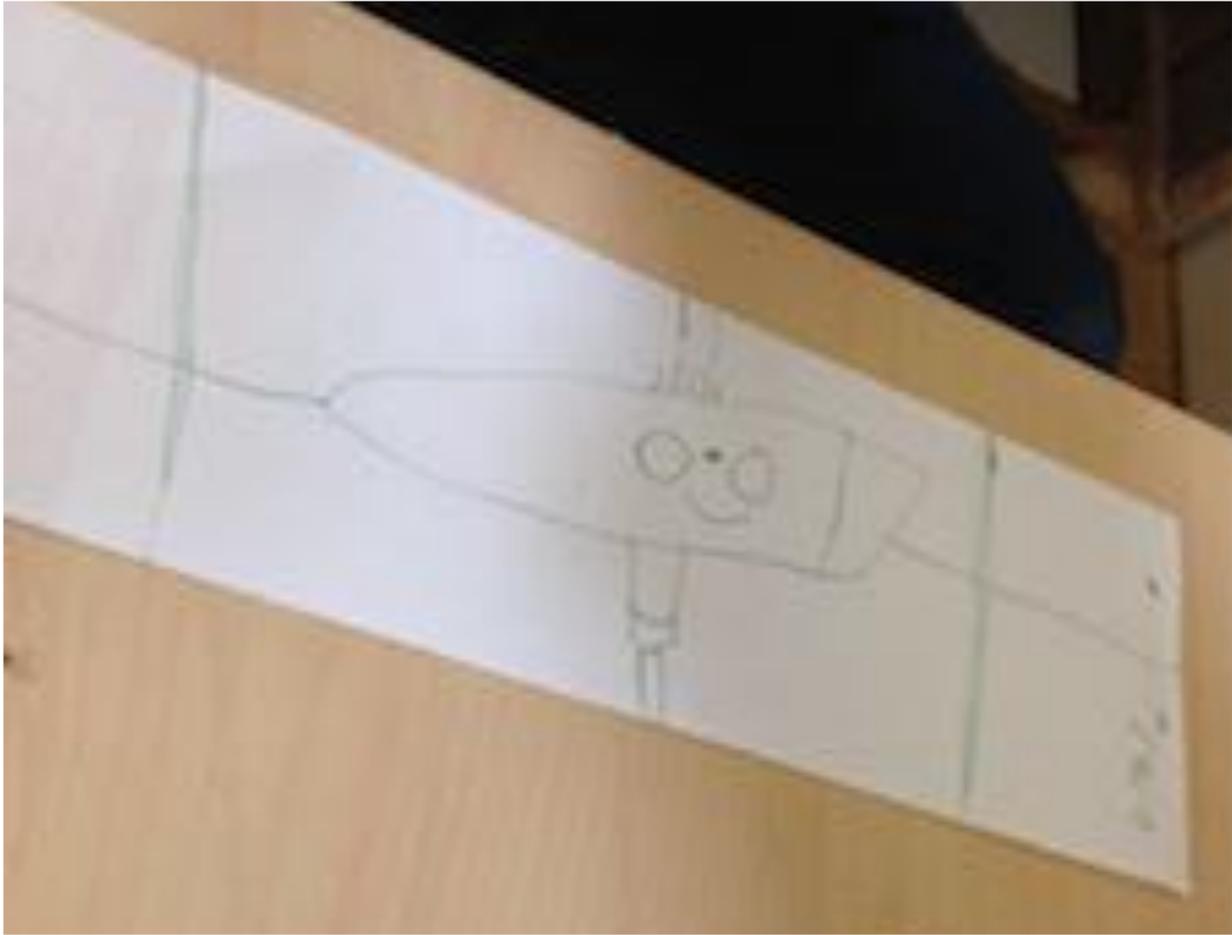


U: This is eyebrows, I'm going to put my name on it, Mango, looks like a silly wolf. He then went on to tell me a story about superheroes.

“This is Spiderman. Ironman brings fire. Ironman's eyes. This is Ironman's fire. Spiderman is fighting with Ironman. Ironman win, Spiderman lose. Look Spiderman very muscle, Spiderman has more power so Black Panther go, he's got no power”.

I added the next 2 drawings into the frame on the wall. One of which one was the same character but with vigorous marks over it **“Scary wolf”**.





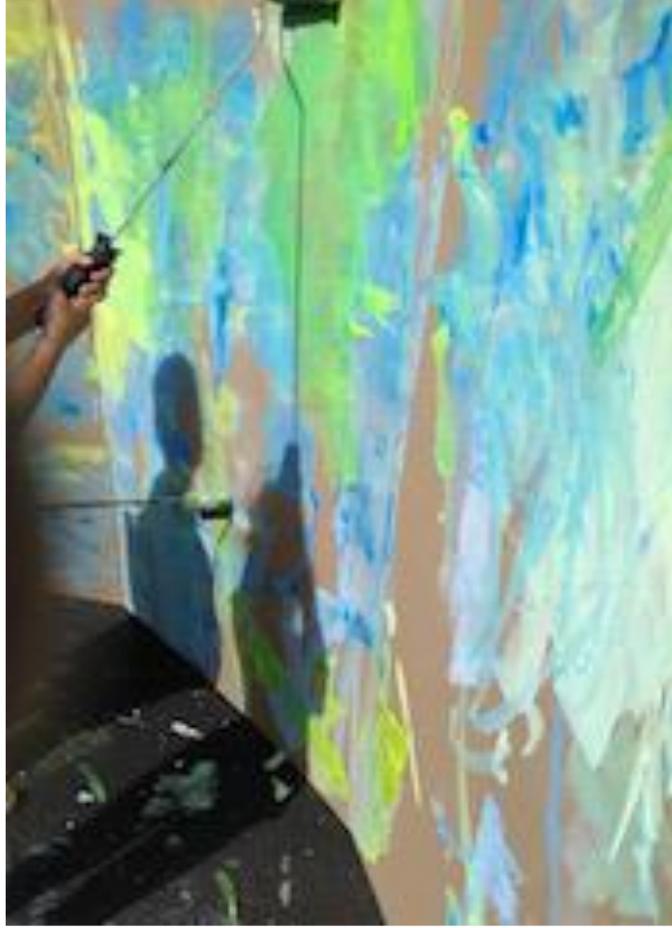


Painting on the large cardboard outside.

Lou the artist created something wonderful with the children using paint and a large piece of cardboard. Here is her observation.

“I felt it was important to have something that was taller than the children and different size lengths of rollers. We started with a choice of 3 light colours and then in the afternoon the children could use dark colours”.





The following week Lou returned:

“Lauren was being surrounded by a load of lovely chalk drawing and so I brought in the large painted cardboard that would give another surface to chalk on. When the cardboard fell over we decided to draw on it flat. Quite a few children, including Leo sat down and drew all around themselves, sometimes needing to swop hands in order to do so.

A: A drawing rainbow

There was also drawing using one chalk in each hand, I demonstrated how colours could be changed by drawing one on top of another. Then **Z** drew around his shadow, he placed the eyes and hair

Z: Yellow can be my nose

When I asked him what the drawings name was he said “**Fred**” **Z** made a smile as apparently Fred is a friendly character and there is a video of him making the movements of shrugging his shoulders to animate Fred.





Z: “My Mummy, my Daddy and N”.



When the cardboard was upright more drawing took place “*Tiger lines*” explained **K**.