

# The artists

Children: Zach, Gabriel,  
Ivie, Nikita

10 June

Today was such a beautiful day that Jo moved the painting outside. This soon became a very busy activity as the children came over to see what was happening and got involved. We were using cotton buds as our paintbrushes, which took a lot of skill and concentration.

Zach was the first on the scene. Jo gave him a cotton bud, which he very carefully held onto in the middle and dipped in the paint then watched as he made lines and squiggles on the paper.

Just then Nikita came to join the fun. "What you doing?", "Why?", "What's that?" were among the many questions that came with Nikita. As I tried to answer her questions she moved alongside Zach's painting and started shaking glitter over it. Luckily Zach was okay with this and eagerly watched what Nikita was doing.

After watching the other children for a while, Ivie and Gabriel got stuck into painting with their cotton buds, both delicately holding the cotton bud at the end and dipping it in the paint.

Gabriel decided to try every colour available and moved the cotton bud around in squiggles while Ivie seemed to like the colour green and drawing straight lines on the paper.

## What learning is happening here?

The most important learning that happened here was through the social interaction. One of the goals in *Te Whāriki* suggests the importance of an environment where children are encouraged to learn with and alongside others. This develops skills for friendship such as turn taking, problem solving and thinking about the other person's feelings. Nikita and Zach worked well together with Nikita taking on the role of helping and showing Zach what to do. Although Ivie and Gabriel didn't verbally communicate with the other children, they did watch and copy what the others were doing and it is important to be able to enjoy solitary play as well. The children are also experimenting with different painting objects and gaining confidence with the processes of art and craft.

*Te Whāriki* also suggests the importance of an environment where children can discover and develop different ways to be creative and expressive.

## What next?

We will continue to provide these important social activities so the children have opportunities to develop friendships and the necessary skills that are involved in working alongside others.

Most children find painting very exciting and are often queuing up to be involved, so it's important to have it available as often as possible and to introduce new painting objects to get the children thinking and learning while still having lots of fun.

## What's happening here?

Four artists come together to paint pictures, helping each other with their work and gleaning ideas from each other's efforts.

## What does this assessment tell us about the learning (using a Contribution/Mana Tangata lens)?

These toddlers are developing their inclinations and skills for social interaction in this early childhood centre. The teacher comments that Nikita is willing to take on the role of helping and showing Zach what to do, while Ivie and Gabriel watch and copy. Nikita asks questions, and contributes to Zach's painting, while Zach eagerly watches.

The teacher encourages a question-asking disposition by patiently listening to Nikita's many questions and trying to answer them.

## How might this documented assessment support Contribution/Mana Tangata?

Many of the children described in this assessment are beginning to develop complex social interaction skills and inclinations, and this documentation charts their development. Noting which children watch alerts the teachers to recognise moments when these children decide that they would like to join in.

## What other strands of Te Whāriki are exemplified here?

This assessment notes the importance of an environment where children can discover and develop different ways to be creative and expressive: the fourth goal in the Communication/Mana Reo strand.