# Projects for learning – Creativity, imagination, reflexivity and connection

This template has been designed for use during a preschool or early intervention class closure or extended absence.

The learning experiences provided are a resource that teachers can use to plan for children’s continuity of learning in the home environment while they are unable to access formal early childhood education. It has been designed to support teachers work with families to continue their child’s learning through planned experiences. Teachers may choose to adapt the experience to work within the context of the families they are providing for. Teachers should use knowledge of local Aboriginal communities to support the learning experiences.

Links to the Early Years Learning Framework (EYLF) and the teaching and learning planning cycle are included throughout this template.

## Planned learning

### **Observations of learning and current interests of children**

**Include observations from home and preschool.**

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### **Intended learning outcomes**

**Identify key components of the five learning outcomes.**

* Refine dispositions such as curiosity, imagination and creativity, while engaging with the creative arts, music and other mediums.
* Build confidence and persistence through active engagement in creative play-based learning experiences.
* Use investigation, problem solving and experimentation skills to make sense of and explore the wold in different ways.
* Draw on already developed skills and knowledge to reflect, transfer and adapt these from one context to another using a range of expressive mediums.
* Draw connections between learning through multiple opportunities to represent learning (drawing, painting, sculpture, movement and music).

### **Intentional teaching strategies**

**Consider how the learning outcomes will be promoted through your actions, conversation and questions. Draw on strategies from each of the five learning outcomes.**

* Provide provocations, such as what is the best way to represent this learning, to encourage children’s curiosity and creative thinking while engaging with the arts.
* Engage in sustained, shared conversations with children about the process of their creative arts experience to explore their thinking behind it.
* Use open ended questioning when children are engaged in the arts, offering an opportunity for children to experience wonder and ‘what could be’.
* Offer a range of mediums and experience types for children to express themselves.
* Allow children uninterrupted time to use their creativity and imagination in unique ways.
* Interpret children’s art pieces and creative experiences by asking them to describe what they have created or experienced and offer to record this for them.
* Observe the connections between children’s previous learning experiences and what they are expressing through creativity and the arts. Ask children questions about these connections to build their awareness of this.
* Set up creative experiences for children where they can make choices and succeed.
* Offer praise and encouragement- explore language with the child to talk about their creations and build confidence.
* Connect children with feeling words about their creations and encourage their feedback on how they feel.
* Display children’s creative work samples and share them with their family and peers.
* Offer a range of child-led and adult-led experiences that explore movement and drama.
* Plan music experiences that allow children to experience a range of music genres including; classical, instrumental, popular music and live singing.
* Explore patterns, themes and commonalities with a range of creative arts and music.
* Plan experiences that explore the beat, rhythm, tone and timbre of music using instruments, such as tapping sticks.

### Holistic approaches to learning

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| Concepts to be developed  (Draw on the outcomes of the Early Years Learning Framework and consider how these provoke higher order thinking) | Experiences and resources for various learning environments  (Think about learning which may occur in various spaces across the day – indoors, outdoors, small and large group times and during routine times) |
| Reflexivity: children’s growing awareness of the ways that their experiences, interests and beliefs shape their understanding (EYLF)  Experiment, investigate and hypothesise with new ideas  Transfer learning and skills to a new context  Trial and error, problem solving skills (willingness to try again)  Drawing on wonder and curiosity to think about the world in different ways  Using imagination to develop new ideas  Confidence in creative ability, recognising own creative potential  Abstract thinking  Making connections between experiences and expressing learning in different ways. | Provide a range of art and craft opportunities where children can explore and make sense of their world, investigate, imagine, create and problem-solve. For example:   * Provide a range of drawing and writing implements such as pencils, charcoal, crayons, oil crayons, cotton buds for children to use in their own creative ways. * Place a provocation such as a flower in a vase near some pencils or paint. Allow children to draw/paint as this wish. Discuss aspects of the flower with the children. * Use other mainstream tools to create with paints such as mashers, spatulas, forks and other such implements- what shapes are created, what other objects can be represented using this shape? Discuss similarities and differences, what works well, what else could be used. * Encourage colour mixing with paints. Discuss the process and the changing colours. * Use of clay and other natural materials to paint with, mix with water to create ochre colours. * Use twigs, sticks, small bunches of leaves to paint with. Ask the children questions like: What does it look like? Does it represent anything? What else could you use? * Ask children: ‘Look out your window, what do you see?’ and encourage them to create what they see using different creative mediums. * Place clear contact on a window and children can add coloured matchsticks and/or toothpicks to represent their view. For example, a stick would be stuck on in line with a roof top. * Offer a digital medium (iPhone, iPad) to take photos of objects or things that the child likes – they can then use drawing or painting to represent what they have captured. * Create a puzzle with an artwork, guide the child to draw the pieces on the art and cut. * Offer sensory experiences to engage in imaginative thinking - create slime and draw pictures in it, explore wet and dry sand to create sculptures, finger paint on different surfaces, add textures to paint such as fine sand or LUX flakes.   Use natural materials and engage with the outdoors to explore different creative mediums. For example:   * Collect natural materials from outdoors and provide for children to create sculptures/ artworks in their own way (leaves, pine cones, sticks, stones, sand or flowers). * Use natural materials as a different medium for craft, for example threading through a large leaf with a darning needle and wool. * Experiment with building sculptures from natural materials, what balances well, what needs weighting down. * Use natural materials from the outdoors to create larger projects including how the outdoor area/garden is set out (pathways, large trees, vegetable garden- a 3D map) on a larger piece of paper or cardboard * Explore the outdoor area - children may like to engage in representational drawing to express what they have found. * Use toy cars to drive the wheels through paint blobs, create inclines and discuss the differences between tracks that are left. * Use natural materials to create a fairy garden. * Explore water painting on concrete and watch the sun dry it up. * Draw around shadows and discuss how the shadow moves.   Provide opportunities for children to engage in storytelling, drama and music where they can represent and express themselves and their ideas in different ways:   * Use artworks to piece together a story and support creation of a storyline using features of storytelling like front cover. * Dramatise the story using existing materials or create new figurines from household materials, such as pegs. Explore music as a backdrop for the dramatization. * Create drawings and art works to represent a favourite television or film character, or story lines. * Access clips from YouTube to listen to music, while painting and creating. A 60 beats per minute beat pattern activates the left and right brain and affects memory and brain function [youtube.com/watch?v=aoQNqAwo0Y8](https://www.youtube.com/watch?v=aoQNqAwo0Y8) * Dance using soft scarves or material pieces to different genres of music. * Encourage children to use available instruments, such as some kitchen spoons to tap out the beat in songs. * Encourage children to act out a story or make a story up themselves. |

### Evaluating the learning experiences

#### Observations of learning

**Reflect on the learning intentions as you consider these prompts:**

How did the child respond – what did they do, what did they say?

What did the child enjoy?

What was a challenge?

What other things were of interest?

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#### Reflection on teaching

**Reflect on the learning intentions as you consider these prompts. Consider ways you could gather feedback to demonstrate the child’s learning, for example recording children’s words or a conversation with an adult, photos, describe what the child did, work samples.**

Were the planned teaching strategies appropriate?

What strategies worked well?

What didn’t?

Where to next?

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### Critically reflecting on the learning

#### Discussions between educators, families and children

**Reflections of learning – consider how the principles, practices and outcomes of the EYLF have contributed to the child’s learning.**

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#### Where to next?

**What might you do to follow up or extend on the learning based on this experience?**

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