

# Splishy, splashy paint

Use the exciting poster rhyme to encourage the children to explore the sensory qualities of paint

## Using the poster

Make a display in the creative area to encourage the children to be more adventurous when exploring paint. Let the children paint a large 'messy' group picture with lots of spots, swirls and dribbles as the background for the display. Hang the poster in the centre, surrounded with photographs of the children enjoying their painting session. Add the children's own captions and large printed versions of key 'messy' words.



## Activities across the curriculum

### Personal, social and emotional development

- Draw the children's attention to the paint-splashed children at the bottom of the poster. Discuss how they managed to become covered in splashes, swirls and dribbles. Do they look pleased with their efforts? How do the children feel when they enjoy messy play with paint?
- Read the rhyme with the children, then make links between the words and the poster images, for example, 'cover me in spots'. Draw around a child on a large roll of paper outdoors, then provide the children with overalls and shower caps so that they can splash paint vigorously to cover the resulting outline in spots, drops and dribbles. Adapt this activity during the festival of Holi (3 March 2007) when people throw brightly coloured paint over each other to celebrate the arrival of spring.

### Communication, language and literacy

- Use the poster rhyme to raise the children's awareness of rhyme and alliteration. As you read it, emphasise rhyming words and repeated sounds, for example, 'spots' and 'pots' or 'drippy, droppy dribbles'. Talk about how 'spots' and 'pots' end with the same letters and 'drippy, droppy dribbles' start with the same sound.
- Encourage the children to listen more carefully by asking them to clap once or twice according to the number of syllables in each word, for example, one clap for 'plop' and two for 'whirly'.

### Mathematical development

- Tape together several long strips of paper to form a large square and spread this out on the ground outdoors. Read the rhyme and invite the children to splash, drip and swirl paint across the paper using a range of colours. Allow the paint to dry, then let the children take turns to trace a finger over a line or dot and talk about the shape or pattern that it makes.
- Read the rhyme as a stimulus to encourage individual children to create 'splishy, splashy' pictures. Demonstrate how to make a print of the finished picture while it is still wet by laying a clean piece of paper over it, pressing it down all over and gently peeling it off again. Compare the prints with the originals. Do the shapes and patterns look the same? Is it possible to identify any mirror images?

### Knowledge and understanding of the world

- Read the rhyme and discuss the ideal paint to make drops, swirls and dribbles, for example, thick paint might make good spots, but it will not drip and dribble down the paper as easily as thin paint. Supply the children with powder paint, water, paint pots, paintbrushes and paper so that they can experiment with their own mixtures and discuss their conclusions.
- After reading the rhyme, explain that some of the words remind you of rain. Create a rhyme about rain, changing the second line to 'Rainfall from the sky' and substituting the word 'paint' for 'rain' in

the first verse. Discuss how rain forms, then create 'rain shower' pictures with the children by cutting out pictures of children and adults from mail order catalogues, sticking them to card and then splashing runny, blue paint all over them.

### Physical development

- Read the rhyme as the children stand at easels. Invite them to listen for words to guide their paintbrush movements over paper. Supply fresh paper after each verse and compare the hand and arm movements made to create spots, swirls and dribbles.
- Provide a selection of everyday objects and instruments, such as wooden spoons, pan lids, shakers and rainmakers, and invite the children to provide sound effects as you read the rhyme.

### Creative development

- Read the rhyme together. What sort of pots do the children think the rhyme refers to? Suggest trying different alternatives to paint pots, for example, squeeze bottles or roll-on deodorant containers. Let the children have fun exploring new ways of distributing paint.
- Read the rhyme and suggest that the children become outdoor painters. Provide large decorator's brushes, empty powder paint containers painted in different colours, water and overalls, to 'paint' walls and fences.

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