

Lachlan's Portraiture

Kia Lachlan nā Kaiako Lynne May 2014.



A guide to drawing your face really captivated your interest Lachlan.



I had noticed your growing interest in painting last term Lachlan and I had wondered what might captivate your interest this term. I had purposefully set the scene for portraiture drawing in a space that you had explored painting in previously. I invited you over and I was so excited to see you choose to come and sit alongside Fern doing a portraiture at the art table and you watched her at work. She was a great teacher, telling you how she had used the oval shape on the table to get started with her face shape and you decided to try out her ideas too. You are very comfortable with Fern as she is an owl too and you spend a lot of time together, so you were very receptive to her ideas.

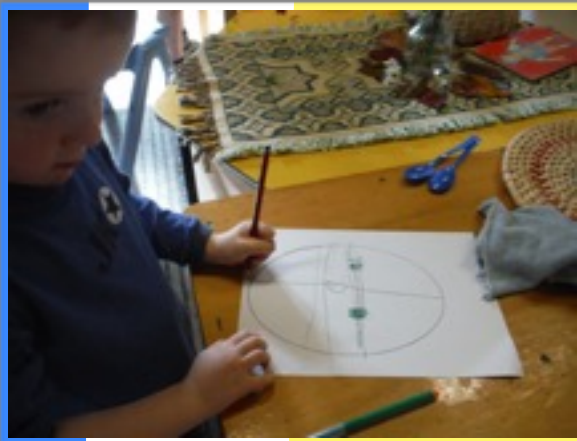
I sat back as I could see that you were very engaged in following the visual pictures on the sheet, noticing the lines on the face and how the eyes, ears, nose and mouth were placed on those lines. I watched with interest, because you were following the process independently, using your own observation skills to figure it out.

The mirror on the table also supported you to see your own face closeup through the magnification adding detail to your drawing. It was time of great focus and concentration but also a time for playful exploration.

The portraiture table was set up all week so that you could return to practice this new technique and to notice and observe the features of your face more closely.

I am so excited Lachlan about your growing interest in the arts and I know Mum is very excited too.

Portraiture was something very new for you Lachlan but you embraced it with such confidence and fun.



Lachlan's houses



Your thinking comes alive on paper Lachlan and your ideas and house designs are very creative and detailed. I had placed some paint pots alongside the portraiture drawing as I had noticed some children preferring to paint on a flat surface, and again you engaged at the beginning of the session. It is exciting to see that you are really open to explore change Lachlan, starting your days with a different plan.

You share your thinking and planning Lachlan, through not only your artwork but through your block design as well. You make your thinking very visible and you invite everyone to come and see your work in action. This very physical building construction work satisfies your need to think as you move and to consolidate all the many ideas that you have. You love to communicate your ideas on the move Lachlan, standing still is wasting time and you need to follow the passions and interests that drive and inspire you to plan your learning.

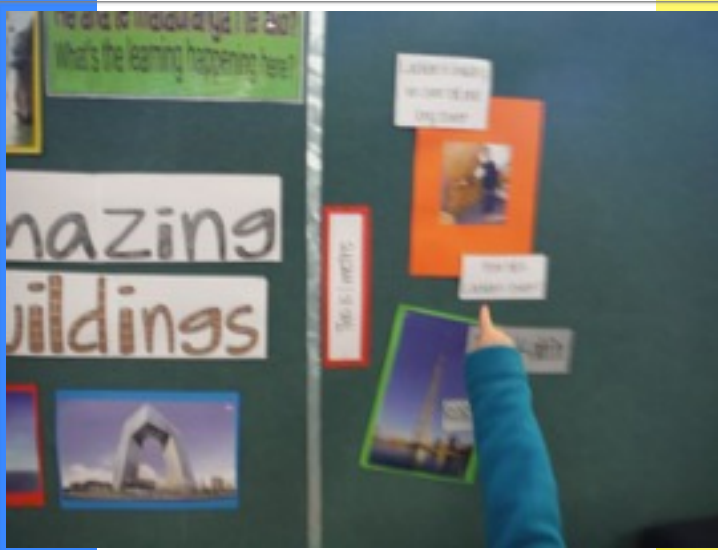


The portraiture drawing then led to house design and painting.





Algebra -repeating blocks that are the same.



Using statistics to compare your buildings with others.



The elements of "maths" are clearly visible Lachlan, you are exploring number, measurement, geometry which is driven through your creative passions..

What learning is happening - He aha te mātauranga i te ako?

Lachlan's new passion for the arts connects him with a growing number of children who also share the same passions too.

When I think back to Lachlan's interests in being creative they are diverse, and this is very evident throughout his learning stories. He applies his working theories about cooking, designing vacuum technology and passion for movement through dance, to the arts. His big thinking on paper is now pushing the boundaries of his comfort zone into much bigger arenas for play e.g big building constructions.

We have a wonderful resource book called "The language of Art" by Ann Pelo and her description of art is superb - "Art describes a lively process of engagement with a range of materials that is creative and deliberate and deepens and extends children's learning".

As teachers we are deliberate about setting up an environment and programme so that Lachlan can work with others to purposefully share his ideas and skills. If we think more broadly about the arts and being creative then it also encompasses Lachlan's block constructions. He again used the building structure pictures on the wall as a guide to inspire his creative thinking about architecture and design.

Lachlan is exploring literacy and numeracy through his areas of interest.

Lachlan's story highlights, the Communication strand of our early childhood curriculum Te Whariki which talks about expressing ideas in a range of ways through his interests, expressing himself verbally and non verbally and being creative.

Opportunities and Possibilities - Ngā hua pea-ngā taumata?

I am wondering if the many new manipulative resources the teachers have added into the environment will capture Lachlan's interest. The magnetic shapes offer many opportunities for creativity and architectural design. I will bring them to Owl group so that Lachlan has an opportunity to explore them and engage alongside his owl friends. I am wondering what new designs Lachlan will come up and what new thinking may happen?

I have also noticed Lachlan outside on the big physical equipment challenging himself to jump alongside his peers, this will support his growing spatial awareness for big movements.