

S.C 18.05.22

The plan was to do some large painting outside on 3D cardboard boxes (not that you can have 2D boxes) as a carry on from the decorating of the 3D structures inside - but you know plans don't always go to plan- other things got in the way - or rather other things seem to be more of interest. On a bit of a random note except I guess its about visual observations- I normally wear exactly the same earrings every day and have done for several years (Except when I got out- but that hasn't happened much in the last 2 years) Anyway 2 children, **E** and **E** at different times of the day noticed

E: *You've changed your earrings*

In class as almost always there was a lot of painting happening. It's a delight at Strong Close Nursery to see so much painting happening and unfortunately in most Primaries it has been on the decrease - criminal I say. Strong Close has more painting happening then a lot of other early years settings I visit too.

K: *Yum yum painting* declared as she was passing by

A is often found at the easel and she seems to enjoy covering the whole page, but the paintings still look very different from each other. I'm not absolutely which way up she did the one on the right - you can usually tell by the sweep of the marks but I can't this time - can you?



Is this one below by **E** or **A**? Would you call it a painting or a drawing? the one on the right is by

P, I'm sorry its out of focus but I thought it was too interesting to not post it. She had obviously been sticking on the glue table and transferred it to the easel to continue with paint.



On the 3D shape that had been decorated by all kinds of added materials **Leo** was using the coloured glue, or rather he was mixing them

L: *I mixed the pink and the green together and now its grey.*

There was also quite a bit of painting happening at the water colour table and with the block paints. **E** seems to be much more involved in painting now and mark making at the moment, at the easel and on the watercolour table . Other children that I noted down were **A, E, P, M, I** was at the cardboard table singing as he dripped the glue

I: *Glue, glue, glue.* **S** is another child who often sings whilst he paints or draws. Later outside I recognised the tune but couldn't remember the song as I couldn't make out any words but later on again I heard him sing "A,B, C, D, E, F G" - he was drawing loads.

I was on my way outside when **A** was sat on the chair on the carpet

Me: **A** *Are you feeling a bit sad?*

A: *Yes*

Me: *Why?*

A: *Cos nobody will read this story to me*

Me: *I will*

A: *but you are doing a job*

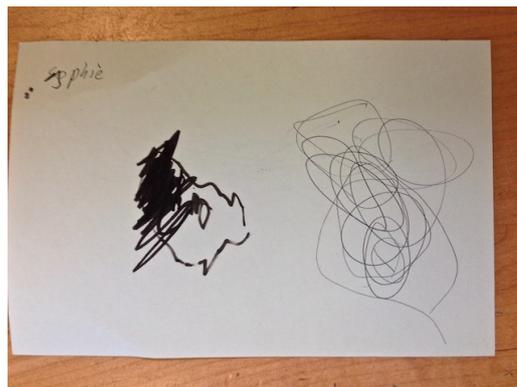
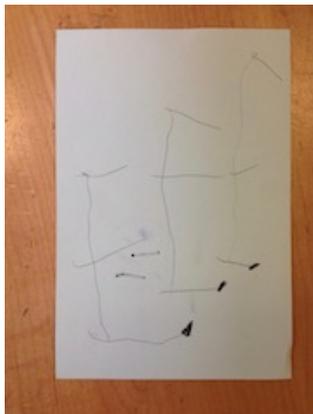
Me: *I can stop doing the job now, I'll wash my hands here and be right with you.* We read the story but it so blatantly showed me that I do spend a lot of time around the children 'doing jobs' - it might be filling up paints or cleaning surfaces thinking it would make the area more attractive for the children but actually often the most important thing is not to tidy but to BE with the children. I am very guilty of being continually "busy", when I need to stop and be .

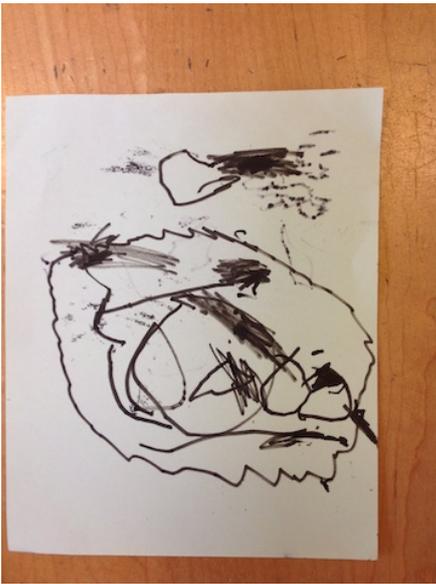
Beautiful day outside and I went outside to see a child drawing at the table that Cassie had placed outside from the house. I went back in and got more paper and pens to draw with. That table became very busy with also some children who hardly ever choose to sit down and draw inside, especially boys like **H** who drew a lovely picture alongside Cassie of his Dad's car.

Drawing and being outside are 2 of my favourite things and so when they are together = joy for me. It may also be for some children that because there is so much space around the table outside there isn't a pressure to draw, or produce??

