



# Ripples.

A journey through  
colour in a Think  
Tank Environment.

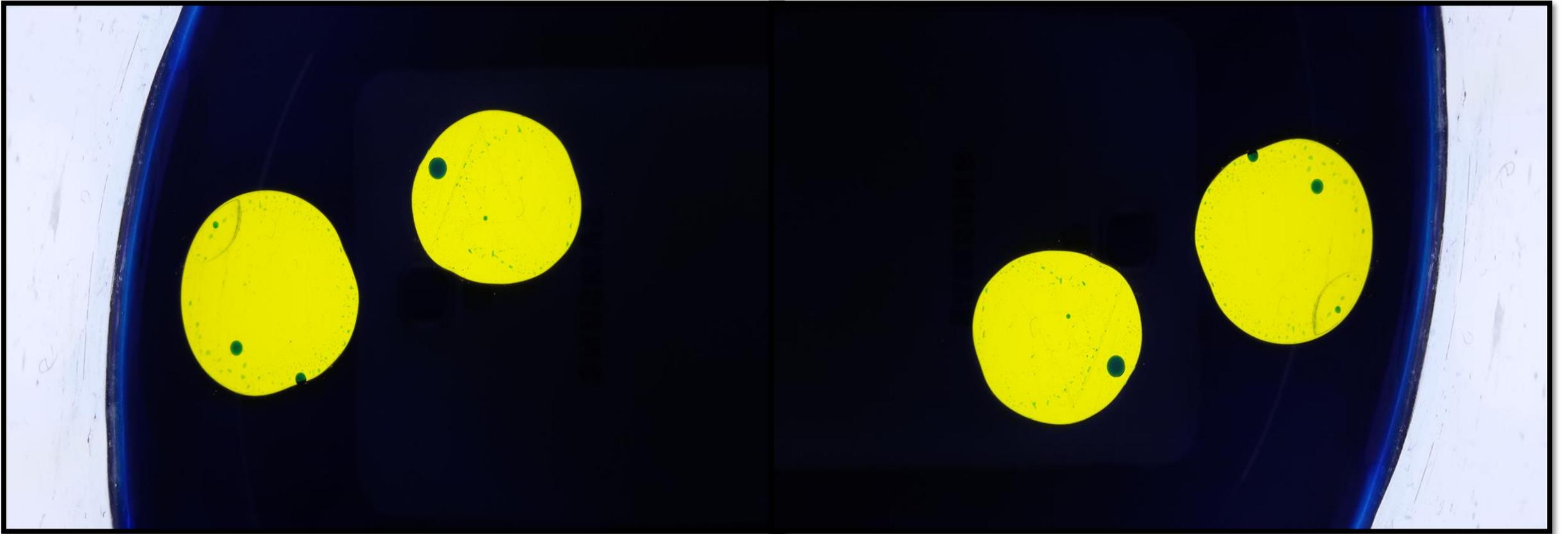
By Holly BF Warren



This project illustrates the dialogues, mediums and outcomes of stain painting documented through photography, oral and written language. It was conducted by an Atelierista and an English teacher with the aid of an old smartphone, water and food colouring. The students guided the process with their inquisitive minds asking questions, proposing answers and creating vast scenarios of imaginative possibilities.

The experience took place in a learning environment called *Think Tank*, created by Holly BF Warren and inspired by educationalist and pedagogue Loris Malaguzzi. Thoughts, ideas, concepts and theories stem from the interaction of children, adults and the environment in an open-ended journey of interaction and experimentation.

