



During Reflections' year-long focus on Sound as an expressive language (September 2015 - 2016) we became interested not only in the sounds children make but in those they attribute to other sources. *In fact, we began to realise there was almost nothing in the world to which children would not give a 'voice'.*

As a group of two year old children experimented with clay we witnessed their powers of animation very clearly when they gave movement and sound to abstract sculptures.

When the children moved their pieces of clay around the Atelier, they revisited places they had occupied recently themselves. They repeated movements from their own games too, travelling in circles, making the clay 'jump' off the chairs, putting it to sleep underneath the chairs saying 'shhhhhhhh'.

We made a studio space for children to explore and record their clay animations. Josh spent a long time there, moving individual clay 'things' and expressing their sounds. He invited other children to become the animators too so he could operate the camera.

As the children's explorations of materials moved from 3D to 2D we saw their interest in animation continue. After abstract experiments with paper, ink, paint and water, 'line creatures' started to appear. These too have been given voices by the children, and projected on a larger scale onto the wall. They are beginning to move...

Sounds *of clay creatures*



animate
verb

1. bring to life.
"Prometheus stole fire from heaven to animate his clay men"

'He needs some eyes, and a mouth. I want him to be tall. He's quiet, he just goes beep beep' Millie [2:3]



'It says, -hello, helloo-' Darcey [2:3]

'Raaaaaaaah!
Uhhhhhhhhh
shhhhhhhhhhhh'
Sami [2:4]

