

**Activity:**  
**Forest 'Splat Painting' scene**

- In pairs or individually:
- Step 1: Tape some large sheets of paper to the ground. Fill old socks or tights with dried beans or rice and tie a knot to keep them secure.
- Step 2: Paint or stick on strips of paper to create tree trunks
- Step 3: Dip the socks/tights into different forest colours and 'paint' on the leaves.
- Step 4: Allow to dry and use the forest scene for small world/role play



**RESOURCES:**

- ☑ Gruffalo Story
- ☑ Tights/long socks
- ☑ Dried beans/rice
- ☑ Paint and large pieces of paper
- ☑ Tape

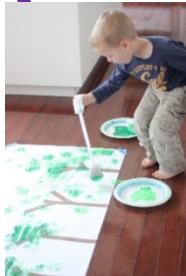
**CfE**

*I have the freedom to discover and choose ways to create images and objects using a variety of materials.*

*EXA 0-02a*

*I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a*

*Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a*



**Exploring**

Children may begin to demonstrate some control over their 'painting' to imitate the forest.

They may talk about the colour and shapes of their painting.

**Building**

Children may demonstrate increasing control over the colours they are using and the shapes they are creating with the 'painting tools'.

They may talk about the colour, shape and lines on their painting to imitate trees etc.

**Reinforcing**

Children may demonstrate good control and accuracy with their 'painting tools' to create different shapes.

They may talk about colours (and mixing colours), shapes, lines, and patterns on their painting to imitate trees etc.

**Apply (Benchmark)**

- Records from experiences across the curriculum, for example, through observing and remembering, makes a model or drawing based on an aspect of the natural environment such as natural items from the sea shore, the countryside, a forest.
- Recognises colour, line, shape and at least one more of the visual elements: form, tone, pattern, texture.