

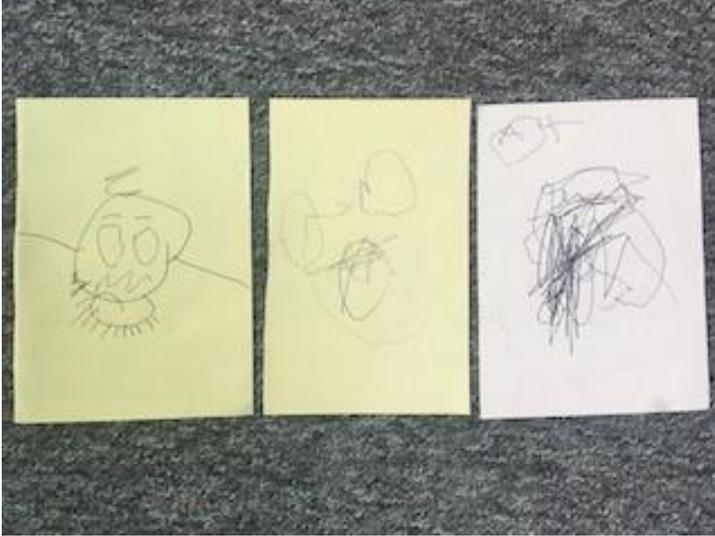
S.C. 06.04.22

A lot of drawing happened today, particularly by **S** who I will talk about later here because he almost would take up a whole book let alone a few paragraphs in my blog!

As the chicks were in class I thought it would be a good opportunity to have the small clipboards and see if anyone was interested in drawing next to the chicks. A lot of children were.

These drawings were made by

**A H, A H and I**



Then **E G**,? not sure, **H**

**T, N, N**

**A H, A H, A H**

**I, L, J C, C, B**



**?, Z, R**

Cassie commented that this looks like **C** just



beginning to make representational drawings here. I think having other children around and all with a

single subject matter, unless they were choosing to draw something else of course makes peer modelling and scaffolding a lot easier - including the conversations around what we can see.

**C:** *Chicken*

**H:** *The chicks, they are standing up, knocking with their mouth.*

**Me:** *Look at their feathers beginning to grow*

**H:** *They are going to fly now as he posted upwards to the ceiling. They tired and he mimicked their fluttering eyelids seeing a blinking chick just about to go to sleep.*



**L** offered up his drawing to show the chicks - they did seem interested!!



These 2 below are by **J** and **A**. **A** may have been drawing the chicks but I'm not sure but **J** said: *A robot, with an axe on.* **L:** *What does the axe do?*

**J:** *It chops trees and rocks*

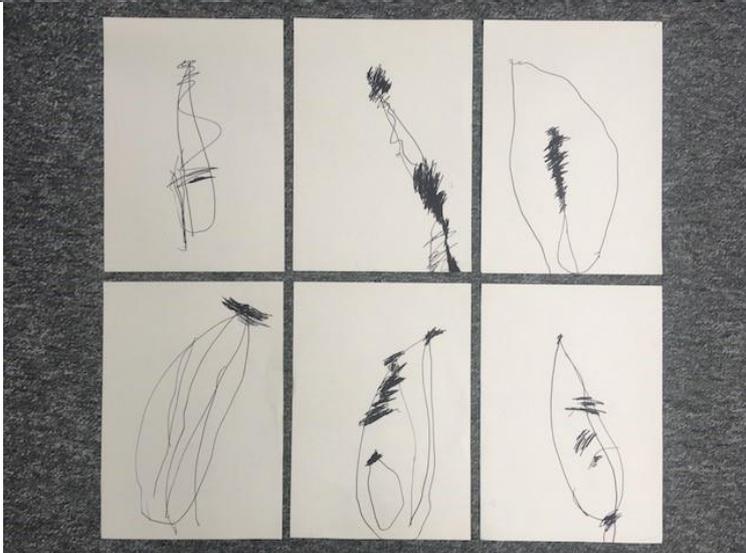
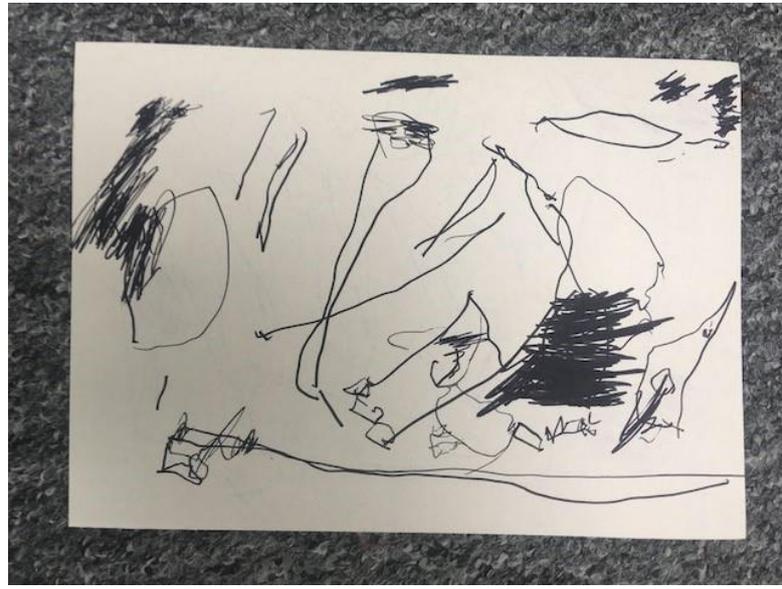
**T** also sang to the chicks and whilst **T** was singing a note and holding it, it seemed to me, although

