

The Studio - Technology

Intent - with reference to our intent statement - to create a more accessible well resourced studio style learning environment in the art, mark making and easel area.

Why? It was observed that practitioners could not successfully plan in the moment due to a lack of resources in the specified areas. Children were not using the area independently- not enough accessible open shelving , no paint , mark making resources were too difficult to reach. This did not meet the ethos and pedagogy of the preschool so we planned to **implement** change.

Why a studio? From Italian, literally: study.

A studio is a room where an artist, photographer, sculptor, etc. works.

"mostly the painting is done in the studio, working from drawings"
it is a workshop, workroom, atelier; workplace, place of work, office, study
(Oxford Dictionary)

We strongly believe all areas of a studio provision are intrinsically linked - here is a breakdown of 3 studio areas we have reflected on this week at one of our sites, and the practitioner guides we have created .

Implementation - staff moved tables ,added more open shelving, widened the range resources, delegated staff to facilitate and put systems in place to manage the organisation of the area.

Practitioners doubled the shelf space , and resources available to the children.

Practitioners must ensure that resources on the shelves are multiple. We have no idea what a child may want to make - so we plan for every possible eventuality. We plan for planning in the moment. These resources are well organised and replenished. We must try not to use this for lunches now so that art can be left and revisited by the children.





Technology studio :

Every day there must be set up on the table and left out:

- 3 pots of PVA glue with adequate spreaders
- 2 x tape dispensers - masking tape, electrical tape and cellotape
- 2 x baskets of scissors at each end of the table
- no cloth needed - the table tells the story of the art made over its lifespan!

Someone available to facilitate during the day

Why a Studio Space and not a Messy Area?

The names given to areas of a learning space reflect the expectations of adults of what will happen there:

The Messy Area

A space children go to in order to make 'a mess'.

Definitions of a mess:

1) A dirty or untidy state of things or of a place, *synonyms*: disorder, clutter, heap, shambles, litter, tangle, jumble, muddle, mishmash, chaos, confusion, disorganization. 2) A situation that is confused and full of problems.

The Studio Space

A space for shared inquiry. A space children go to where they explore materials and find out about them - what the materials do and what they can do with them.

Definition of a studio: 1) An artist's workroom 2) A room where a painter, potter, sculptor, origamist, woodworker, photographer, or designer works. The word *studio* is derived from the Italian: *studio*, from Latin: *studium*, from *studere*, meaning to study.



Waste and Sustainability

- Recycled resources are used where possible - boxes , yoghurt pots
- Used resources are recycled and reused - sweeping up glitter from the table
- Bio degradable glitter only
- Fewer plastics where possible.

Acceptance :

Resources will be used up fast as children learn how to use the area effectively. Better to be used up to create something sensational that will be kept by families for a lifetime than be sat in a cupboard. Again this highlights the need for a practitioner to be in the area supporting and facilitating.

Impact

Impact was observed almost immediately. The children have been using and engaging in the area beautifully. Characteristics of effective learning have since been observed

Characteristics of Effective Learning
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically - thinking Having their own ideas Making links Choosing ways to do things



