



## CRUSHED PAINT

### Materials you need:

- Crushed chalk powder you made together on another day (see activity guide 149)
- Spoons
- Squeeze bottles with water (tomato sauce, tomato paste, or juice bottles work well), or you can just use jugs and a water tub for filling
- Bowls or small trays
- Plastic cups
- Paint brushes
- Rocks, bark, cardboard or plain paper (whatever you have available to paint on).

### Setup for play:

- Pour the chalk powder (or lumps!) into shallow bowls or trays and add spoons for scooping.
- Give each child a cup (or bowl) and encourage them to choose a powder colour and scoop a little into their cup.
- Show how to pour or squeeze a little water at a time onto the powder then mix with their spoon until they make paint!
- You may need to show what happens if you add too much water – their paint won't be as bright and will run everywhere (which is absolutely fine as it is all about the process and experimenting, but it is something to discuss so they understand what has happened and why).
- Let the children create on the medium you have chosen with their paint and paintbrushes.

## What are they learning with this activity?

As they make their own chalk paint the children are learning to:

- Use descriptive language to describe textures, materials and actions.
- Use hand/eye coordination skills and demonstrate spatial awareness
- Strengthen fine motor muscles and control
- Express themselves creatively while investigating and experimenting
- Create with different mediums and textures
- Identify, name and mix colours
- Challenge their sense of touch and sensory processing
- Use their sense of touch, sight and smell to make choices and create
- Explore simple scientific concepts through play and hands on investigation

## Extending the play:

- Explore what happens to the paint if you only add a couple of drops of water.
- What happens if you mix a few powder colours together first before adding water? What colours can you make? What else could you use to make paints?

