

Seal Foundation Stage - Creative development Curriculum links

New Beginnings

Provide a large mirror and a range of materials with which children can make pictures of themselves. Add speech bubbles scribed by adults saying something the child likes and something they don't like. Encourage children to use a range of media to express and explore some of the feelings you have been discussing: they might choose to pound the clay if they are fed up or angry, cover a big sheet of paper with paint if they are upset, use musical instruments to make particular sorts of sounds, run outside to twirl and twirl around because they are excited, and so on.

Getting on and falling out

Make pictures of angry faces in a variety of media and make a display of these, adding captions about what makes the children angry. Paint pictures while listening to angry-sounding music and to calming music. Compare the pictures and draw out the differences.

No Bullying

Use homemade instruments to make mood music to go with the stories the children have helped to tell using speech bubbles. Make paintings of feeling faces, focusing on the emotions evoked by name-calling and other bullying situations. Make a display of these to help children read how people feel in the outdoor area and in the class or group room. Display a rich vocabulary to go with them.

Going for Goals

Children might make forest sculptures using natural tree and plant waste.

Good to be me

Life-sized stand-up character figures are introduced to the children one at a time. On the first day, 'Lizzie Fixit' is there to welcome them into the classroom. She is introduced to the children, who learn about her and explore her character through stories about where she has come from and how she came to join the class. Over a number of days, a series of other life-sized characters join them in the classroom and are introduced to them in the same way. These can include a range of characters, e.g. 'Daring Dalvir', 'Baby Bo' and 'Chip the Bloodhound'. Narratives

about the characters and their lives and experiences are told, and the children are encouraged to create their own narratives. Every day a character poses a challenge or problem for the class to solve. These challenges and problems include moral and social dilemmas, or an exploration of how one of the characters is feeling about something that has happened, and how the class might help them deal with this feeling.

The children are introduced to music that the characters really like and which has been chosen to reflect emotional states. They are also encouraged to make up their own music for each character as they go through certain emotions, e.g. excitement, love, anger.

Relationships

Children are encouraged to think imaginatively about their ideal classroom environment and to create a range of different ways of depicting this, such as posters, drawings, plays. They could also devise a guide to their own classroom for new children.

Changes

Children are invited to select something that reflects change in their lives or environments and record a pictorial calendar of the changes over time. This change could be their own physical growth, changes within their family, the metamorphosis of a caterpillar to a butterfly, the growth of a seed into a plant, the changes of the seasons, etc. The changes could be recorded pictorially using drawings, computer graphics, video, photographs, etc.

Children are encouraged to use a range of graphic techniques to record and present their pictorial calendar. They are also encouraged to imagine different sequences of events and consequences of changes: for example, by stopping the sequence at any point and providing alternative scenarios.