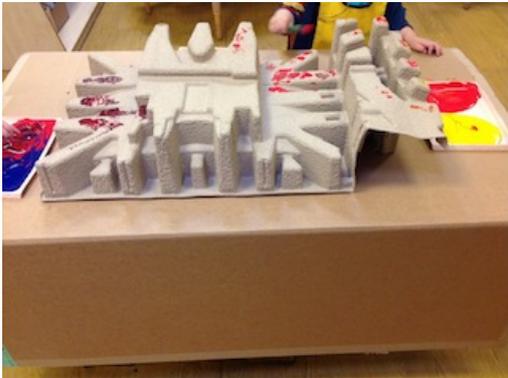


S.C 11.05.22

Cassie had 'rescued' some stupendous packaging from Laura who I think in turn had rescued it from the office - it was a delight to see - in fact it was already looking like an elaborate sophisticated sculpture before the children had done anything to it. It's also great as I know Cassie will agree to re-use or recycle things we find to be re-used or used or upcycled - whatever that may mean? We create /produce too much STUFF in the world - lets use what we have , again and again if possible. I heard a programme on the radio about the increase in the business of renting clothing instead of buying clothes all the time what a great idea - you'll probably guess by the clothes I wear I only buy secondhand - hahaha lets think creatively of how we can do — thats my soap box rant for the day.

So, in class we set it up so the children could paint it and Cassie also had some saved cardboard to cover the woodwork table in order to do that. It felt like a different aspect leading on from the woodwork - thinking of painting on a 3D surface. I am very much a 2D person in terms of the art forms I practice - drawing , painting and animation but I am currently working on a commission to decorate a large dog sculpture and it poses challenges to me that I don't normally encounter - like I spend a lot of time walking around the sculpture as I need to view what I've done from lots of different angles. I'm not saying that necessarily children of this age are at this stage but maybe they do need to adapt their hand and eye co-ordination to enable them to paint on a 3D surface?

Heres a splurge of images from what happened can you tell I make animations in that I need a visual frame by frame account of the the actions? — mostly because although I particularly loved the original structure I loved what happened to it next. There were 2, one in the morning and one in the afternoon.







At first there there was a great deal of chatter about colours and mixing

A: *Woo, H wants blue*

I: *It's turning into black*

A: *My blue is going pink*

N: *My red is changing to white*

R : *I do that here.*

Later it became a discussion, maybe initiated by me about what it might be.

A: *Batman cave... Batman lives in a cave*

N: *Castle*

Me: *who lives in the castle?*

N said something about a boyfriend but I couldn't quite catch it and then he said "A king and a princess" (maybe

realising I didn't understand what he'd originally stated but it then led him along a story path.

N: *She's a flying princess ... and this looks like a hand. Can you see what he's talking about? I hadn't seen the resemblance until he pointed it out - right amount of digits too - great when young children, which I find is often, help you see the world a bit differently than you are used to.*

N: and this is the steps to the castle. He also painted inside the castle which was "dark"



A spent virtually all morning painting and a lot of the afternoon, he'd go away for very small bits of time but soon return to continue with his blue bat cave. After asking for white paint he made "windows" he said.

A - H described her bit of painting *A purple bird.*



I had also placed 2 other boxes onto the table in the afternoon and **A** very delicately and precisely painted one and **A** the other



A: Look Woo, it's got a door.
Me: what's behind the door?
A: It's got magic

Z decided to paint underneath where the large cardboard was. There you go - not thinking of the obvious!



Heres a list of most of the children I remember painting here today whilst I was there.
S, K, T, A, A- H, E, N, A, M, I, E, H, R, A, S, E, Z, S, J.

When **S** arrived I greeted him and I detected a very slight movement of corner of his mouth and eyes that I interpreted as a smile.
 At the easel I had placed 2 images just to see if they might activate ideas. One is a an image of a painting by the artist Hundertwasser (on the right) and the other on the left by Terry Frost- I use both Artists often with Young children, especially Hundertwasser
 Later I came back and spotted this painting - now here I am going to make an assumption that is completely unfounded by evidence and would immediately get thrown out of court - I think it was made by **S** who I had spotted nearby at the time and I speculate (wildly) that he was influenced by the images - dangerous I know but only playful speculation so no harm??



Other little incidentals -

A- H and I had a little exchange too whilst she was painting.

A- H: *It's my daddy's birthday today.*

Me: *How old is he?*

A- H: *Five.... five thousand.*

Me: *Did he get any cards?*

A - H: *Yes, a silly monkey and she made a funny face with her tongue stuck out to demonstrate .*

Me: *Did he get any presents?*

A - H: *Yes, a chocolate birthday cake.*

Z later was at the sink with a sponge

Z: *Why does it not sink?* Actually I couldn't give him an answer or maybe I did have an answer like "*I don't know*" but I didn't say it. So we went on by looking around us and finding things to see if they floated or sank ,partly so I could think of the answer - hahaha - it's not just about weight is it because a massive tree would float?

I have just googled it

"Objects with tightly packed molecules are more dense than those where the molecules are spread out. Density plays a part in why some things float and some sink. Objects that are more dense than water sink and those less dense float. Hollow things often float too as air is less dense than water"

but how do I explain that now that I have part of the answer that if I'm honest not sure I understand myself - what should I have said to him?

I moved outside in the afternoon after inside became quiet . Talking about reusing stuff I had kept the large paper that we had drawn on in Cliffe Castle and I had then introduced it for more drawing and then painting outside . I kept it with the idea of possibly using chalk on another time - today was possibly that other time? Cassie used some of the logs to hold it down in the wind and the children really wanted to bring all the logs over. Some of them of course got drawn on them - after all why not they had become part of the drawing by being there - another instance of seeing something differently?? Now here is a deluge of images because **Z** wanted to use my iPad to take the photos and he liked to press the "button " loads of times in the same position. If I was true to what I believe in whilst looking at children drawings I would post EVERY one of those but I'm afraid I'm a bit hypocritical here by selecting some myself - my excuse is partly to do with sp[ace on this post!

It keeps reminding me that I would like sometime to do a photo project with children taking photos, especially as its something us adults do all the time in our daily lives with our phones.



Just to finish off then, **H** sat down and made some marks on the paper which was a delight - I haven't unfortunately got a photo of his marks , they were 2 small lines as I remember - I think Lilly spotted them too. **E** and I drew together. Firstly we drew her and then me and we took it in turns so I tended to model what we were doing, especially as she was a bit unsure but right at the end she said " *Holding hands*" and she independently joined our drawing hands together .