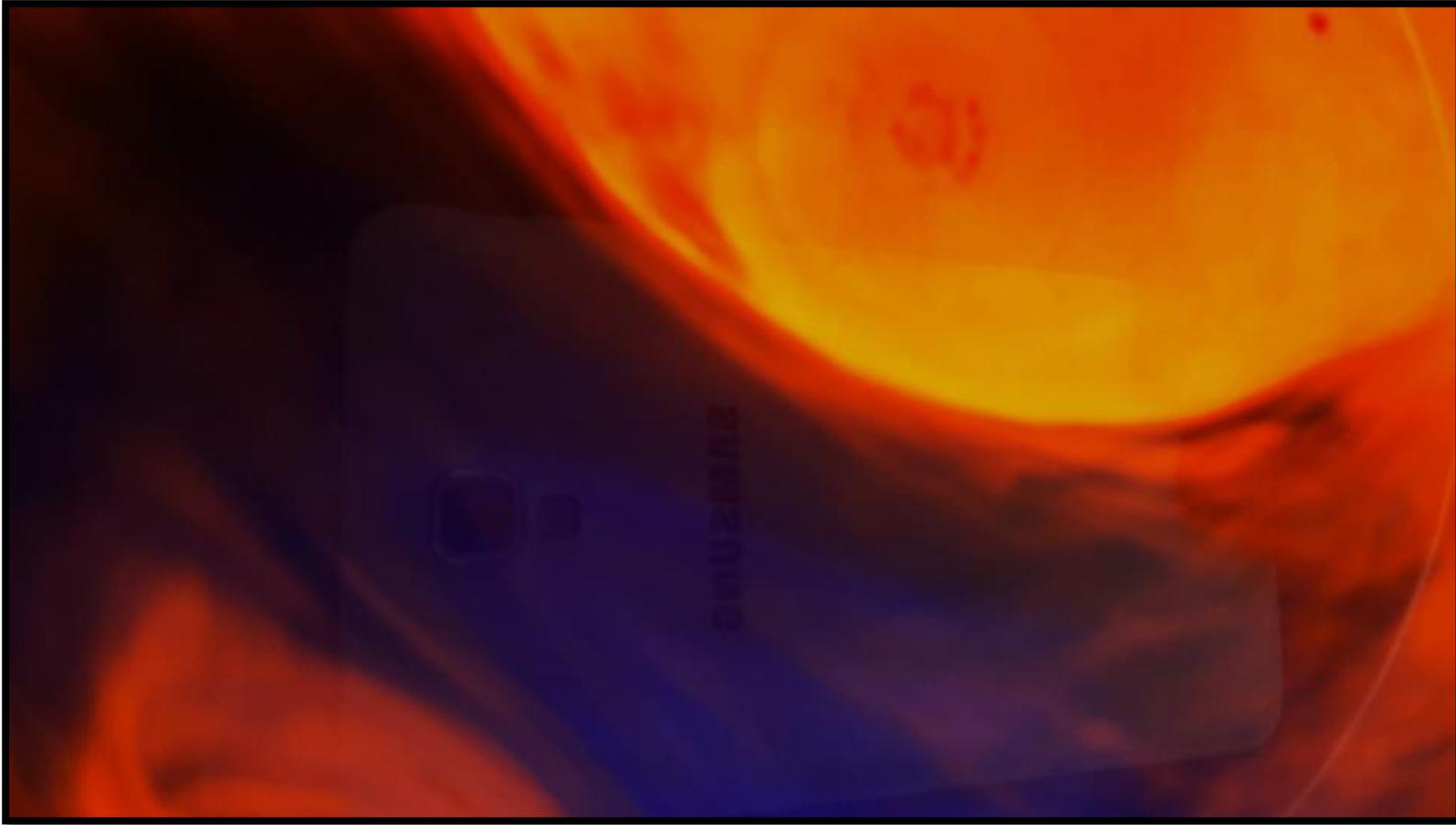
The Think Tank never requests, it proposes, shares, presents and inspires its community through an ecology of education. A constant interaction with the human and physical environment.



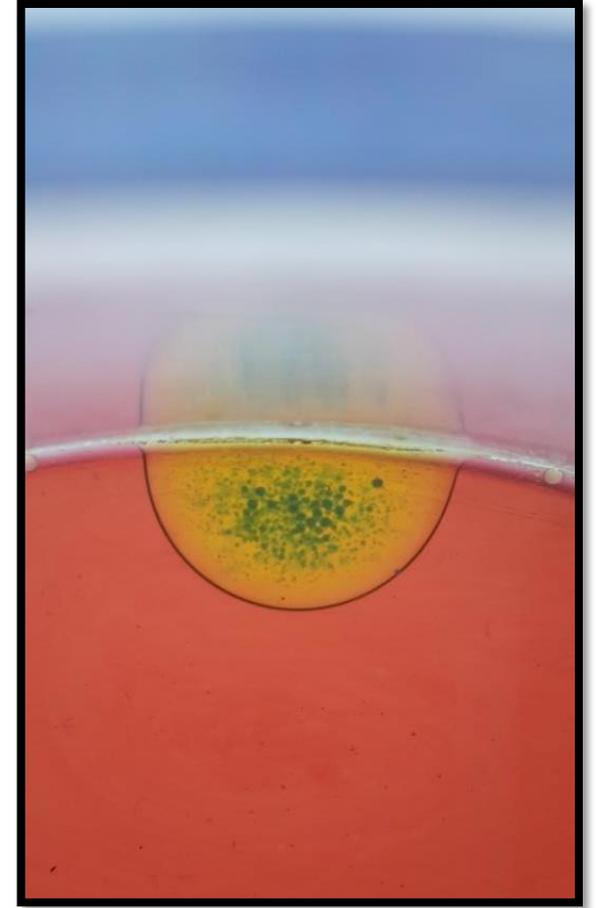
A Monster. T.B 4yrs old

Invisible connections that are obvious and tangible to the children but not to the adult are often missed. A deep understanding of the child along with experience in the arts are essential in not just looking but seeing.

