

The “mooshy gooey” bus

July

Some round stickers were the inspiration for Grace to create a bus.

Step 1

Grace stuck the circles on each side and selected a green crayon to draw windows. “It’s the Orbiter,” she decided.



Step 2

Grace used her wonderful hand-eye co-ordination to hammer a lid on the roof.



Step 3

Grace chose red paint. “It’s the red bus,” she said. “It’s the coloured bus.” She very carefully applied the red paint all over her bus.



Step 4

There was a container of black leftover messy gloop. Grace carefully spooned it onto the lid she had hammered on, then spread it out with her fingers.

“Some of this is mooshy and gooey,” she told Joey and

Coyse. “Look at my hands,” she said proudly!

She continued to pour messy gloop onto the bus until she announced, “It’s finished,” and she went to wash her hands.

“That was a wonderful bus you made, Grace,” I said.

She nodded. “Mooshy play!” she replied.

Interpretation

Grace spent a considerable amount of time on this creation. Each step was part of a gradual process that required careful concentration.

I really liked how she used a variety of materials and skills to get to the final product – of which she

was very proud! Not normally involved in messy play, she has definitely moved out of her comfort zone to try out this activity.

What’s happening here?

Grace creates a bus at the carpentry table while dressed in a bridal veil. When she has nearly completed the construction, she pours “gloop” out onto the bus and spreads it with her fingers.

What aspects of competence does this assessment exemplify?

From the photos, Grace appears to be taking on what might be a valued social role for her (being a bride) while being involved in carpentry and painting. She uses a variety of materials and skills to achieve her final construction and comfortably combines the roles of bride and carpenter.

The teacher states that Grace “definitely moved out of her comfort zone to try out this activity” [messy play]. Grace’s willingness to try something new is a valued competence at this centre. The teacher also comments on the time and concentration it took for Grace to persist with a complex task “to get to the final product”.

How might this documented assessment contribute to developing competence?

The documentation can remind Grace of the occasion when she made a bus at the construction table, capably using the hammer, drawing windows on with a crayon, and adding “mooshy gooey” gloop (an unusual venture into messy play).

These records often promote more complex work with constructions, and this one might encourage further experiments with “gloop” and with carpentry.

What might this tell us about informal noticing, recognising, and responding in this place?

The teacher writing this assessment knows Grace well enough to say that she is not normally involved in messy play, so she notices this occasion and recognises it as a special moment.