

Creative Workshop

Learning

Learning across all areas of the Early Years Foundation can take place in the creative workshop. It is an area which offers opportunities for children to:

- Develop confidence and autonomy through self-selecting resources and using them independently.
- Develop their creativity and problem solving skills.
- Begin to make marks on a large scale.
- Refine the mathematical skills of repeating, continuing and devising patterns.
- Develop their awareness of aspects of understanding the world as they experiment with a wide variety of materials.
- Develop their physical skills as they use assorted tools.

Location

- Situated in a designated/defined area.
- Near water, preferably on washable flooring.
- Vertical and horizontal display surfaces in the area and designated space on surfaces and boards for the children to display their work magnetic boards are a good idea.
- Space for variety of accessible resources, a creative trolley for storage and easy access is a good idea.
- A linked mark making area or the potential to enable this connection.
- Availability inside and outside.



Resources

- Stored in suitable, visible, attractive containers stored at child height for accessibility.
- A variety of mark making materials
- Quality materials that are regularly updated and changed should include natural and recycled materials in addition to commercial.
- Quality resources/materials over and above quantity.
- Opportunities for the children to select their choices 'buffet style'.
- Opportunities to mix paint, pour glue and choose how to fix and join materials.
- Include masking tape, sellotape, staplers, hole punches etc and child friendly glue containers.
- A range of paints that includes powder paints; block paints in addition to bottled paints and containers e.g. palettes etc
- Aprons at child height, hung on hooks and regularly cleaned.
- Brushes of good variety and quality.
- Include rollers, polytiles, balsa, and corrugated card.
- Malleable materials e.g. clay, dough, gloop (different types, textures, smells etc).

- Inspirational materials egglass beads, feathers, sequins, pebbles, shells and varying sizes of storage baskets.
- Displays of children's work that demonstrate shared control and includes some documentation.
- Displays used as stimulus with thought given to lighting, use of mirrors, photographs and interesting objects that can be touched and handled.
- 'Work in Progress' signs to enable continuation of an ongoing project, building upon on previous ideas and work.

Adult Role

- Value PROCESS not PRODUCT (eg not adult drawn child filled with tissue etc).
- Teach children to 'choose, use and return' when selecting resources
- Adult role is that of an enabler not director.
- Adults facilitate the teaching of skills and techniques eg using glue sticks.
- Local artists - used to develop techniques, rather than impose their ideas.
- Allow children to freely explore and experiment with resources (NO TEMPLATES / WORKSHEETS / screwed up tissue).
- Open access allowed at all times - GENEROSITY re materials.
- Resist the temptation to draw for the children, even if they ask for this. Instead, encourage and support their interpretations.