





Curriculum area:	Co-curriculum	Early mark making
<b>Learning Goal: Makes horizontal marks</b>		
<p><b>General Guidance</b>  <b>Explore using different drawing positions with the pupil.</b>          Seek the guidance of an occupational therapist and /or a physiotherapist about suitable positions for the pupil to maximise their ability to watch their hand as they make marks. Consider positioning the pupil:</p> <ul style="list-style-type: none"> <li>• Over a floor wedge to work on the floor</li> <li>• In a standing frame to work at an easel.</li> <li>• Side lying on the floor or on a special side lying board, to work at an angle on the floor or table</li> <li>• Sitting- remember correct sitting posture of the pupil is essential for successful mark making</li> </ul> <p>Good sitting posture ideally requires feet flat on floor, 90 degree angle at knees, bottom back in chair and elbows bent at 90 degrees and resting on the table.</p> <p><b>Grasp</b>  <b>At this early mark making stage pupils tend to use a palm or palmer grasp</b>          Always make sure that the mark maker is grasped with the pupil's hand the correct way.          Always with the thumb at the top, never with the thumb down</p>  <p>To manipulate a mark making tool, children need to have sufficient strength and dexterity in their hands and fingers, see the co-curricular areas of hand control and dexterity for goals and activities to develop these skills if the pupil needs them.</p> <p><b>Early mark making tools</b>          At this stage pupils often need fat handled tools to enable them to maintain a grasp. Thin or narrow handled mark makers can be very difficult for them to hold. Use chubby or fat handled mark makers e.g. soft pencils, felt pens, pastels or wax crayons or chalks</p>  <p>There are lots of pencil grips available to buy online if needed e.g. these slip over the body of the mark maker to make it easier for the pupil to maintain a grip          Speak to an Occupational therapist about the most suitable for the pupil.</p> <p>Adapt crayons to suit the pupil by widening a handle using dense pipe lagging foam and tape, or build up layers of tape or elastic bands around the handle to make grasp easier.</p> <p>Use mark makers that leave a mark easily.</p> <p>Use bold coloured pens and contrasting coloured papers for pupils with visual impairments.</p>		



### Ways to include these activities in the classroom / curriculum

Art- Look at lines made by artists. Andy Goldsworthy for environmental lines. Bridget Riley for painted lines.

#### **Making Horizontal lines**

Before starting to make marks on paper, help the pupil explore the straight, across the body movement of horizontal mark making and lines.

Let the pupil feel horizontal lines through different sensory experiences, so they really gain an innate knowledge of it going across their body and across the page.

Encourage the pupil to do some of the activities exploring horizontals with their eyes closed (make sure it is safe) or blindfolded.

This activity plan has 2 activity sections:

#### **1 Exploring horizontal lines**

#### **2. Making horizontal marks**

The horizontal exploration activities could be used as warm ups to the mark making each session.

### **Section 1**

#### **Activities to explore horizontal lines.**

#### **Resources**

**Follow all health and safety guidance when using the resources.**

**Check the pupil's medical record for allergies before using some materials.**

For all these activities model them first then use appropriate physical prompts with a hand over or under the pupil's hand.

Gradually reduce the physical prompts and give verbal prompts as the pupil gets more independent at making the marks.

#### **Swing arms back and forth**

Use poems (Grand Old Duke) or use marching music for the pupil to swing their arms back and forth across the front of their bodies. Model how they can bend their elbows and swing their arms across in front of them

Marching music

#### **Cars**

Drive toys cars across a mat back and forth. Place things to the left and right of the mat or table as points to drive the cars to and from

Toy cars

Garage,

House etc.

Paper to draw a road track on or bricks to mark a road track out

#### **Ball games**

Roll the ball back and forth from left hand to right hand across the body and then back again. Encourage the pupil to do it with their eyes closed just using the sense of touch.

Balls- ball with bells

Tactile ball



<p><b>Lights</b> In a dark room or corner show the pupil how they can shine a torch across the wall back and forth. Then encourage them to do the same, back and forth. The adult and pupil could do 2 colour torches together and see the effects they make.</p>	<p>Dark room or corner with a white or reflective wall. Bright LED torches of different colours Finger torches -<a href="http://www.sensorytoywarehouse.com">www.sensorytoywarehouse.com</a>. "Painting the air" <a href="http://www.specialneedstoys.com">www.specialneedstoys.com</a></p>
<p><b>Dominoes</b> Play "Jack ran after the Mustard" with dominoes or small rectangular bricks. Lay a line of dominoes out across the table or floor left to right with spaces between them. Touch the one on the left and watch them all fall over</p>	<p>A flat surface Dominoes or small rectangular bricks</p>
<p><b>Card chute</b> Have a card board or plastic tube or chute about the length of the pupils' arm. Place a fairly heavy ball in the tube or chute. Rock the tube or chute back and forth to make the ball move back and forth and feel how it goes from side to side. Use shiny or light up balls.</p>	<p>A card or plastic tube or chute about the same length as the pupil's arm Tennis or golf ball Shiny or light up balls</p>
<p><b>Rulers and ropes</b> Make horizontal line patterns across the desk or on the floor with long straight rulers or ropes. Feel along them.</p>	<p>Metre rules Rulers Rope Look for things in the PE cupboard</p>
<p><b>Lolly stick patterns</b> Make horizontal line patterns on paper with lolly sticks and glue them down.</p>	<p>Lolly sticks Glue Card or paper</p>
<p><b>Mouldable material horizontal lines</b> Make lines with papier mache, play dough or cooking dough e.g. make cheese straw</p>	<p>Mouldable materials Clay, play dough, Newspaper and glue, Cooking dough</p>
<p><b>Straw patterns</b> Make horizontal line patterns with art straws or drinking straws and glue them down.</p>	<p>Art straws are lovely and long Drinking straws, make sure they don't have any curly bendy bits Glue Card or paper</p>
<p><b>Corrugated card</b> Feel the ridges of the corrugated cardboard. Glue rice, small beads, or something very small along the ridges to make a pattern. Use spices along the lines to create horizontal lines that can be tracked by smell.</p>	<p>Corrugated cardboard Rice- could be coloured, sand, small beads, lentils, powder paint, glitter, etc. Glue</p>



