

Stepping Stones to Creativity

by Judith Harries, Mel Astill and Elizabeth Palfrey

Contents

What is creativity?	4	Night	71-73
Creativity in the EYFS	5	Numbers	74-76
Using this book	6-7	Opposites	77-79
Topics		Ourselves	80-82
Animals	8-10	Patterns	83-85
Autumn	11-13	Pets	86-88
Bears	14-16	Pirates	89-91
Clothes	17-19	Puppets	92-94
Colours	20-22	Recycling	95-97
Dinosaurs	23-25	Senses	98-100
Families	26-28	Shapes	101-103
Farms	29-31	Shopping	104-106
Flight	32-34	Space	107-109
Food	35-37	Spring	110-112
Friends	38-40	Summer	113-115
Gardens	41-43	Toys	116-118
Growth	44-46	Water	119-121
Holes	47-49	Weather	122-123
Holidays	50-52	Winter	124-126
Houses and Homes	53-55	Suggested story books	127
Journeys	56-58	Suggested songs and music	128
Light	59-61	Photocopiable templates	129-131
Machines	62-64	Guide to the Aspects of Creative Development	inside front cover
Materials	65-67		
Minibeasts	68-70		

Published by Practical Pre-School Books,
A Division of MA Education, St Jude's Church,
Dulwich Road, Herne Hill, London, SE24 0PB
Tel: 020 7738 5454 www.practicalpreschoolbooks.com
© MA Education 2009 Illustrations by Cathy Hughes

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted by any means, electronic, mechanical, photocopied or otherwise, without the prior permission of the publisher.

ISBN 978-1-907241-00-0

Creativity and the EYFS

Creative development is one of the six areas of learning in the Early Years Foundation Stage – the curriculum for all children under the age of five. The Statutory Framework, published in 2007, breaks down Creative Development into the four following aspects.

The Four Aspects of Creative Development:



Being Creative – Responding to Experiences, Expressing and Communicating Ideas

Corresponding E.L.G.: Respond in a variety of ways to what they see, hear, smell, touch or feel.

Corresponding E.L.G.: Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.



Exploring Media and Materials

Corresponding E.L.G.: Explore colour, texture, shape, form and space in two and three dimensions.



Creating Music and Dance

Corresponding E.L.G.: Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.



Developing Imagination and Imaginative Play

Corresponding E.L.G.: Use their imagination in art and design, music, dance, imaginative and role-play and stories.




Using this book


All forty topics in this book include suggestions for activities that explore four different areas of creativity: drama and role-play; stories, songs and rhymes; design, art and modelling; and dance and movement.

The following sections detail how to make the most of each area, and detail the importance of each set of skills to the Early Years Foundation Stage.

Drama and Role-Play

Interestingly, the actual word 'drama' is not included in the Early Learning Goals for Creative Development but it clearly underlies a great deal of the goals' intentions.

A child is surely 'being creative'  when, through drama and role-play, they are able to show a personal response to a dramatic, if pretend, situation. Drama games and skills enable children to 'express and communicate'  their own ideas in a fun, imaginative and creative way. In an increasingly technological world children are spoonfed acceptable responses through exposure to passive entertainment in the form of television programmes and computer games. The world of drama and role-play can provide a vital medium for the development of imagination and imaginative play. 

All practitioners desire to extend children's creativity by supporting their natural curiosity through play and exploration. Role-play areas should be inspirational, open-ended environments that enable children's creative learning,  encouraging them to feel safe and secure as they extend their experiences of life. These environments offer many opportunities to develop cross-curricular learning, in particular language development, awareness of a variety of cultures, and knowledge and understanding of the world around us.

Using the drama activities in this book

Drama games

These games are great as starting points for a drama session, or to introduce a new topic to your children in a creative way. Many of them are fun 'warm-up' games that help the children to relax and feel comfortable with each other so that they are confident and able to express themselves in a non-threatening environment. These may be thinking word games, informal circle games, or energetic physical activities, which require more space and warm up bodies as well as minds.

Mime

The skills of mime require a great deal of concentration and these focused activities will develop children's ability to use their imagination and their bodies to tell stories and describe thoughts and feelings. Many of the games and activities can be adapted for use in other topics, for instance the game Mirrors works well across the topics of 'Food', 'Clothes' and 'Ourselves'.

