

Cherry Garden Creative Development Good Practice Guide



Sensory Art

Creative sensory art offers lots of opportunities for learner:

- ❖ Have fun and enjoyment with a WOW factor
- ❖ Develop sensory and manipulative skills, having control over materials and freedom in using them.
- ❖ Experience personal satisfaction and a sense of achievement in their art.
- ❖ Enjoy art as a pleasurable experience to be found in everyday living.
- ❖ Sharpen sensory perceptions through art processes and events.
- ❖ Begin to discover imagination and abstract feelings through art.
- ❖ Develop a wider awareness of artistic similarities or differences seen in other diverse life styles and cultures, religions or countries.
- ❖ Begin to make personal choices and decisions, showing critical preference or dislike from art in its many forms and shapes.
- ❖ Become aware that the process of creativity is more important than the end product.
- ❖ Enhance all other areas of learning and life through creativity sensory awareness.

PMLD Friendly Art Ideas-making it more accessible:

- ❖ Making paints even more multi sensory by putting 'cold colours' in the fridge such as whites, blues, greys.
- ❖ Add chilli flakes, paprika, spices to warm colours such as reds and oranges.
- ❖ Paint with real fruit by mashing bananas, strawberries, blue berries, raspberries,
- ❖ Use a range of edible paint such as jelly paint and fruit paint. (recipes: <http://theimaginationtree.com/2013/07/edible-jello-finger-paints-recipe-babies.html>
<http://www.learnplayimagine.com/2013/03/homemade-paint-recipes-safe-for-babies.html>)
- ❖ Buy cheap mittens or socks- place sock over the artist's hands and place in paint or substance.
- ❖ Attach a sponge to mittens- use a variety of different socks to paint with
- ❖ Attach a scourer to the gloves or socks
- ❖ Add magnets to cheap gloves then attach magnets to the objects you would like the artist to access independently. For example attach magnets to shells, boats in the sand tray and encourage the artist to reach for the object, they should be able to hold it without any adult support. (What about when they want to 'finish' with the object?- something to think about)
- ❖ Attach magnets to a paintbrush?
- ❖ Use a Sponge washing up brush
- ❖ Trying to create topic related smells. For example could you microwave a curry at lunch in the classroom creating a smell for the afternoon art session?
- ❖ Burning some incense sticks-there are a variety you can buy from amazon ranging from 'ocean wild' to vanilla.

- ❖ Buy an airwick plug in freshener and plug into a sensory corner area of the class room each time you have art, as a smell cue. (Similar to V.I)
- ❖ Painting with ice- could blend the ice and fill paint in water spray bottles or use squirty bottles to paint the ice.
- ❖ Painting with food sauces such as mustard, ketchup, brown sauce.
- ❖ Add water to clay to make 'fake mud'- you could dye spaghetti pink to make some fake worms to use as well.
- ❖ Talking of spaghetti the artist could try spaghetti printing.
- ❖ Wheel wheelchairs through paint making patterns and leaving colourful tyre tracks.
- ❖ Support the artist in holding a broom or mop and push the broom through paint on the floor. (This may need to be carried out in the hall or outside)
- ❖ Spread black velvet onto a table, explore the sensations of black velvet, dip some fresh fruit, just sliced in half into the same colour paint, firmly press onto the black velvet.
- ❖ Finding out what music has inspired previous artists and playing this whilst carrying out the art session. Or playing it through the resonance board whilst the learner is on it so they can feel the vibrations. For example our artist focus is Mondrian who used to like to listen to jazz, we play jazz at the end of our session as a reflective time. Music could be played at the start or during, any way to suit the artist's needs.
- ❖ Allow lots of time the artist to explore the material they are working with. For example if working with feathers spend time using feathers to tickle hands, feet, cheeks, foreheads. Place onto black card and blow gently or strongly making the feather move around and over the artist. Place onto black card and use bright feather for a stronger visual contrast.
- ❖ Take lots and lots of photos of the art process which can be used as part of a display or as evidence.

Creative Activity Ideas Based On Famous Artists

Each key stage will have a focus of two artists per year. Below is a list of activity ideas in relation to an artist.

Artist focus- Piet Mondrian



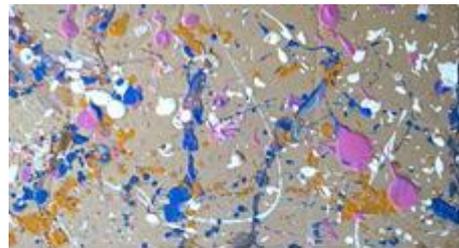
Watch Mondrian for kids Look at work on IWB.

Use a torch to follow lines shine block of colour.

Explore primary colours.

Use sensory primary colours. Draw the lines using real sauces: brown sauce, ketchup, mustard, marmite, on thick white bread.