As Margaret Boden (Boden, 2004) states the exploratory creativity in children works around unconscious knowledge which is perceived but not explained. To the child it is obvious. A classical expression is, "can't you see?"



The shadow of the sun. A.L 2ys old



The shadow that always follows me.  
G.V. Parent

Could the shape of colour be the shape of ideas forming? Could the change in shape of the colour stains string a series of impressions that guided the viewer to search in the encyclopedia of personal and collective imagination?



*"Look, it moves.... always."*

*"Where is it going?" "Somewhere." "Ohhhh!" "Running." "No....it is moving." "Gone." "Ohhh." (two year olds watching)*

When the two substances, water and colour meet the change in form/shape is received as the animation of colour. It came to life.

The sinuous movements started a narrative, and the children found the unpredictability fascinating. A riddle of ripples. A jellyfish turned into a monster who then became an owl who was afraid of the dark, so a moon appeared.

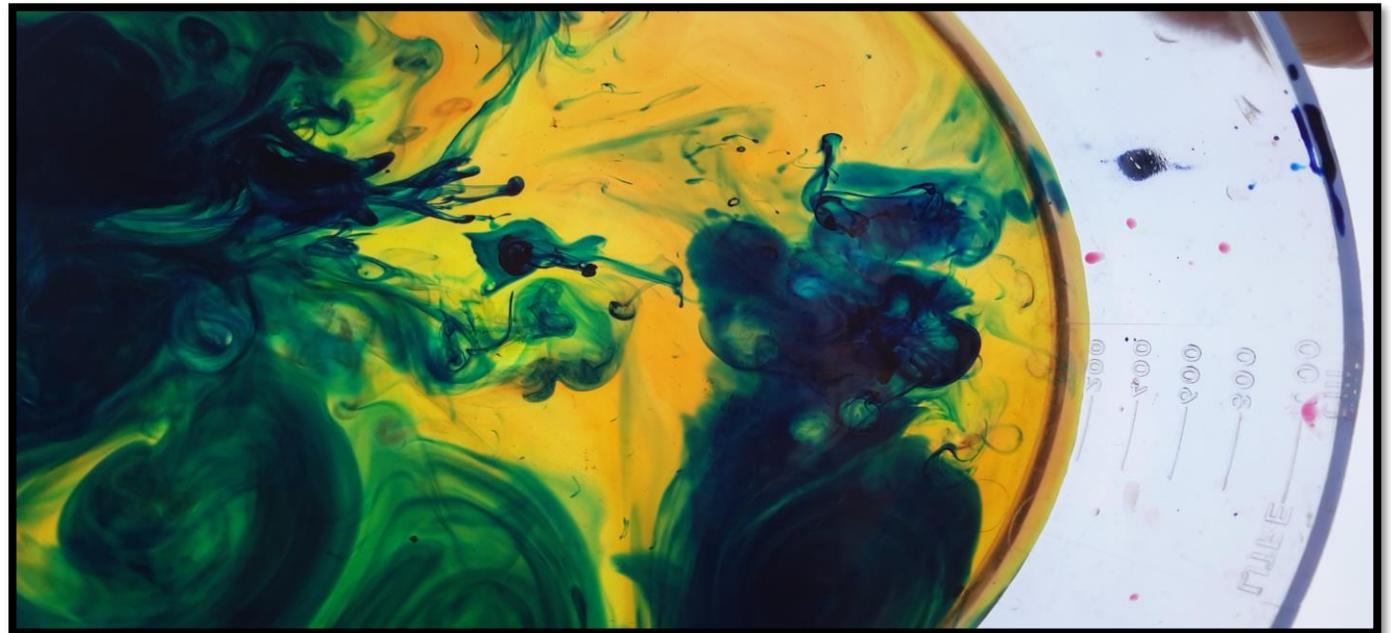
The imaginative journey started with a bowl of water and food colouring in the primary colours. With the use of a pipette, drops of colour was added to water.

Children are fascinated by colour. This interest is the beginning of the creative adventure that started a series of ripples that extended to the middle school and beyond.