Drama skills

This is the most varied section, which includes the development of some specific dramatic skills such as 'freeze frames', 'hot-seating',

Animals

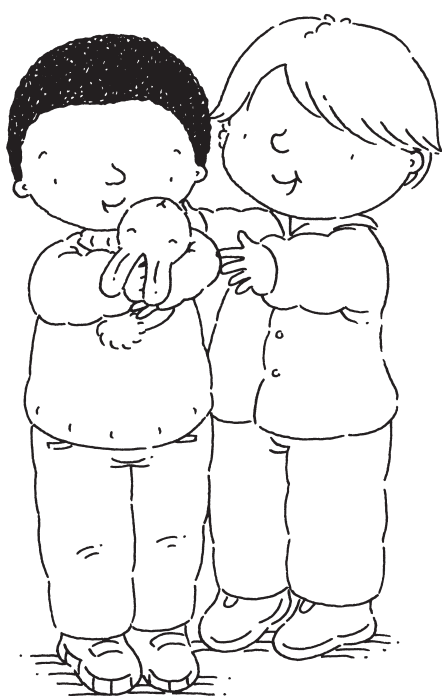
Drama and Role Play

Drama games

- Sit in a circle and pass round animal sounds: hissing, roaring, squeaking, mooing, and so on. Try not to repeat a previous sound.
- *Noah's Ark*: Make a collection of cards showing matching pairs of animals and hand them out to children. Ask the children to move around the room making the sounds and actions for their animal and try to find their partner to go into the ark.

Mimes

- *Animal antics*: In the style of the game 'beans' invite children to mime different animals. Call out 'cheetah' and ask the children to run fast around the room on all fours. Try 'snake' – sliding along floor; 'rabbit' – bunny hops; 'elephant' – move slowly, swinging a trunk; 'parrot' – fly around the room; 'crocodile' – snapping jaws, and 'horse' – children find a partner and trot around like a pantomime horse! Can the children think up some more animal mimes of their own?



Drama skills

- Use animal puppets to help children make up stories about animals from traditional tales or picture books.
- *Visit to the zoo*: Improvise a family trip to the zoo. Introduce the characters in the family. Talk about the preparation for the trip and the journey. At the zoo set up some situations or problems for the children to face in the drama such as: an escaped lion, the zookeeper needs help feeding the penguins, or one of the animals is sick.

Role-play

The vet's surgery

Set up: A waiting room with reception area, telephone, diary, computer-screen, posters, leaflets, pet food, chairs, a consulting room with table, scales, medical kit, soft toy animals and carrying boxes or baskets.

Roles: Vet, nurse, pet owners, receptionist, animals.

Stories: Cat escapes in the waiting room; poorly new pet; animal won't keep still to be examined; animal is too big to fit in the room (e.g. a horse or kangaroo); vet is scared of snakes! Read and act out the story *Mog and the V.E.T.* by Judith Kerr.

Stories, Songs and Rhymes

Stories



The Gruffalo by Julia Donaldson
Design your own scary monster masks.



Rumble in the Jungle by Giles Andreae
Enjoy reciting poems and adding animal sound effects.



Noah's Ark Traditional
Give each child a partner and create a dance of pairs of animals going on and off the ark.



The Leopard's Drum by Jessica Souhami
Act out the story, moving like the different animals from the story.



Songs and rhymes

- Old Macdonald Had A Farm
- I Went To The Animal Fair
- Who Built The Ark?
- Baa Baa Black Sheep
- One Grey Elephant Balancing
- An Elephant Goes Like This And That
- The Animals Went In Two By Two
- Daddy's Taking Me To The Zoo Tomorrow
- The Lion And The Unicorn

Old Macdonald Had A Zoo

(Tune: Old Macdonald Had A Farm)

Old MacDonald had a zoo

E I E I O

And in that zoo there was a lion

E I E I O

With a roar, roar here

And a roar, roar there

Here a roar, there a roar

Everywhere a roar, roar,

Old MacDonald had a zoo

E I E I O

What animals would you find in Old MacDonald's safari park/
petshop/pond/lake etc.?

Walking Through The Jungle

Walking through the jungle

What do I see?

I can see a tiger looking at me.

Walking through the jungle

What do I hear?

I can hear a parrot squawk very near.

Walking through the jungle

What do I feel?

I can feel spider webs silvery and real.

I'm A Stripey Tiger

(Tune: I'm A Little Teapot)

I'm a stripey tiger, orange and black

See my stripes go down my back.

When I'm in the jungle, hear me roar

Then I sleep and start to snore!

Design, Art and Modelling

Pencils and pens

- *Animal autographs:* Draw and sketch favourite animals from photographs using soft pencils and/or charcoal. Ask children not to forget to sign their pictures!