Jackson Pollock



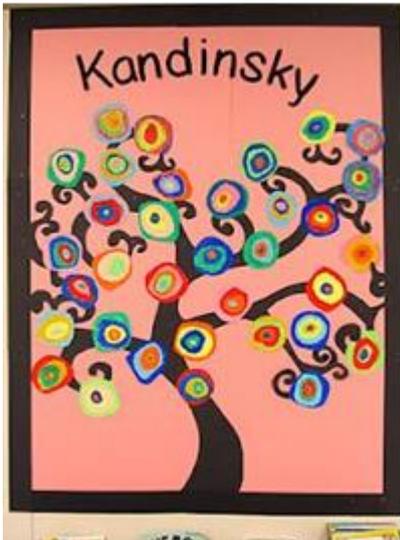
Spraying on large white canvas.

Filling spray bottles with paint and spraying onto large rolls of paper in hall, on a wall in the playground.

Cover the floor with paper or a large shower curtain. Fill water bottles with paint and place on the artist's tray. Encourage the artist to knock the bottle onto the floor creating patterns.

Fill balloons with paint and burst by either throwing onto paper or using a stick to burst them.

Kadinsky



Drawing circles using food sauces.

Creating a circle collage layering lots of cut out circles. A range of materials could be used such as fabrics, shiny paper and card.

Coloured sand could be used to make layers of circle. (children to draw circles using glue then pouring coloured sand from a height)
Explore everyday objects which have layers of circles such as an onion.

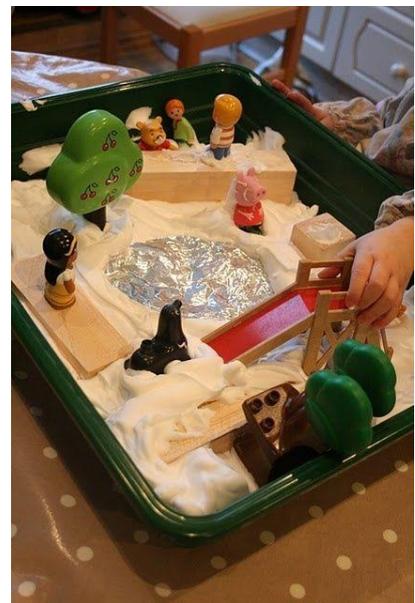
Allow the children to experience drawing a circle for example for children in wheel chairs place paint on the floor and push them through the paint, then in a large open space draw walk the children in a circle shape leaving a track from the wheels creating a circle pattern.

Easy To Make Messy Play Ideas

Below is a list of easy accessible and easy to make messy play ideas.

Shaving Foam

Shaving foam can be used in a range of fun ways. It can also be used alongside other materials and resources to encourage pupils to engage in new resources. For example: try placing shaving foam in between building blocks so when stacked lots of foam oozes out.



Jelly

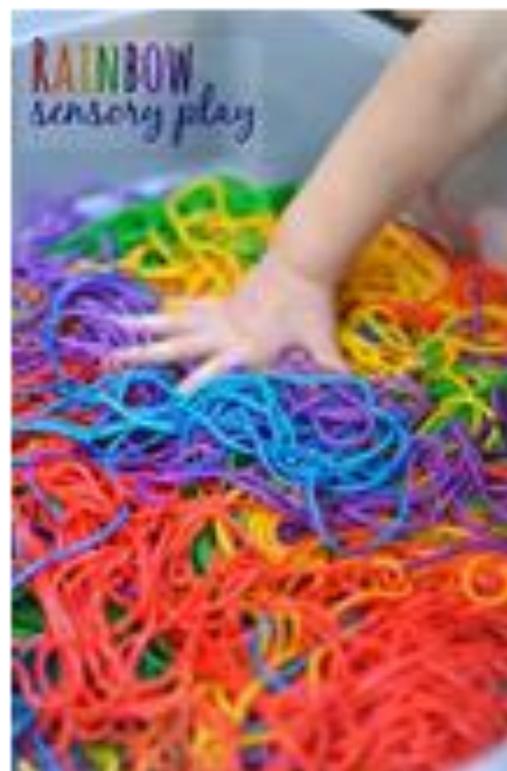
Jelly is a great resource to use. You can freeze jelly and freeze objects within jelly for the pupils to find such as: petals, herbs, pasta.



Children can then explore how to melt it.

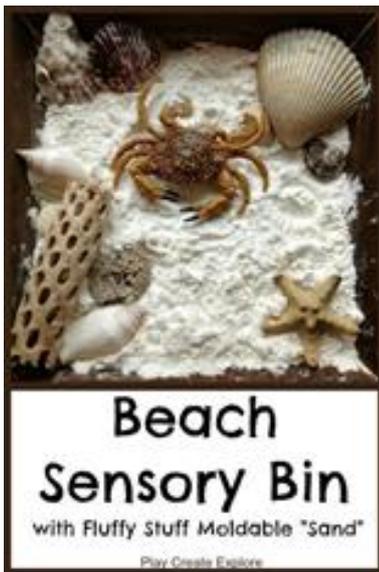
Pasta + Rice

Rice and pasta can be easily dyed by mixing with ready mixed paint. Adding scents can make it more sensory such as herbs, lavender, orange and lemon peel and essences. Using a metal tin or bowl to pour it in creates a lovely sound too.



