

# 2D & 3D Creativity



It is always tempting to ask a child 'what have you drawn?' We need to remember that they might well be drawing 'something' from time-to-time, but they are also enjoying expressing themselves through their pencil marks and their artwork."

(Hannah Mortimer) 11

# Woolly Rainbow

The children were fascinated by the different coloured scarves they had – so we made a huge rainbow of them on the floor. We talked for ages about the colours and shades but also the fabric and texture of the scarves. Of course we couldn't keep the rainbow, but we took a photograph and the children still talk about it now – like a real rainbow that's gone forever.

### Collaborative Art

The children wanted to make a rocket after reading 'Q Pootle 5' (Nick Butterworth). So rather than make individual model rockets we made one huge one in three sections. The whole session was used and all the children were involved for some of the time. We are lucky enough to have the space to keep the rocket and the children still talk about how, where, when and why it was made. Above all they learnt the importance of working together as a team for the common good.

To paint experience, you have to experience paint.

(anon)

# Artful Decision!

To help give children a broad range of creative experiences, we decided to list the resources we had, and those we'd like to use. By categorising them into inspiration/stimulation, surface, media and equipment, we can develop new experiences by choosing new combinations of materials and inspiration. This list is just a start.

# Inspiration/stimulation might be:

The excitement/intrigue of the activity, scented environment, textured paint sketching environment, a still life, landscape/environment, in the style of another artist, (Mondrian, Van Gogh, Matisse, Monet etc...) a story scene, some music, a shared experience, an individual experience, a poem, adult modelling the activity.

# Surface to work on might be:

2d or 3d, flat or textured (e.g. sand paper, apple packing etc...) water proof/absorbent, sloped or level. Cardboard, lino, fabric — different textures, colours, sizes etc... Upright, larger than child, on the floor, grass, concrete glass, wood, bark, tissue paper, plastic, brick, metal, tiles, carpet, specialist paper — e.g. photographic, coloured Perspex etc... Wallpaper (patterned/plain), newspaper (printed/plain).

# Media might be:

Paint — thick, runny, mixed, not mixed yet, dry powder mixed with oil, sand, flour, glue, glitter, bubbles, shampoo/scents saw dust, pea gravel, compost etc... or a combination. Mark making — pencil/wax crayon, water colour crayons, pastels (oil/ chalk), chalk, charcoal, white ink. Felt tip pen — thick/thin washable/permanent. Food stuff, fabric dye (cold water), wax, salt (with watery paint), mud, water, sand, ingredients, shells, buttons, odd socks, jumble clothing, fabric, collage materials, shoes, wellies.

# Equipment might be:

Objects to brush: Any types of brush — wet or dry (from toothbrush to broom) or comb.

Objects to prod and imprint: Pencils, scissors, sticks, wood work tools, cutlery, lids, bottle tops, packaging, bits of construction, marbles, balls, straws, inking stamps, tubes, fingers, toes, shoes, wellies, fruit, flowers, vegetables...

Objects to daub: Scrunched up newsletter, fabric (textures) packaging, decorators' rollers, textured rollers, sponges (all sorts of types) wood, blocks, string, ribbon hands and feet.

Objects to roll: Rollers, hair rollers, marbles, balls, corks, bottles, rolling pins, sticks, cotton reels, car wheels, hula hoops, foot balls — sponge balls.

Or just a collection of items the children think are interesting.

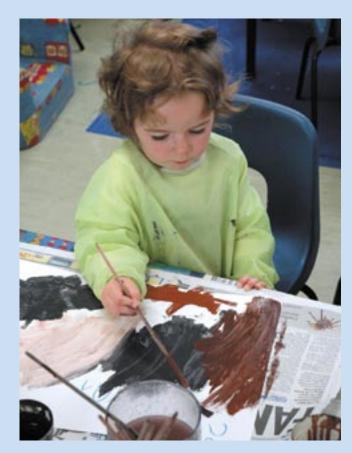


# Role Play Ideas:

- Decorators'
- Car factory/garage
- · Artists' studio
- Fabric shop
- Haberdashery
- · Cardboard city
- Photography studio
- Recycling bay/Jumble bay
- · Builders' yard
- Fancy dress shop
- · Cake decorators'
- Pottery
- Architects' office
- Florists (arranging flowers)

### Resource links:

Multicultural, RE & Curriculum Resource Centre, Quorn Hall, Tel/fax: 01509-621579 Email: BLofthouse@leics.gov.uk



# Biggest is best!

We try whenever we can, to change the scale which the children work in: from A3 paper to off cuts of card, some bigger than themselves to about postcard size. This gives opportunities for gross motor skills as well as really messy work.

# The camera never lies

We made a big wall display of our trip to the farm. Rather than having all the display painted or drawn, we decided to use the digital camera and the children took photos of animals or each other on the trip. Back in the setting we printed them out and the children cut out their photos, which were then displayed alongside the drawn and painted representations.

### Material World

Sometimes we put out drapes with the small world equipment so children can create their own setting for the action.

# Musical Composition

Put some music on whilst the children are creating. We found different types of music produce different types of art work.

# Creation Story

How children set out their small world figures or construction kit parts can be art work in itself regardless of interactive play.

### Transparent Art

Try working on to glass, the light really makes a new challenge for children. You can get window crayons and paints; or use ordinary paint with some baby lotion, so it's easy to remove.

# Water colours

We had the water tray in the role play area as a lemonade factory. The children had a great time mixing colours from red, blue and yellow food colouring to make different flavoured drinks.

"By the age of six I could draw like a man, I spent my years as man trying to draw like a child".

(Pablo Picasso) 7

# In the Frame

We have one area of a wall as a permanent gallery. We got some old card mounts from a framers' shop nearby and some of the art goes straight in here; it's amazing what a frame does to a picture!

# Edible art

Reluctant artists (i.e. those who don't go near to the creative table!) can really excel at making creations using food – e.g. salad faces; tomato eyes, lettuce hair etc... and painting with tomato ketchup on a piece of toast.

# Outside picture

Outside is great for making pictures and sculptures. We collect objects around and then have a fantastic time prodding them in mud or grass, or laying them out on the playground. From crisp packets to bits of gravel to snail shells to autumn leaves, everything gets used.

# Outside inspiration

Take a creative activity outside – it's amazing what a different environment can do to a child's creativity – it truly is a multi-sensory experience.

# Recycled packaging & natural materials

Use packaging to create pictures as well as models. It's a great link between understanding flat and solid shape as well as form and space.

"It is the supreme art of the teacher to waken joy in creative expression and knowledge".

(Albert Einstein) 2



# Bitsy buffet

We were concerned that the children weren't making enough choices within their session. One way of addressing this in creative development was to develop a 'buffet' approach to selection of materials. We put a range of materials out (like collage stuff, or chalks and pastels, and paper etc...) and the children have a little tub each and choose, just like at a pick and mix stall. This gives loads of opportunities to talk about the choices they have made and how they use the materials as well as evaluating their art work. When they have finished we sometimes get the children to put the remains of their 'pick & mix' back, which is a great sorting and fine motor activity.

## Hands on only

If we change the quality of the paint – by adding flour or glue or sand, we try and let it be a hands on activity a day or so before. This is so the children can get to understand the way the paint behaves before we do anything with it. Often an adult interacting in the activity can model confidence with the new texture. We can listen into and support the wonderful language that children express when exploring the materials. By asking perceptive questions, such as; 'I wonder what will happen if...?' and 'what does this feel like in between your fingers?' And comments such as 'I think I can blow bubbles with this...' really develops this into an investigative and explorative activity.