

Expression

The children wanted to find out the ways in which they could use the flowers. The whole studio space became an environment dedicated to allowing children to find out what learning the use of flowers could offer them.

'I know what we need to do next, 'If you put the flower mixture over the light you will be able to see the colour really clearly because the light will shine through.' Ava (age 4)

Each child was finding ways to approach their learning in a way which suited them; finding ways to capture their interest using their preferred method of expression.

Colour enquiry

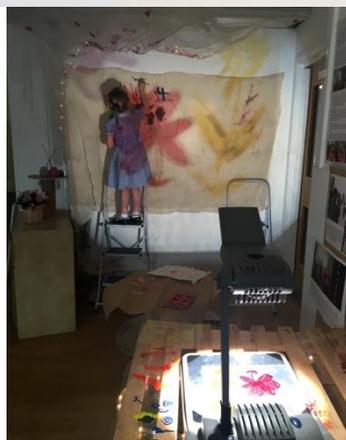
Throughout the project, time and time again colour remained a strong focus.

'How do you think we can make the green like those leaves? I wonder what colours we will need- we will probably need some lighter colours and some dark colours. Some of the leaves are really dark green so will need some dark paint to make it so dark.' Lily (age 4)



The journey:

Paint mixing
Shade matching
Casting shadows
Representing
Placing and arranging
Observational representations
Story creating
Measuring
Dissecting
Sensory investigation
Studying with light
Nonfiction literature
Combing media



'Flowers, flowers, you can do so many things with them. But most of all bees need them for honey.' Molly (age 4)

Children thrived on creating the perfect shade by mixing powder paint. Colours were inspected with the use of the light table. When there was no colour visible within the shadows, children added their own with pens and paints.

'I just worked really hard, then I had lots of questions to ask to find out about the flowers' Christopher (4 years old)



'These flowers are very small and only a little bit purple. Don't they have long stems but they are very thin. They have separate branches on them, and then at the top of the branches tiny flowers sit on top. They don't smell like I thought they would, they only have a gentle smell.' Esta (4 years old)

Exploration: Enabling children to pose questions and investigate the answers

Dissecting flowers
Flowers were taken apart, studied, placed back together, inspected, manipulated.



Over time, children began to pose their own questions. They no longer accepted things for what they were- they now needed to know the in's and out's- the why's, what's, and how's.

What are flowers made up of?
Winter had soon moved into Spring, and children had begun to notice seasonal changes-in particular flowers. As the interest developed, families began to contribute to our *ever growing collection of live flowers*. This made for *an extensive base of inquiry*. Do all of the flowers have the same scent? What do you notice about those petals? What makes flowers grow to different heights?

Questions were posed time and time again, prompting thinking skills, theories, and children to initiate finding out the answers for themselves through practical research.

Becoming researchers



'Why do they need so many seeds?'
Amy (4 years old)