Paint and print

- *Animal prints:* Look at pictures of different animal skin prints such as zebra, tiger, cow and giraffe. Paint versions of them using pale coloured sugar paper and brown and black paint.
- *Big cat diary:* Provide large outline shapes or templates of tigers and leopards and invite children to print on patterns using strips of corrugated cardboard for stripes or lids of felt tip pens for spots. Can they think of a way to turn the cats into lions?

Collage

- *Who am I?:* Talk about different types of animal covering, such as skin, fur, scales, feathers and spines. Use collage materials to create fantasy animals with a variety of coats. Ask children to think of a funny name for each animal. This will make a great display.

Modelling

- *Animal masks:* Use simple pre-cut cardboard mask shapes, (see templates at the back of this book) and help children to cut out the eye holes. Provide a variety of noses, ears and whiskers such as rabbit, mouse, cat, elephant, monkey, etc. Paint the masks and attach elastic.
- *Bottle-top rattle snake:* Under supervision let children hammer holes in lots of metal bottle tops and thread on to a shoe lace or length of string. Choose a bead for the head.

Clay and dough

- *Clay hedgehogs:* Use dough or clay to sculpt 3D model animals. Make hedgehogs by adding cut up straws to a ball of clay. Can the children think of other animals they could make?

Famous Art

Henri Rousseau – Jungle Sunset & Tropical Rainforest with Monkeys

Junglescape: Talk about the animals and landscape in both paintings. Make individual drawings or find pictures of monkeys, lions, toucans, and other jungle creatures. Make a large jungle collage using cut and torn paper in a variety of colours and textures. Ask children to bring their jungle creatures to the collage and stick them into the picture. Will they hide behind the foliage or will they soar above the trees?

Dance and Movement

Warm Up



Who am I?

Children take it in turns to perform animal impressions with sounds e.g. a laughing hyena, a snapping crocodile, a howling monkey or a roaring lion.

Dance

Play Camille Saint-Saens "Les Carnival Des Animaux".

The music reflects the following animals;

- Lions
- Tortoise
- Elephants
- The aquarium
- Donkey
- Fossils

Encourage the children to listen to the music as they move about. How does the music remind them of the animal it represents and how can they move like the animal?

Movement Games



Musical Animals

Play some of the children's favourite music and invite them to dance about however they choose. Explain that when the music is stopped a picture of an animal will be held up and the children can stop dancing and start performing like the

animal being shown. As the children's confidence grows stop the music frequently and provide a wider range of animals for them to impersonate.



Cat & Mouse

Music is played and the children squeak and move around the room like mice. When the music is stopped the mice must remain perfectly still. Any mouse moving is immediately caught by the cat – an adult or child chosen beforehand.

Cool Down



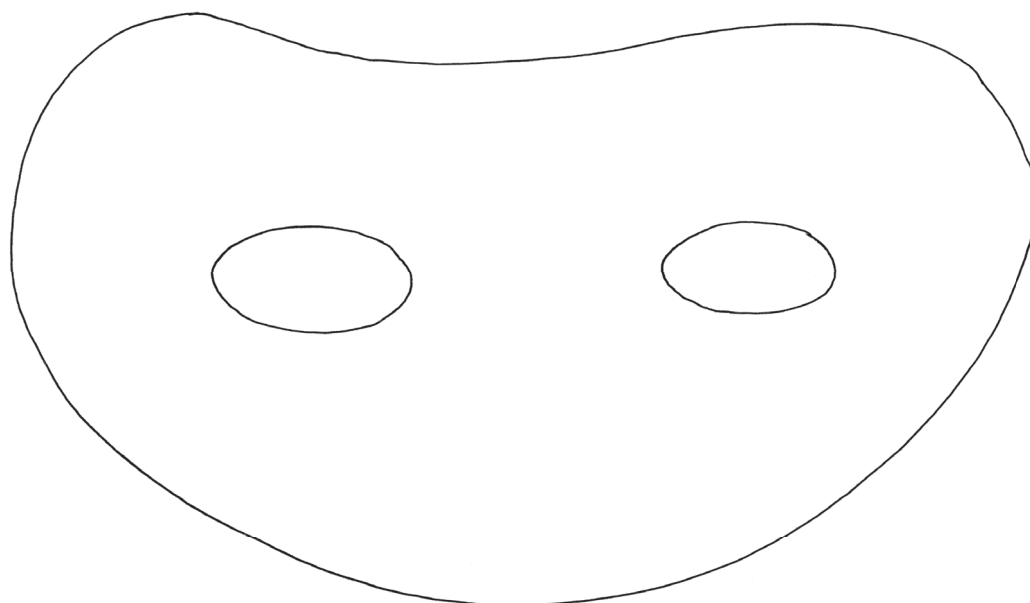
Sleeping lions

Children pretend to be lions settling down for an afternoon nap in the cool shade of a big tree. Once asleep they must remain perfectly still. Any lion caught moving is out. Try to catch the lions out by making them laugh or smile, wriggle or fidget!

