

Session 5 Special events Practical activities

More detail will be included in the children's work as their skills progress and their periods of concentration increase. Children can use drawings to tell stories and describe events involving family and friends, special events, visits and celebrations that they have experienced.

Pets and animals generally will also be important to each child. Cars, pushchairs, bicycles, fire engines, diggers, tractors and toys can also be a strong point of reference as they are usually within their experience range.

The following activities should take place on a regular basis and may be linked to thematic work or recounting a personal experience. These activities will form an invaluable method of communication for the children to recall their experiences – both in and outside school. For some children this could be the most important method of communication.

With some children, the opportunity for discussion may arise from the drawing itself. This may well be in contrast to other children, who will be able to discuss events in detail before drawing begins.

Each activity will last approximately 5–10 minutes; the timing will vary for each of the children according to the amount of detail they add and the length of concentration they are able to sustain.

Children should be encouraged to take time and to work carefully on their drawings.

The focus may include:

- special events and celebrations – birthdays, weddings, festivals
- family or school outings and visits – seaside, walks, football match
- something of interest – tractors, diggers, bicycles, cars, planes, trains, toys
- special relationships – pets, family, friends.

Draw a pet

Ask the children to draw a picture of their pet, remembering and including as much detail as possible. Provide the children with A4 white paper and soft graphite pencils or paints and brushes and ask them to fill the paper with their drawing. Encourage children to talk about their drawings and their pets.

Draw a person

Ask the children to draw a picture of their friend or a member of their family. Remind the children to include the head, arms, legs, body, face and clothes and to add as much detail as possible.

Draw a toy

Now ask the children to draw one of their toys or a piece of equipment in the room. Encourage them to put in as much detail as possible.

The children should work on A4 paper with soft graphite and coloured pencils or felt-tip pens.

Development

Additional opportunities can include the variety of special events across the year.

Children should have as many opportunities as possible to record their experiences through drawing. As they become more confident introduce a broad range of drawing tools – pastels, pencils, soft graphite, crayons – and the opportunity to work on a variety of papers. Children should be encouraged to make choices in selecting the tools and resources.

The activities may also be developed through drawing with brushes and paint. These activities will need to be on a larger scale, using A3 to A2 paper.

Assessment opportunities

- Are the children able to use drawing tools with increasing control?
- Do they select drawing materials and begin to make choices about their use of colour?
- Can they convey their experiences through pictorial representation?
- Do they talk about their experiences and the content of their drawings?
- Do they incorporate a variety of marks, lines and shapes in their work?



Mammy and Daddy in bed **Pencil drawing**



Me and my Family **Felt-tip drawing**



My pet rabbit **Drawing with paint**

Evaluation

How did the activity go?

