

A Pippa Pixley Project for Whitewell Bottom Pre-school

The aims of this project were to encourage storytelling and retelling, and to help the children develop their skills to tell a story with a beginning, a middle, and an end. Each of the six sessions started with a story: either of a well-chosen book, with plenty of opportunity for discussion, or an interactive story told with movement, repetition of phrases, and songs.

This would lead on to exploring new materials. For example, after sharing the story of the little hermit crab that needed a new shell, the children explored and examined all different shapes and sizes of shells. This added to their knowledge and understanding, and in turn helped them form their own stories.

The use of rhyme and song helped the children to learn vocabulary that they could internalize and use in their own stories. The combined use of actions and sounds helped to consolidate this. For example, the wriggling up-and-down motion of the hand movement partnered with the hissing sound of a slithering snake helped the children to remember parts of a story. The children then had the opportunity to retell or remake their stories in a variety of ways: through clay, through paint, through mark-making and through emergent writing.

At the end of each session the children would share back what they had made and retell their stories. This was an important part of the process because having an audience for your story, and receiving praise for what you have achieved, gives a sense of purpose and satisfaction.

Storytelling



Week 1 : Scribble & Scrunch

The first session started with an introduction to creating characters, storying and mark-making.

Pippa created characters out of paper and fabric and modelled oral storytelling, focusing on character and narrative. The children joined in with the story through body percussion, call and response, movement, and song.

The children then created their own versions of the story, or made up their own, on a large piece of paper rolled out on the floor. The children really enjoyed creating stories as a group activity.

storying



Week 2 : The Colour Monster

The session started with a story of "The Colour Monster" – a picturebook examining the connections between colours and feelings.

After reading the story we talked about feelings like sadness and happiness. The children also explored colour mixing by using squeeze paints on paper.



**My
favourite
and best
colour is:** blue

silver

green

yellow

pink

blue

red

What makes you happy?

"playing with my Christmas toys"

"playing peekaboo"

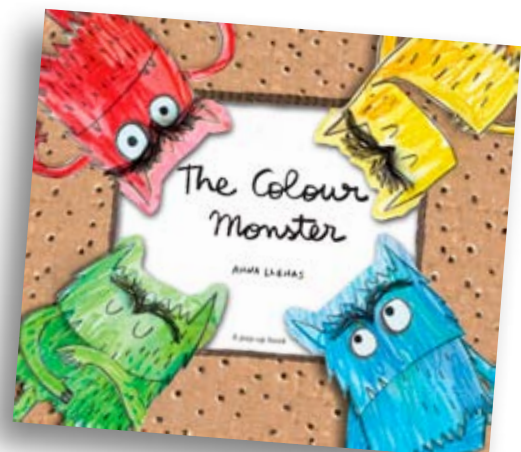
"hide and seek"

"I have a pink face when I'm happy"

"playing with my robot toy"

"playing with Barbie doll"

"looking at stars"





Week 2 : Mix It Up

Playing with colours led us to explore and experiment with inks. Squirting pigments into a jar using pipettes, we explored the ways in which hues can be mixed together to create new combinations. We discussed how the colours change, mix and transform as different inks are dropped into the jars.

Pippa shared the book "Mix It Up" by the French artist, Herve Tullet, which takes a fresh and fun look at the subject of colour mixing.



Some children enjoyed exploring colour with torches and seeing the effect light and dark has on colour.



Ink in the jar – what can we see?

"I can see the sun in it"

"I can see a monster"

"I can see the blue sky in it and trees"

"It is yellow like the sunshine"

"I can see a pink horse in there"

"I can see a blue horse"



Storying



Storying

Week 3 : Seashells & Snails



The session started with Pippa sharing her interactive story about a little hermit crab that needed to find a new shell.

We examined big shells and teeny, tiny shells.



We listened to the sounds of a large conch shell. This is what we heard:

"I can hear the sand blowing into the sea." – Kinsey

"I can hear the water waving in the sea." – Sophie

"I can hear the wind going." – Sammy

"I can hear the beach." – Lance

"I can hear the sea." – Michael

"I can hear the sun." – Levi

"I can hear the water inside." – Joe

"I can hear the ocean." – Benjamin

"I can hear the trees" – Elena

"The beach." – Aaron



can snails fly?

what is a shell for?

what shape is a shell?

how are they made?

who makes them?