Morag found a dead bumble bee and brought it for us to investigate, **E** became particularly interested in it - we put it into a magnifying container and the children drew it, and carried it around - it survived (well, yes I know it's not alive, but it remained in the container in one piece all afternoon.

Here's some more drawings made by **E, E, A, A, M, M** (who had said she was drawing the bumblebee)



I'm not very tuned to singing in tune that **S** joined in and held the same note at the same time. Coming onto **S** and his mass of drawings - it was fascinating to spend some time alongside him. I didn't need to encourage him, he just drew and drew. I did notice that whenever he spotted a fresh piece of paper he'd be attracted to it, sometimes it was my notebook but what filled me with curiosity in the time was the similar marks and shapes he was exploring - you can see this in all the drawings together.



1st drawings (A4) on the top here held a lot of



detail, and I've just noticed some similar 'motifs' occur later on when he's painting at the easel. He also drew on both sides of the paper These look sophisticated drawing to me but I don't know why

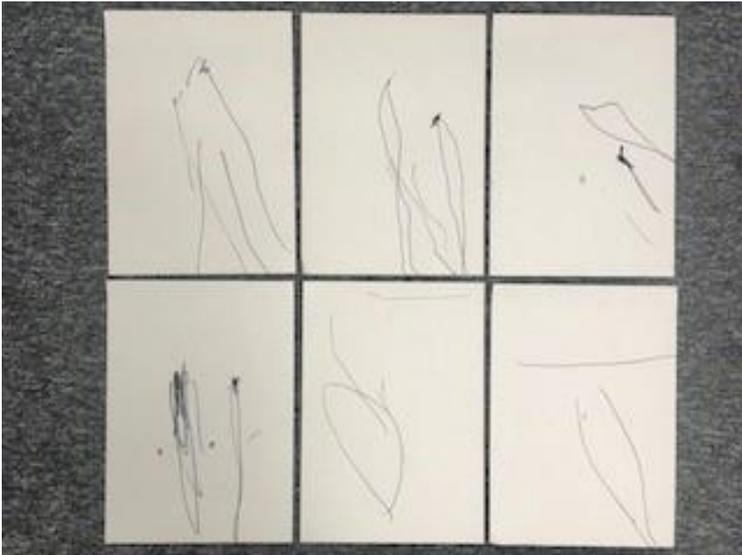
I think that - maybe it's because he seems to be making precise design decisions and draws with a great deal of control.



It seemed observing him he would often start with 2 vertical lines that ran parallel but joined at the top and sometimes at the bottom. He would often then make joining, coloured in bits at the top and sometimes at the bottom. Developing it further **S** sometimes used those carefully drawn colouring in marks to fill the lines in. When he drew in my note pad later on he coloured in the words I had written.

Also A3 here on the left below





A4 size



We did sometimes draw together on the same piece of paper. I started by copying his shapes and then we took it in turns to make alternative horizontal marks across the long shape. Is that mathematical pattern making? Then we started a drawing together that took me by surprise as we alternatively made mirroring marks. He would draw a line on one side of a dividing line we had on the paper and I would do its mirror image. When I took the initiative **S** made the mirror image. I don't know what you make of this but again it seems sophisticated to me.



After such a long time of **S** drawing whilst sat on the carpet I suggested moving "Would you like to paint **S**?" As you will have noticed I had offered the Berol fine liners to draw with in this session and I think the children enjoyed using these - I enjoy using them as the black marks they can produce are very satisfying. **S** didn't want to relinquish the black pen and held onto it tightly whilst we went onto the easel to paint. Later I discovered he explored the drawing surfaces he drew on. So with the pen he used it to draw with the painting too (note the same 'motif' here as earlier, then it progressed to the back of his hand, the front of his apron and then at first a bit hesitantly I offered my arm. I think it was a slightly challenging surface as my elderly skin was very



movable and not stretched tight but he persevered.



In all this time **S** didn't speak to me but he did copy me when I said "*another like that*" he said "*like dat*" apart from singing the note in tune with **T** I also I thought I heard him sing Baa baa black sheep in his own words. I'm not sure what happened here and I would also love to know about what was happening but I do know I feel privileged to have witnessed and been part of this extraordinary drawing process.