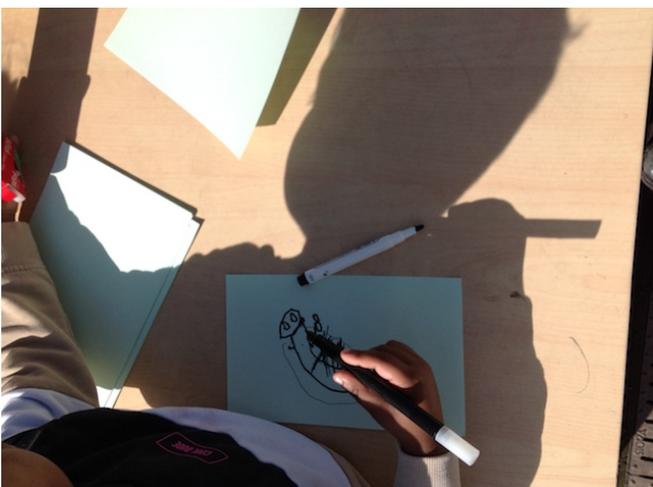
Children that I spotted (but there were a lot more) drawing there were

A, S, J, E, S, T, N, H, K, S, R, L,I,A-R,B





This last 3 are by **S**, the end one of the right is just the reverse side of the middle one to show what he'd drawn before he coloured it in - the beginnings of him making representational marks. **S** had found a whiteboard marker and carried it to the table, (maybe or maybe not this references the black pens I had previously gave him the week before) but what was interested is that I had brought to the table a box of Berol finalisers and **S** took each one out and tried it on his paper but discarded it and chose another. I'm going to make a guess here that please take very lightly as it could so easily be wrong but I guessed that he didn't find the black marks from the finaliser to his satisfaction because they were so much 'thinner'



than the pen he had been using - maybe maybe not?



Oooh drawing outside on a lovely day - oooh

What about the painting though? I was coming to that it just took me most of the day to get there...but when it did happen it wasn't without its delights like the amount of time **M** spent painting here. He really tried lots of different angles with the rollers, using his fingers, painting on the top of the box as well as the sides. I used paints that there seemed to be a lot of in the cupboard - like black which also meant that the box might be used later on another day to use chalks on, like the paper that I had

placed the box on that was that same paper that had been used in several sessions before. **A** and



B are 2 children that always love to swim in paint! I did spot **A** one time not only paint her own face with her paint covered hands but also someone else's - luckily they didn't seem to mind



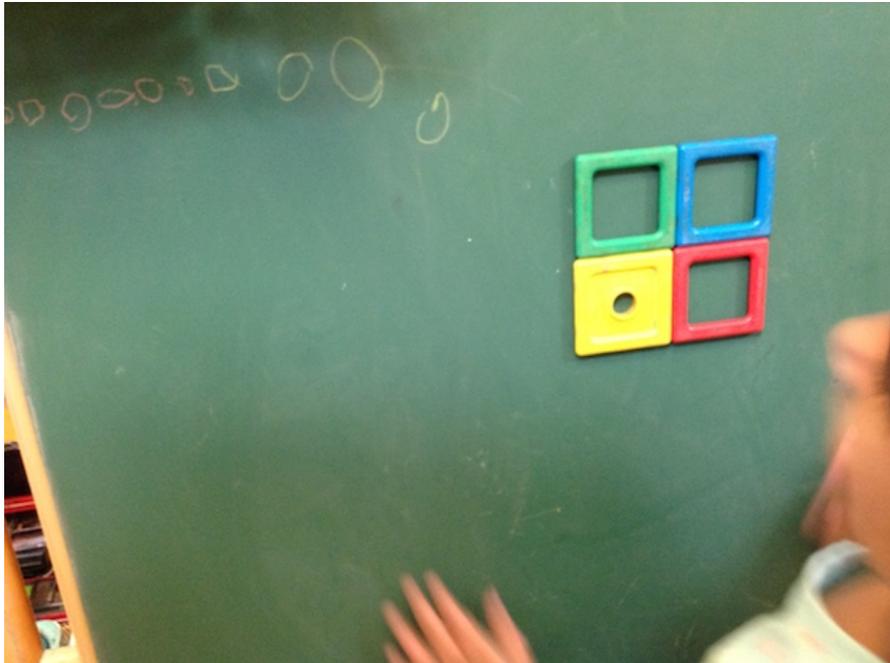
picture have some interesting angles!

Because I'm concentrating on not taking photos with children's faces in often the





So eventually we did get to paint outside. I'll just finish off with 2 things, both happened inside, firstly **R** was at the easel using the magnetic shapes and then I noticed the chalk circles next door to her shape which she said were her's . I'm not sure why I find this of interest but something about it fascinated me - that the chalk circles are related to the magnetic squares? that she is using 2 different mediums, on the same page so to speak? There's a mathematical element in both? It might just be random but I took a photo anyway.



The 2nd thing was that I tried to stop **K** from stabbing a ball with a pencil and luckily Robina was nearby and she heard me say “No, Stop **K**, Finished” and what followed was that **K** got really upset and Robina was able to explain to me why me using that language would upset him so much. I learnt so much about **K** by chatting to Robina, I learnt how much Robina knew **K** and then it felt particularly relevant to go to the twilight session led by Helen and Laura about ‘Behaviour’, Self Regulation, - writing up about that is a whole new blog!! and I would like to know more.