The children explored the texture, shape, and size of the different shells:

That one looks like a snail

That's a baby one

It's like a hat shape

Very soft

Looks like a drill

Cold

It's too big and its too heavy

Bumpy

Spiky

It glows silver like a volcano

It's too big



Storying



Week 3 : Sculpting Stories

The children were provided with opportunity to express their ideas using clay as a medium. Their 3D modelling included rolling clay into sausage shapes, bending it into spirals, and pressing real shells into the surface to leave imprinted patterns.



"This is the key to open the door to the shell and this is the shell"

"Hear this one, I can listen to the sea."



The children formed the clay to create their own seaside creatures:

Very soft

Squelchy

Feel like cold

This is a circle shape

I'm making mine a spiral

Squishy

It's got a hole in it

Look what I made!



Week 3 : Seaside Stories

The children painted their stories on a large roll of paper:

"You go to the beach. This is a shark in the beach. Seagulls bounce up and down in the beach in the beach. The seagulls flying in the sky. I'm making the sea. I'm doing a house on the beach. Lots of people live in it."

Michael

"I made the water and I'm putting me in the waterfall. I'm drawing me bigger. Do you like it now I've made a highchair? He is a spider on the beach. The spider is going to say, "No! Get off my beach!" Saying that to the highchair. The highchair falled backwards off the ledge. The spider is sad. I'm making a moustache for him. I made the shell a swimming costume."

Joe

"It's going on an adventure. Its going to the beach to dig up some treasure and he couldn't find it so he comed back."

Sammy

"The flowers are here and the blue sky. The crab tried to eat the flowers it was too high and too thick so his best friend came and helped him the end."

Kinsey



Flowers are:

Purple

Soft
Blue
Red

Squishy

Lovely

Yellow

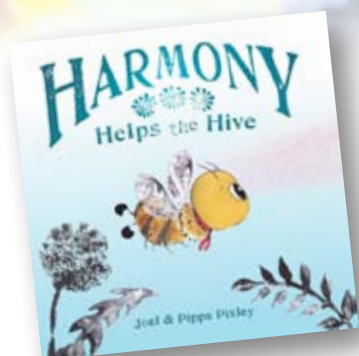
Twinkly

Smell like summer

Like ice cream

Lemony

Storying



"It is a curly, whirly,
zipple-zipple bee going
to the hive to see his
granddad, to get some
juice. There is a bear.
He is going to catch him.
He uses his wings and
flies away like a bird."

Elena



Week 4 : Bees & Flowers

Pippa read a picturebook from her Harmony the Honeybee series about a little bee who loves to do things all by herself, but who learns that sometimes you need a little help from your friends.

Using creative movement and imagination the children acted out being buzzy bees foraging among the flowers to music. Then being tiny little seeds, growing into big tall flowers swaying in the breeze. They stretched and curled, swayed and fluttered, made big and small shapes, moved fast and slow.

They looked at an array of flowers and discussed the colour, shape, smell, texture and size. Some children made observational drawings while others used clay or paint to retell or make up stories.





Storying

Week 5 : Story sticks

The session started with a story about Tallulah the Tiger who wanted to tell a story and share it with her friends. She needed a way to remember her tale, so she made a story stick so she wouldn't forget. We discussed:

- What makes a story?
- Is a conversation a story?
- Are stories only found in books?

talking
books
songs
pepa pig
spiderman
elsa
tv

What is a story?

Pippa modelled how to tell stories using a stick decorated with a variety of materials such as feathers, fabric, leather, ribbons, pipe cleaners and tape. The children found sticks and then started to make up their own stories. Towards the end of the session the children shared their stories using their own sticks. It was great to see how most of them had remembered their stories and were excited to share back. Every child had a story to tell . . .

"A duck, swimming in the water, red flowers around the water. A yellow owl comes, jumps in to the flowers. The owl then sits on the grass."

Evie





"There was a green mummy bird and a really brown owl came and a white owl came and got another one and got the little bird. So the mummy came and looked in the nest and there was no one little bird left and they lived happily ever after the end."

Sophie

"Grandpa found some soil for his plants and he had a gold plant and he had some lettuce. It grew very high. It grew higher and higher and it fell down on the garden and he just kept banging and it fell on the floor. He put black pepper on it and ate it and it smelled disgusting and he put soil on it and lemon juice and said, 'That's nice!' The end."