Cloud Dough

Cloud dough is a lovely malleable substance which can be made easily using 8 cups of flour and one cup of baby oil. The artist could even have a go at making it themselves. Powdered paint and glitter can be added too.



Play Dough

For a quick no cook recipe:

Ingredients:

- 2 cups plain flour (all purpose)
- 2 tablespoons vegetable oil
- 1/2 cup salt
- 2 tablespoons cream of tartar
- Up to 1.5 cups boiling water (adding in increments until it feels just right)
- food colouring (optional)
- few drops glycerine (optional- adds more shine!

- Mix the flour, salt, cream of tartar and oil in a large mixing bowl
- Add food colouring TO the boiling water then into the dry ingredients (colour optional)
- Stir continuously until it becomes a sticky, combined dough
- Add the glycerine (optional)
- Allow it to cool down then take it out of the bowl and knead it vigorously for a couple of minutes until all of the stickiness has gone. * This is the most important part of the process, so keep at it until it's the perfect consistency!*
- (If it remains a little sticky then add a touch more flour until just right)



Pinterest and The Imagination Tree Website also have a great list of no cook play dough recipes.

Salt

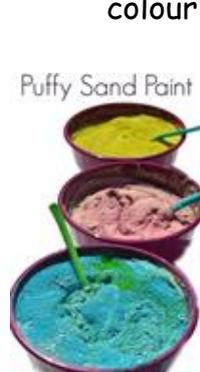
Salt can be dyed by just mixing with paint. It is a good filler for sensory trays and sensory bins. Dyed salt can be used for a sensory writing activity if placed onto a mirrored tray. Children can create patterns using their fingers or a paintbrush by moving the salt and revealing the mirror underneath. Alternatively shiny paper or foil can be stuck down into the tray first to expose a range of patterns. Salt and glitter can also be placed on a light box.



Paint

Paint texture can be changed with sand, paste, glue, sawdust, soap or glitter.

Use fingers toes, large scale painting- ask artist to choose colour they want to use. You could do this by offering coloured scarves first. Or by using coloured torches, do they show strongest response to a certain colour ?



This list definitely not exhaustive and ideas can be adapted and changed to suit the individual needs of your pupils or child.

Sequencing An Art Session

When teaching an art session you can really break down each stage and spend time exploring each of the materials you are working with. Try and ensure that each material is accessible to everyone and think about how your pupils can experience that sensation. (For example when using salad spinners take the pupils on the roundabout to experience spinning, look at and explore things that spin)

Below is an example of breaking down a session making lava lamps.

Resources needed:

- Bottles
 - Lots of glitter + sparkle
 - Glycerine
 - Food colouring
 - Light box
 - Symbols for support (PECS/chat board/comment strip/communication book)
 - Things to scoop up the glitter
 - Glittery water(sensory water add scents)
 - Torches
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- **GLITTER** Place glitter on light box. Ask children to choose a colour glitter, pass round light box with switch, pass round sensory glitter tray-shine torches through coloured paper.
 - **WATER**-pass round sensory water tray- all children to feel play/smell-focus on pouring, using chat board to tell describe what to do splash/pour/ mix/swirl etc. Can children request more pouring or water? (PECS)

- **MIX** mix the water and glitter in the bowl- can pupils mix using spoon or utensil? Comment on what they are doing: 'I am mixing, I want to stir' etc.
- **Add glycerine**
- **Give it a shake!** Sing a song whilst you shake the bottle to mix all the ingredients around: 'Shake your bottles in the air, shake them shake them everywhere, shake them high and shake them low, shake them everywhere you go, shake your shakers in the air, shake them shake them everywhere'. (To the tune of Twinkle Twinkle Little Star)
- **Torches** Turn the lights off and shine torches through the lava lamps making colour patterns on the wall, ceiling, floor wherever you want to shine them!

Songs to sing:

- Shine torches through bottles- turn lights off and sing **'Twinkle, Twinkle, Twinkle'**
- Keep lights turned shine torches through sing- **This little lamp of mine**, I'm going to make it shine, This little lamp of mine I'm going to make it shine-make it shine-make it shine- Make it shine- make it shine
- This little lamp of mine- I'm going to give it a shake
- This little lamp of mine- I'm going to give it a shake
- Give it a shake, give it a shake, give it shake.
- I'm going to pass it round.
- **Sing the rainbow song.**
- **Colour song**
- **Name is holding the lava lamp-** Name is holding the lava lamp- Name is holding the lava lamp and now he'll give it a shake! (To the tune of 'the bear went over the mountain'.)