

Activity 2: Acrylic painting and colour mixing

Intended Participants: Age 3 - 5

Learning outcomes addressed:

Children have a strong sense of wellbeing (EYLF)

A strong sense of well being provides children with confidence and optimism which maximises learning potential. This experience gives children the opportunity to gain many key points from this category, such as:

- *Manipulate equipment and manage tools with increasing competence and skill.*
- *Seek out and accept new challenges, make new discoveries, and celebrate their own their own efforts and achievements. .*

Children are confident and involved learners (EYLF)

Children use processes such as exploration, collaboration and problem solving across all aspects of curriculum. Through this activity children are experimenting with colour and experience the cause and effect of colour mixing. This experience gives children the opportunity to gain many key points from this category, such as:

- *Are curious and enthusiastic participants in their learning.*
- *Participate in a variety of rich and meaningful inquiry-based experiences.*
- *Manipulate objects and experiment with cause and effect, trial and error; and motion.*

Children are effective communicators

- *Engage in enjoyable interactions using verbal and non-verbal language.*
- *Use the creative arts such as drawing, painting, sculpting drama, dance, movement an music to express ideas and make meaning.*

Pre Activity Notes:

- Prior to this activity you can introduce colour by singing the rainbow song to the children. Music is great for children as it assists in areas such as social, language, cognitive, motor and creative development. See attached the lyrics for this song.
- Please take into consideration a child's previous knowledge & experience. Keep this in mind during the activity.
- Create an appropriate amount of space for the intended activity.

Procedure:

Set the table with

- Paper
- Spoons
- Primary colours (red, yellow and blue)
- Paint palettes
- Brushes
- Pot of water

Apply smocks to the children who are participating.

While the children are sitting down, talk to the children about the primary colours and about mixing colours to make different colours. Then demonstrate with the paint palette and spoon, showing how to mix colours on the pallet. Role modelling is a powerful tool.

The children can then continue experimenting by mixing colours themselves on the palette and using them to paint with. Have a glass of water on the table so they can clean their brushes.

When the children are painting ask open ended questions such as

"Oh wow what has that colour made"

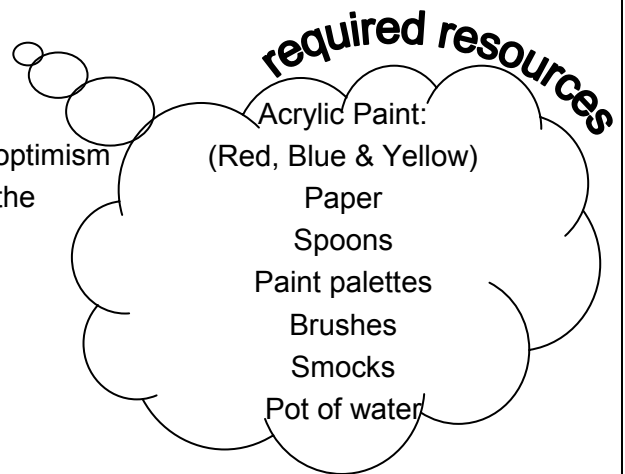
"That's great, what has happened to that colour"

"What colours did you mix to make that colour"

"Tell me about your painting" (avoid questions like "what are you drawing")

"What other colours can we make"

Let children experiment with colour and brush strokes and keep this activity totally open ended for maximum creativity and expression.



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Assessment:

- Observe how the child interacted with the intended activity.
- Observe how the child interacted with peers and educator.
- Observe how the child worked autonomously or within a group.

- An important part of assessment is to make positive observations about the child. Document the learning outcomes that are being explored, followed by how this learning can be extended.
- Always focus on children's strengths and talents.
- Observations can be documented through written observations, learning stories and by adding the artwork to children's personal portfolios.