

1st Dec 21.

It did feel I had been away for an enormous amount of time - I suppose because it felt that lots had happened in those 2 weeks and of course it had in school and out...

As I was looking a bit like a rabbit in the headlights Cassie suggested using the mixing of powder paint as a possibility today - whilst we still have it indeed, which I was very happy to take up. H, P, R, H, C, N, S, L, N, T, A, D, A, B, E, L A, A are the names I managed to jot down who participated in this activity.

I'm afraid I have very few notes but a lot of photos as it does take quite a lot of 'management' (not in a bad way) but to make it continually attractive and also as the children ask me for different colours to explore with. I did use the big pallets so I showed them that they could take small scoops and put them on the palette and then add water using the brush. This did present a few quandaries. Like that the palette became the 'picture'. Actually I'm not sure that it is really a problem, but next time I may offer the smaller palettes to learn the mixing up of water and powder to make the paint. There is always a conundrum that presents itself to me with this kind of activity where quite a bit of precise instruction is needed and whether or when to permit the more exploratory investigation to go on. I think it's a mixture isn't it? Some children may not be at a stage or have an interest in 'how to mix paints' so exploration of the materials is another important activity. Anyway it often makes me question things.



It may be later on that the children understand that keeping their water clean in order to keep the colours 'clean' so I inevitably spend a lot of time doing this myself at the beginning. Some children were more involved in the mixing element and weren't so interested in actually painting with the results but others did use paper C as he had chosen green: *I want to make a frog* - so he did



Sorry one above is was out of focus but it's still delicious in my eyes



N arrived very upset and wouldn't leave Nicola's lap, so Nicola was reading stories to her that she knew N had at home. Bit by tiny bit Nicola edged towards the powder paint table. When she asked if N would like to take part N shook her head so Nicola gently took part herself. Eventually N slipped off her lap and took part herself. It was a very slow process but it happened in the end and indeed N after that spent a long time at the table mixing and painting



Because she'd been upset for such a long time I didn't feel I wanted to suggest she didn't pour so much of the powder out in one go - she was constructively using it all.

N: So big like a bonfire as she was piling up the yellow

This comes onto my dilemma - (Or one of them anyway-nothing new but how much do you let the children tip out the powder when they are exploring? What I find often happens when they find out how to make the paint they often got onto taking their explorations further - especially as I had set it up in the tray - as that is where experimentation is usually encouraged. Maybe if it had been at the little table where it's set up specifically to paint it would be a different matter. It might also appear wasteful especially as we are having a bit of difficulty sourcing powder paints but in the larger scheme of waste etc. it's hardly a big waste and best not to be too precious about something if it makes us stop doing it?? Anyway I'm sure we will make room for some brown powder paint mixing sometime now we've collected all the powder together that the children have used??)

P talking about the feel of the powder: *It's like butter, it's creamy* and that was just the powder bit

C involvement in green crept from him painting of a frog to him becoming one? (my synopsis, not C!)



What a colourful delight - the palette as much as what's on the paper - both have been designed haven't they?? (Btw I use 2?? when I'm not sure of the answer)

No reason not to use 2 brushes at the same time either



and this might look like a mess but is that because its black paint and not a bright colour? I find we as adults are often reluctant to offer black paint as a colour - why is that? It's lovely to use.



mark making in the powder. I think it may have been Laura who made a striped pattern whilst passing by the table. A while later we noticed that H made stripes - responding? to Laura's picture on the table - It feels like it but we don't know for sure, but for me signifies the importance of adults joining in. Doesn't have to be representational

Images. It's the same for us adults - I look around for ideas - I know I'm stating the obvious here and I see it happening all the time in Strong Close - just little reminders and it was lovely to see H making those stripes, in fact he carried on making them again on another sheet.



