



What's inside the hole?

A new group of children entered the two year olds' Atelier. They brought with them a fascination for darkened spaces and soon spotted the small round hole in the floor.

Wilfred [2:5] said: 'Dinosaur in the hole!' and other children joined him. They used sticks to try and get the dinosaur out, and posted pieces of paper in for the dinosaur to eat. The dinosaur appeared in other places too; as a mass of sticky tape or an abstract mark on paper...

'I want to scare dinosaur!
I want to poke dinosaur's tail!
I want dinosaur to say
"rahhhhhhh!" I want that den.'
Wilfred [2:5]

At times the children wanted to jump in the hole with the dinosaur. Leo [2:6] questioned how such a big creature got in a tiny hole: 'We don't know how he got in there because he is big and strong but the hole is really small.'

Getting inside the magic

We projected a hole onto the wall, and placed black paper with a hole cut out on the light box. Wilfred and Elodie wanted to climb 'inside the magic', stepping into the black hole in the paper. Later, cardboard structures with circular holes were added, with hand-held lights and smaller round tubes.

Wilfred and Lenny spent a lot of time together, exploring the cardboard boxes, laughing, travelling in and out of a large hole. Holly wanted to be in the box alone, Sophia [2:5] asked: 'Can I come in?' We wondered about the children's rules of occupation and added two large pod structures to explore this further. *Who can come in? What are the rituals of entering and staying? When does a 'no' become a 'yes'?*

The dinosaur has become a monster, sometimes inside the spaces with the children, sometimes a source of shared conversation and drawing. Holes and empty spaces are becoming homes to stories and relationships.

t h e h o l e



'There's magic in the hole' Elodie [2:8]
'I want to get inside the magic' Wilfred [2:5]



'Monster' Minnie [2:4]



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'Dinosaur come out, dinosaur come out! I pulled the dinosaurs tail!' Sophia [2:5]

'He's going to come out in a minute and bite us!' Oliver [2:5]

