

Mark Making studio:

Intent

When children realise that marks can be used symbolically to carry meaning, in much the same way as the spoken word, they begin to use marks as tools to make their thinking visible. These marks will support the developing concepts of mathematics and language in relation to their play. A sensitive practitioner will recognise that children make marks for many different reasons and that development along this journey is complex, depending as much on confidence, motivation and dispositions as on their physical skills or ability.

Sometimes marks are made for the pure physical enjoyment of the activity – the feel of the felt-tip pen as it glides over the surface of the whiteboard or the chalk as it grates over the bumpy tarmac, the sight of the brightly-coloured dribbles of paint as they run down the paper on the easel, or the sensation of the glue, oozing between children's fingers as they spread it over the paper. On these occasions children have no interest in an end product at all; the physical activity is an end in itself and an opportunity for them to experiment and explore with their senses, developing confidence and dexterity through the process.

At other times children may take delight in using their mark making to tell stories and express their feelings through pictures and symbols of increasing sophistication. They may decide that their mark making only tells half the story and choose to provide a full narrative which they invite the practitioner to 'scribe'.

On yet other occasions they may be intrigued by an object or an event and be more concerned with recording exactly what they see, through careful scientific observation and meticulous draughtsmanship, than producing a more imaginative interpretation.

Alternatively, they might discover that they can use marks to help them to make sense of their world,

to solve problems or discover solutions to their lines of enquiry. Children's fascination with numbers, especially large numbers or those that are particularly meaningful to them, or representations of shape and space, can often be observed in this context.

A single drawing may help a child to develop concepts relating to problem solving, reasoning and numeracy or knowledge and understanding of the world, as well as improving their physical coordination. It is important that practitioners take time to observe, listen and analyse children's mark making to understand the context and purpose, celebrate achievements and, where appropriate, enrich or extend their thinking.

(The National Strategies | Early Years)



Preschool

We offer children mark making in the **Mark Making Studio** and in the other areas of the provision both indoors and out.

For example :

- Clipboards in the learning areas
- Chalks and chalk board outside
- Water and paintbrushes , rollers
- Easels
- With tools in clay and sand

Observations

We had noticed that the current set up was not working. Children were not able to reach the resources they needed and that the resources were too few. Children were not using the area as much as we would like.



Implementation

We moved the central storage out of the middle of the table and replaced with open shelving

Staff researched mark making resources and made wish lists of resources to buy. Please see below

We increased the number of chairs in the area



Mark Making Studio

Implementation

Every day there must be

On the table :

- Pencils
- Scissors
- Tape dispenser

On the shelves :

- Paper - books, sheets, lined, squared, card, memo pads, grid, maths
- A range of mark making tools- pencils, pens(grown up) , felt tips, crayons, chinks , water colours, Chinese calligraphy paper
- Other tools - hole punches, scissors, tape, split pins, treasury tags , stickers of different sizes for joining up and shapes
- Whiteboards and whiteboard pens



Additional resources may include:

- Type writer,
- Raffle tickets,
- shape stickers ,
- diaries,
- forms (payng in slips etc) ,
- clipboards
- Stapler
- Little books
- Post cards and birthday cards
- Wood
- Chinese calligraphy paper

