

S.C 26.01.22

So first time back for some children, after a little covid closure break so I expected a bit of discombobulation (couldn't resist using that word as it seems to be around a lot at the moment) BUT actually apart from a bit of stop and starting with rooms needing to be temporarily open then closed, the atmosphere was relatively calm - that maybe because I



did spend a lot of time in the end running around outside in the wind.

As usual, there was quite a bit of painting happening at the easel.

**N** used red paint to paint onto the red paper. How many adults, including me, might try and say, "Oh that doesn't work" - using red on red, but actually, it does in that it changes the paper and the paint does have an effect and how would you learn if later you didn't think it works. **N** carried on using the Red and obviously got something from that

**N**: *It's a surprise for my Mummy* when it came to putting it on the drying rack and having his name on, he chose to write his.

**N** came back later for more painting



This painting on the left here - sorry I can't remember who created it but it's what they used to call (not that I believe much in labels) as a 'painterly painting" I love the way the magnet, as is often the case at the easel becomes part of the painting. There is a lot of poster paper upstairs which used to be used for display backing that we don't use anymore - hence the variety of coloured paper. It's a bit thin for painting on - hence the reckless effect but it does seem to be attractive to children to



paint on. A change of backgrounds, colours, textures, shapes and sizes.

**M** came to the easel too

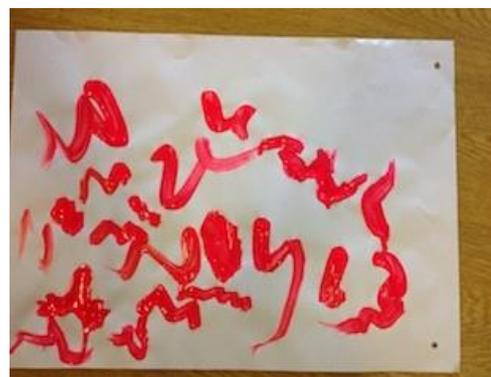
**Me:** *I like the zigzags M* I did think it could have been her writing but didn't want to make that assumption.

**M:** *No, it's writing*

**Lauren:** *What are you writing M?*

**M:** *It's my Mummies name... Mummy's name is N*

I know I'm always talking about how we can ask open questions about what children are drawing or painting or making and try not to say, "What is it?" or "What are you drawing?" as it might just be drawing, making meaningful marks that aren't about anything that you could use words about? But I think in this case Lauren's question is a good one as **M** has said it was writing and writing is usually about something specific? I guess you could be making marks at this age that represents the patterns of writing without accompanying specific meaning- Oh I don't know, now that I'm typing this I'm re-wondering about it all. Anyway, in this particular case **M** was definite about what she was doing.



**R** also painted



I had set up clay in the tray again but there wasn't much interest - I'm not sure why. We did have to close the room for a bit but I don't think that's a reason. I have found in other settings that clay, like some other activities often attracts children when an adult is with it. Having said that though nobody seemed attracted to it whilst I was there - although numbers were particularly low today. BUT **L** came **Me:** *Are you squishing the clay L?* **L:** *No, I'm digging* **Me:** *Digging?*

**L:** *Digging for treasure.*

**Me:** *What kind of treasure*

**L:** *Sparkly treasure*

I do spend a lot of time following the weather forecast, I always have. I usually know which direction the wind is in, if rain is likely to arrive. It was always a joke when I was up the top of the rig in

the circus I was in. It was about 8 meters high and I was always reporting the weather outlook as I could see quite far. So, this morning I heard that it was going to be an increasing wind so I collected some strips of light voile material from my studio with the idea that they might be fun to play with outside. Of course, if the wind was southerly it might be a bit



dangerous to do so as the material might fly across the road onto cars etc. but that's an unusual wind direction, especially at this time of year. The upshot of all this is that sometimes you only need a few strips of the right material at the right time. It was too cold today to sit outside and draw so I thought lets run around and draw in the air. It's difficult for me to take photos outside to capture activities without showing faces etc. but I can verify that those bits of material, especially the rainbow one, saw a lot of action. There was quite a bit of negotiating, and manoeuvring needed by the children playing with it. It was very active and excellent for keeping warm.

Morag had a piece for **J** to engage with and other children I know who played with the materials were

**H, K, L, H, A- H, U, E, A** - who seemed to absolutely love the rainbow material and got very excited going under it.

I had hung strips up on the monkey bars

**E:** *Ghost den* with I thought was a brilliant description.





One last observation - I may always be saying this - it reminds me of that old saying about patients leaving a Doctor's appointment as just as they leave through the door - "*Oh one last thing*" and the Doctor often expects this to be the real reason for the visit. Well, not a doctors surgery but as one last thing- As we were waiting for **U** to be picked up - all the other children had gone, he made a drawing at the new chalk board, completely unprovoked and it was only when he stepped back from it I suggested a few more additions that I wasn't sure if he'd be interested in, but he was - even



the eyebrows he independently placed, at first only one but he returned a bit later and added another. Us as adults stood back in awe - it was a lovely thing to observe at the end of a busy day.

It was here that I made suggestions  
A nose?  
A mouth?

Hair? Feet?  
Eyebrows?