<b>Make horizontal lines of things</b> Find things and make patterns of horizontal lines. Use multiples of the same thing or use lots of different things, but always keep them in horizontal lines. Place them and take photos, pin them or glue them. Use natural things outside. Use big things outside Use colourful things inside on the floor or on the table. Use all the same colour for one line.	Found things outside e.g. leaves, acorns, flowers, twigs, grass, stones, nuts, etc. Maths cupboard things, e.g. counting toys, bricks, shapes, blocks etc. PE cupboard things- bean bags, cones, etc. Construction bits- Duplo, etc.  Be prepared for a sorting activity at the end!
<b>Environmental feel.</b> Feel along the horizontal mortar of bricks, ledges of windows, tactile patterns, steps of doors etc.	
<b>Scrub</b> Clean the table with back and forth motions with the cloth or brush	Dirty table Scrubbing brush or cloth
<b>Ironing</b> Play act ironing big items of fabric e.g. dolls bed sheets in the role play corner using back and forth movements across the body. Make a Victorian laundry and use a flat iron.	Play ironing board Play iron Dolls sheets/ pillow case to iron
<b>Section 2</b> <b>Activities to make horizontal marks</b>	Resources
<b>Roll a line</b> Roll a ball across damp sand to leave horizontal marks. Roll a ball across a tray of flour	tray of damp sand ball tray of flour
<b>Large brush and water</b> Get a large brush and a pot of water and encourage the pupil to stand in the playground and paint horizontal lines	Large bush Pot of water Playground
<b>Using a drawing program on the computer</b>	Touch screen computer and simple drawing program
<b>Use an iPad drawing App</b>	iPad simple drawing App
<b>Tray or gutter paint</b> Lay paper inside a long thin tray or a piece of guttering. Paint backwards and forwards across the paper. The edges of the tray or guttering should encourage horizontal mark making on the paper.	Long thin tray- type used under a window box table length piece of guttering secured to the table paper to lay inside paints and brushes



<b>Corrugated card</b> Place thin paper over corrugated card and draw the lines using tactile clues from the card.		corrugated card paper crayon	
<b>Drawing in a range of shallow feely trays using finger tips, either end of a brush</b> <b>Explore using different things that can be held in a small hand.</b>			
<b>Ideas for dry materials in feely trays</b> Follow all Health and Safety guidance when using materials. Close supervision may be necessary when using some of these materials to make sure pupils do not put them in their mouths. Check pupil's medical records for allergies			
sand	lentils	glitter	sawdust
spice powder	dried herbs	grass seeds	seeds e.g. from pet shop
rice krispies	dried pulses	macaroni or small pasta	rice
flour	salt	cereals	small beads
<b>Ideas for wet materials in feely trays</b> Follow all Health and Safety guidance when using materials. Close supervision may be necessary when using some of these materials to make sure pupils do not put them in their mouths. Check pupil's medical records for allergies			
sand and water	cornflour and water	flour and water	baby lotion
shaving foam (check type for safety)	mashed potato	jelly	gloop
golden syrup	Instant whip	paint	finger paint
icing	hand creams	washing up liquid	shampoo
thick, runny clay	layer of soft clay	dry paste glue	mud
<b>Drawing materials and tools:</b>			
chalks	charcoals	pencils - all kinds	crayons
finger paint	paint - all kinds	felt tip pens	biro pens
pastels- oil and chalk	inks	wax crayons	squeezy puff paints
toothbrushes	school paint brushes- all sizes	decorating brushes	washing up brushes



cotton wool ball in a hand or on a peg	sponge	piece of pipe lagging	stick
bottle brush	pan scourers	decorators' combs	feathers
cotton buds	dish mops	ball of wool	tinsel
droppers			
<b>Surfaces to paint on to.</b> Vary the scale and position of the surface for the pupil to get lots of different experiences. Experiment with surfaces that make sounds when they are painted on to give pupils with a visual impairment auditory feedback. Vary the colours of the papers. Think carefully about colours for pupils with visual impairment and offer them strong contrasts of paper and paint colours. Don't worry if the marks don't last on the surface as long as the pupil can see the marks being made on them and enjoy the experience.			
sugar paper	crepe paper	tissue paper	newspaper
cellophane	survival blankets	greaseproof paper	corrugated card
paper taped over a tactile surface e.g. car mat	tactile surface e.g. car mat, washing up mat	smooth wood	large smooth pebbles
<b>How do I assess progress towards this learning goal?</b>			
<b>Can the pupil consistently:</b>  1. Move their arms across their body left to right and or right to left? 2. Feel along a horizontal line back and forth? 3. Make a mark left to right given tactile or physical help? 4. Make a mark right to left given tactile or physical support? 5. Grasp a tool and make horizontal marks in imitation of a visual or actual image? 6. Make horizontal marks when given verbal prompts only?			
<b>For links to helpful resources see <a href="http://send-inspire.co.uk/resources">http://send-inspire.co.uk/resources</a></b>			