

## Focus plan for Creative

(Goals for Exploring media and materials) Activity - Finger painting Date -

### Learning intention

To begin to explore printing techniques

### Resources

Table surface, a selection of very thick paints (flour and PVA added in the mix will help here - if you add liquid handwash as well it is easier to clean the children up afterwards!), sheets of paper. Tip - if you cover the table with cling film before you begin it will make clearing away easier!

### How the activity will be carried out

Provide bowls of paint with spoons then show the children how they can select a colour, or a combination of their choice and manipulate it on the table top, creating patterns with their fingers or whole hand movements. When they are finished with their exploration, they can 'print' their pattern off by pressing a clean sheet of paper onto the surface, gently smoothing so that a complete impression is obtained. Alternatively, they might wish to print off sections to create a random collection of patterns. Support and encourage reluctant children as necessary. Some may prefer to manipulate the paint in more traditional ways before they make their prints - be sensitive to their needs. Allow the children plenty of time to explore this activity.

### Questions to ask/Language to use

How much? What colours? Plop, spoon, wet, sticky, cold, warm, smooth, finger, palm, thumb, straight, wavy, curves, zigzag, spotty, long, short, paper, place, gentle, firm, lift, care, look.

### Differentiation (Birth to Three)

Allow the children to purely explore the tactile experience of the medium with no emphasis on an end result, although there's no reason you shouldn't take a print for them as a record!

### Extension

Provide sand rakes, twigs, soft scrubbing brushes, notched card, small cars to vary the pattern potential.  
Try painting to music.  
Suggest they work as groups to create a large scale print.

### Evaluation