

Different ways to be creative and expressive

Harriet's mermaid



Harrie came to me today and said she wanted to make a mermaid pool. She had painted her face and was a mermaid. She had wonderful ideas – the pool was to have glitter and flowers and water! So we went on a hunt for the items required and soon lots of other children joined in – excited by her idea.

What next?

Harrie wants to make a mermaid outfit.



Harrie told me she wanted to make her mermaid outfit. "OK – it would be a good idea to draw a plan – so you know how you want it to look," I suggested. She soon returned with her fabulous plan. We went on a material hunt and got started. Harrie drew a perfect circle on the fabric after first assessing her chest. "It's got to be big enough to cover my nipples!" she said. Then she carefully sewed on beads, bells and straps! What a top!



Harrie's mermaid outfit has been an inspiration to several other girls – now lots of children are wanting to make lovely costumes!!!! Harrie was very capable – I held the material and did the knot to start and end – otherwise the work was all her own.

She wore her gorgeous top all morning – and was the belle of the ball!

I think the next chapter will be working on the tail – now I bet that will really be something special!



Harrie you are so clever and so creative!

Once Harrie had finished her wonderful outfit she said "Now we could make a movie about it!" "Fantastic – let's do it," I said. We sat down together and I wrote down Harrie's script ideas – fantastic story – she has a clear idea of story structure – the beginning, middle, and end – some conflict and resolution.

Harriet's movie idea

"A magical mermaid was swimming in the water – but she had never been seen. One day she found a fine mermaid to play with and they became friends. And then one day – the mermaid who was her friend died – she got eaten by a shark – she was her best friend – she felt very very sad. (This could actually be a true story!)

Elizabeth – the magical mermaid – she found a magical crystal ball – with lots of dots on it – then she found the shark and she made a magical spell and the shark died and the mermaid came out – and she just came right the same – and they lived happy again."

It was raining but that didn't put us off – the camera crew took shelter under an umbrella! I followed Harrie around with the camera – the movie unfolded without any direction from me – Harrie knew what she was doing! She was great – she took her role on fully and I loved the part where Elizabeth the magical mermaid was sad about her friend being eaten by the shark – fabulous acting!

Harrie joined me at the computer for a while – watching as her movie was downloaded. What a fantastic project this has been!!! I have so enjoyed being part of Harrie's crew! She has great ideas and is a joy to work with.

Parent's voice

Bridget and I are so delighted with all the learning and fun Harrie is having at kindy, all beautifully documented here, evidenced when we drop in, and related to us by a happy Harrie. Loved the movie! Many thanks to all at kindy.

Later ... Today Harrie told me she wanted to make a cat costume!!! I suggested she draw a plan – she drew an AMAZING plan and off she went to find the materials she needed – WOW – I wonder what will evolve out of this – CATS! – THE MOVIE?! FANTASTIC – I can't WAIT!



Harrie drew this wonderful picture. It's a plan for a cat costume.

Cat Costume!



What's happening here?

This exemplar is about Harriet's pretend play and the modes of communication she uses to express her ideas and to enact a story she creates.

What does this assessment tell us about the learning (using a Communication/Mana Reo lens)?

The modes of communication and expression Harriet uses in this exemplar include: painting her face, decorating the "stage" (the pool), designing a mermaid outfit, and sewing her costume. Harriet also decides to make a movie. She dictates ideas for the script to the teacher and acts out the play while the teacher records it on the camera – "the movie unfolded". Harriet then watches the movie being downloaded onto the computer, increasing her learning experience of the process of communicating through video recording.

How might this documented assessment contribute to Communication/Mana Reo?

Following the success of her first acting endeavour, Harriet decides to make a cat costume and a cat movie. The documented assessment shows Harriet's progress with designing the

costume, sewing it, and then modelling the completed costume.

Harriet also has the mermaid movie to refer back to, and perhaps by revisiting the movie and contemplating the process she followed to create that movie, as well as revisiting the dictated movie script, she will be able to confirm her role as a movie maker who is able to successfully communicate her ideas to others.

What other strands of Te Whāriki are exemplified here?

Other children, drawn by Harriet's enthusiasm, become involved in Harriet's plan to make costumes. This shows Harriet's growing ability to *contribute* to the early childhood centre environment and affirms that Harriet's emotional *well-being* is nurtured in this environment – Harriet's sense of self-help and general confidence are expanding and she is capable of changing the curriculum.