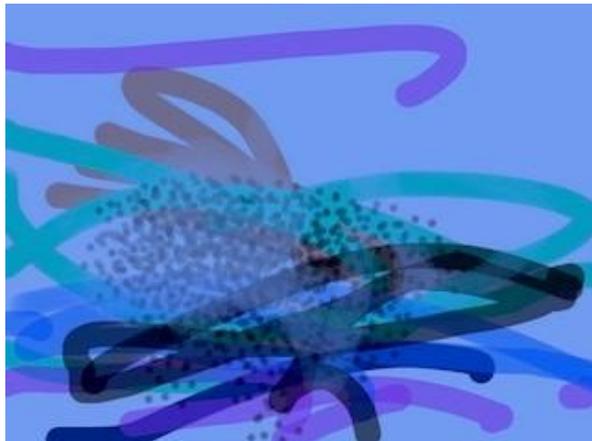
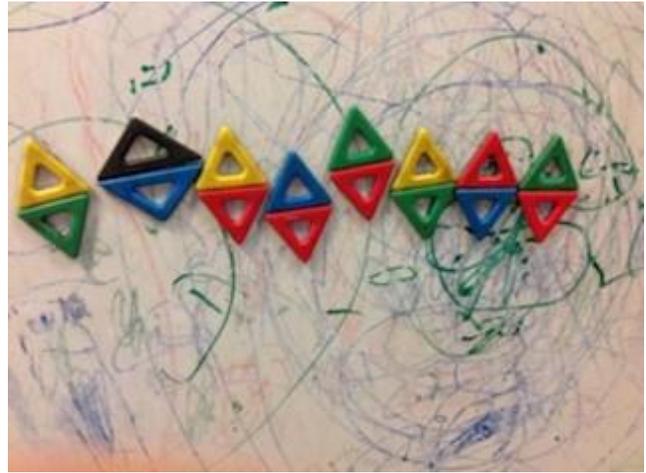
painting was happening elsewhere today too



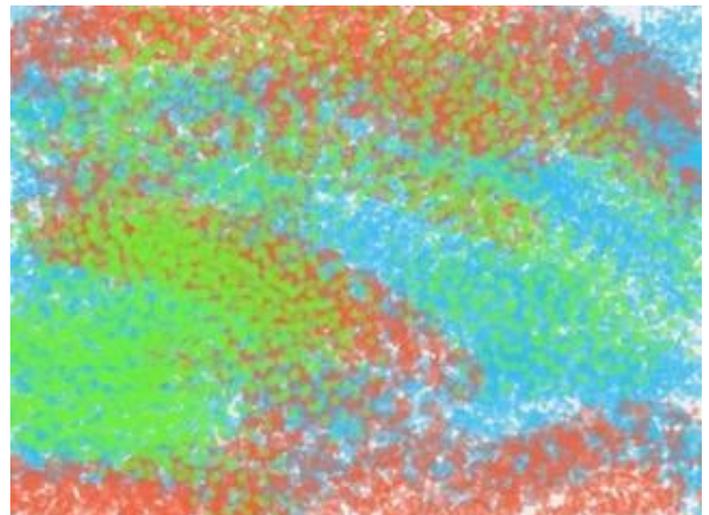
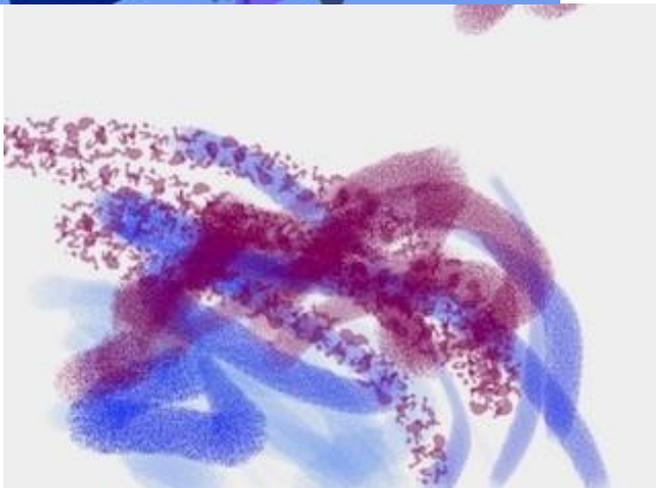
Of course a load of other things I didn't catch but here's 3 I did.
H covering the whole paper. **L:** *Lou I've made a list*
Me: *What's on your list L?*



L: *Cakes, Spaghetti, some sausages, 2, that's it.*



At the end of the session I got my iPad out for some
'cleaner' mark making by N



By H (left)
By Z (right)
By E (below)

and by A



And whilst A was drawing she spotted some marks that reminded her of a Sofa (or Settee- I can't quite remember what word she used) - can you spot it? That triggered off a description about a new black sofa and also a television that Grandad hadn't put up yet. Drawing can make you think.