

2. Nursery Education and 1. Primary Education

Activity

# "100 FORMS OF EXPRESSION, , 100 WAYS OF CREATING: TIME, SPACE AND MATERIALS"

## objectives

- Experiment and explore the spaces in the school using elements from nature and everyday objects for expressive and communicative purposes.
- Acclimatise certain spaces in the school compound

## SKILLS DEVELOPED

- Humanistic and artistic culture.
- Personal autonomy and initiative

This document contains links to related content. You can consult it using the PDF on screen instead of printing it

## DEVELOPMENT OF THE ACTIVITY

When it comes to planning artistic expression in the first years of education, we are usually faced with one problematic aspect: **when do we tackle it and how much time do we have to develop this planning?**

In the following video we realise the importance of time in the development of this area.

<http://aulainfantil.grao.com/recursos/la-creatividad-necesita-tiempo>

It is evident that without time, experimentation or research in this area is not possible so, with this video which argues the importance of time in this sense, we propose systematising the weekly or fortnightly morning or afternoon sessions within the planning of this stage.

In second place, another possible concern to be highlighted::

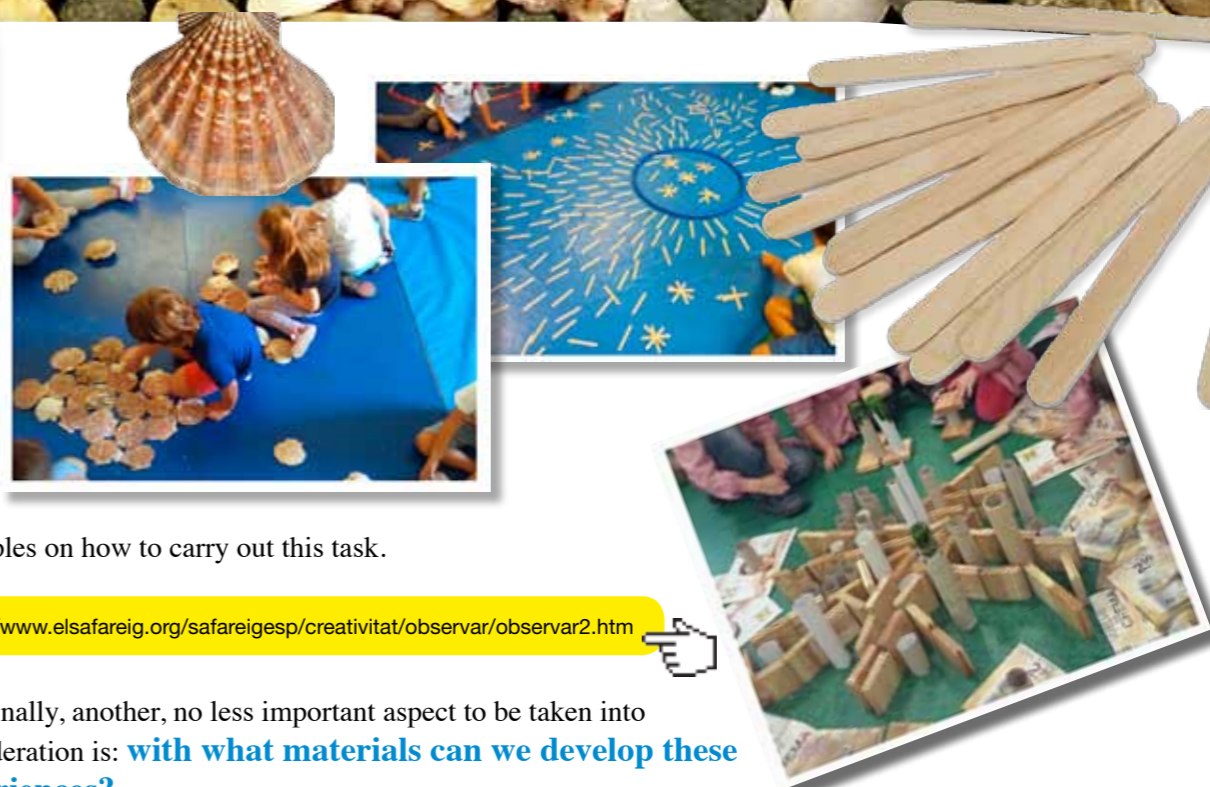
**in what space is the proposal to be carried out?**

We can find the answer in this other video.

<https://www.youtube.com/watch?v=BFNi0TcVKTY>

Through education for sustainability we promote research and experimenting not only in the classroom but in different spaces in the school, in other words, workshops, corridors, stairways, halls, playgrounds, dining rooms, entrance halls, etc. all serve as a back-up for communicating to the whole school community what the students feel, experience and learn..

With this proposal we will be able to acclimatise different spaces, softening and enhancing the environs in which we learn and spend most of our school life; an activity which should represent one of the primary objectives for a school that advances towards sustainability. Spaces are not neutral, they also educate, as can be observed in the web page El Safareig where we can also find a range of



examples on how to carry out this task.

<http://www.elsafareig.org/safareigesp/creativitat/observar/observar2.htm>

And finally, another, no less important aspect to be taken into consideration is: **with what materials can we develop these experiences?**

In previous editions of Ihitza we expressed the need to develop projects with elements from nature and everyday objects as shown in the following examples

Ihitza 34: Stone to stone. Construct decorative objects with stones. The elements of the earth as a model

Ihitza 39: Green walls in the playground. Participate creatively in plastic productions.

Ihitza 41: Geo-diversity: Observe, play, classify, learn with rocks

On this occasion, however, we give you a complete list of:

Elements from nature and everyday materials

to research, experiment and create in school spaces. All these ideas are being developed in some places through various projects, models which can serve as support:

Nursery Education projects: amenities-community art

On the other hand, if you wish to commence with simple elements such as stones, leaves, rolls of paper, cardboard, sponges or "post-its" we invite you to visit this space:

Early childhood and artistic education. Exploring with objects

And here you have more creativity possibilities for your students through many examples and very diverse materials:

Trees

Wool

Tops

Salt

Corck

Stones

Tooth-picks and pegs

*Everything is there waiting for you to take it and give it life. We can enjoy by doing, investigating, composing and communicating.*



Other interesting references:

- Aula 77 sep-oct 2014 Instalaciones para el juego pre simbólico y simbólico.
- <http://www.oei.es/educacionartistica/primerainfancia/indice.php>
- <http://createctura.blogspot.com.es/>