Sammy



"Daddy duck and mummy duck and this is the nest and this is the owls door. The baby ducks had a bedroom and they sleep in it but they are scared of the zombies. Mummy duck looks after the babies and puts them in bed and the babies went quiet and went to sleep."

Lance

Week 5: Story sticks

"A blue sky.
A monster in
the sky."

Ben





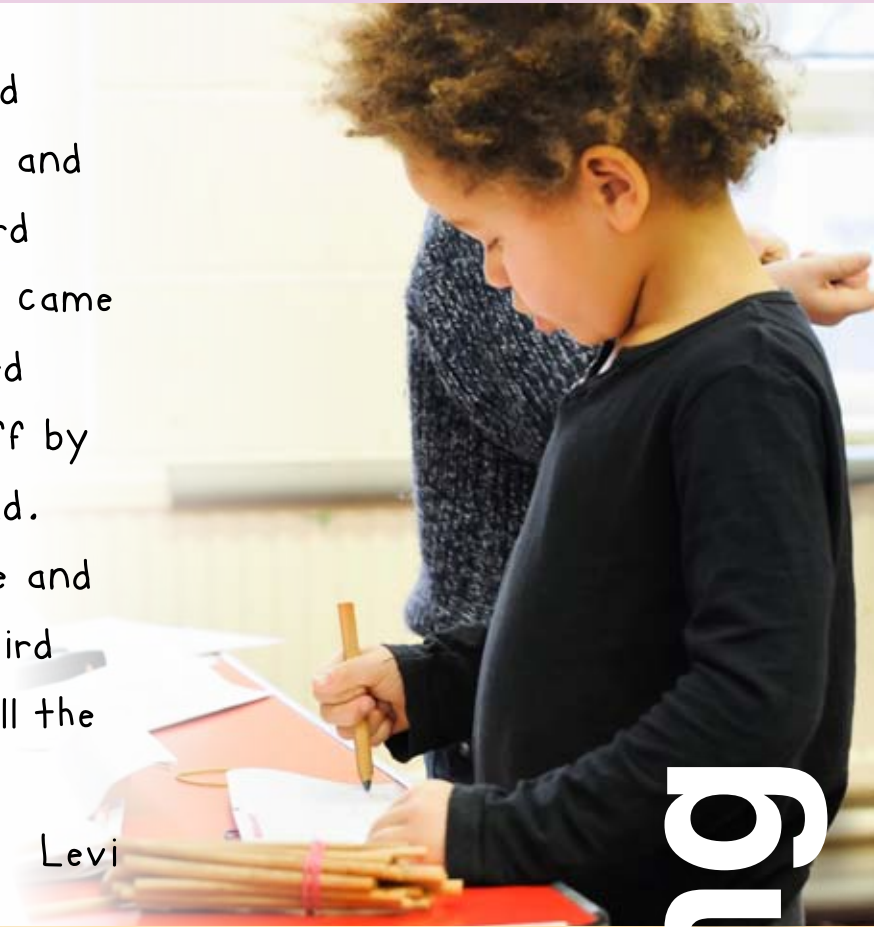
Week 5 : Story sticks

"This is the baby chick and this is the red owl and he came to get the little chick and then he flew of into his nest."

Kenton

"The green tiger bit the bird and the bird cried and the bird cried and then he was dead. The brown bird came down and then a big snake came and ate it. A massive brown bird came and messed all the birds off by fighting and then they were dead. Then a really big black one came and had a tail and he bit the black bird then a blue bird came and ate all the birds."

Levi



"Belle the princess is dancing and then the beast comes and gives her some dinner."

Elena

storying



Week 6 : Speech Bubblewrap

Bubblewrap is a wonderful medium to use as it is very tactile. Wonderful for little hands to press and pop, it encourages the pincer grip for pencil hold, as well as being great fun. After the children had enjoyed exploring the medium stamping and stomping, twisting and turning, pinching and popping. We started to think about what stories we would like to tell; what characters we would like to make. To create the characters we crunched and bunched the bubbles into shapes, binding them with masking tape, to form a menagerie of creatures including butterflies, birds, snakes and cute little mammals. We then had fun making up stories to retell.



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