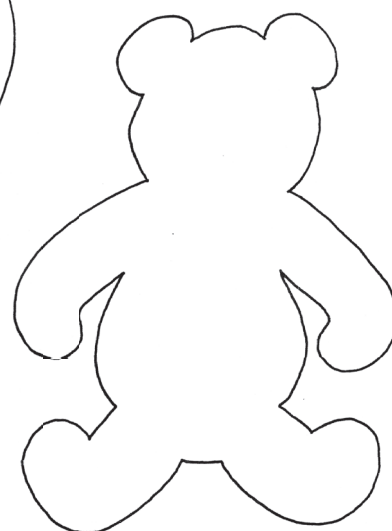


Photocopiable templates

Below are some templates that can be used as a starting point for many of the art activities in this book. Each outline can be enlarged using a photocopier, then traced around on a piece of card and cut out to provide you with a range of handy templates.

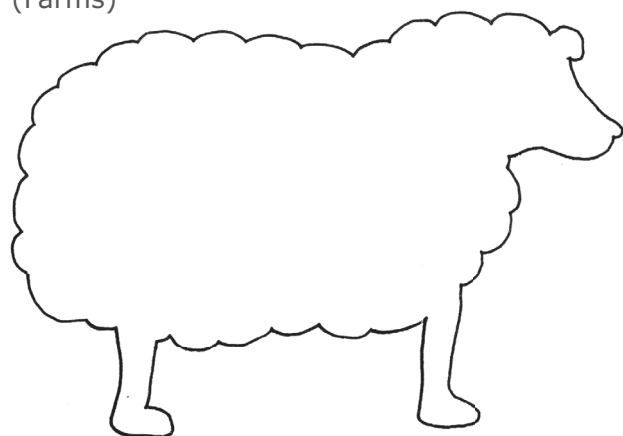


Mask
(Animals and Ourselves)

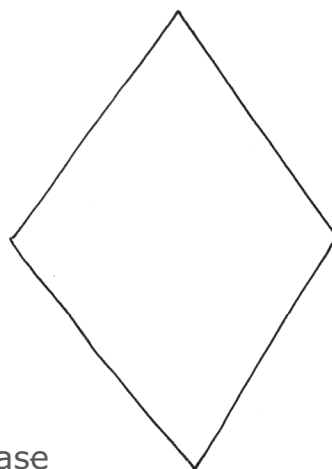


Bear
(Bears and Weather)

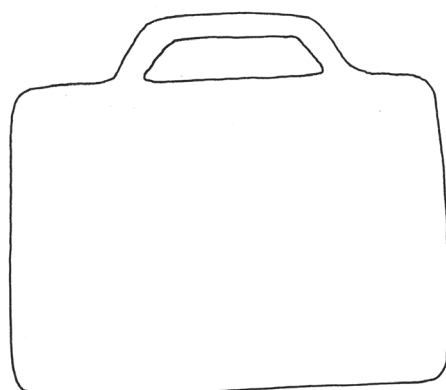
Sheep
(Farms)



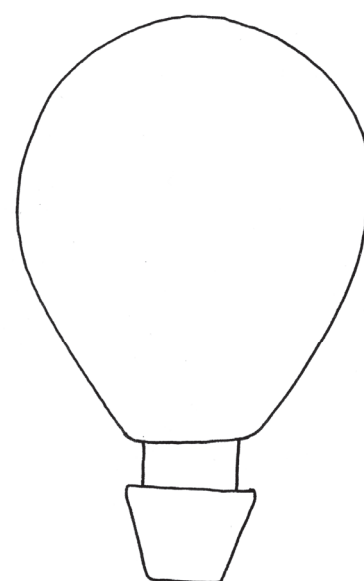
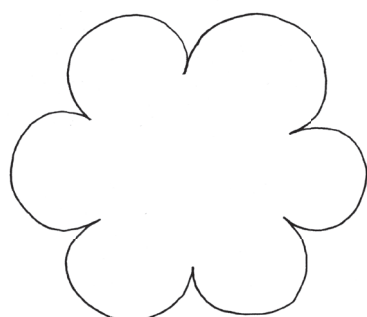
Diamond
(Flight and Shapes)



Suitcase
(Holidays and Summer)



Flower
(Growth and Spring)



Balloon
(Flight)