*"A unicorn and a butterfly." "No...it is a scary house!"  
"I can see a whale." "I can see its bottom!"  
"Now it is a jellyfish." "Yes, yes, it is a jellyfish. "And these are the  
nuances." Reception class 4&5yrs old*

These dialogues are an example of how two or more voices affect each other when they come into contact. Just like two or more substances come together creating states of change.





“Glowing eyes”

B.C. 4yrs old

“Like a black  
hole.” A.M 4yrs old

“It looks like a  
brain.” G.S.5yrs old

David Eagleman (2015) states that reality is the experience created in the brain. The brain gathers data from the senses and the creates a narrative. He stresses that the outside world is colourless, odourless and soundless. The brain converts signals into electrical signals that light up our world.

“Reality is a narrative played out inside the sealed auditorium or the cranium.”

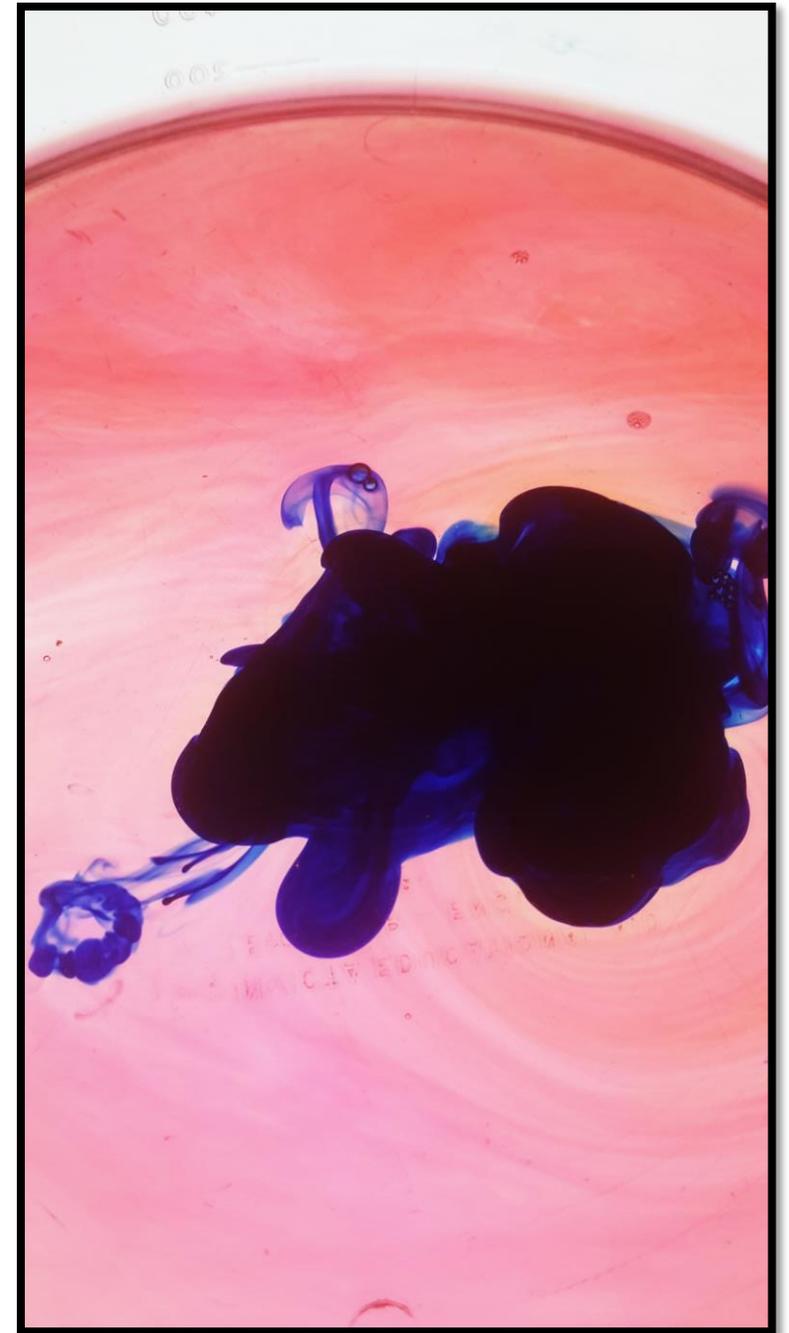
(Eagleman, 2015)



Demosthenes's belief that small opportunities create grand beginnings can be demonstrated by the innumerable interpretations that emerged and set a ripple effect. Just a few drops of colour in water and a gateway to the imagination opened.

"A dragon that has a cold."  
F.V.3yrs old

"Planets in a galaxy."  
"Rain on Mars."  
"No! They are like chicken pops. I've had it."  
Y1 class5-6yrs old



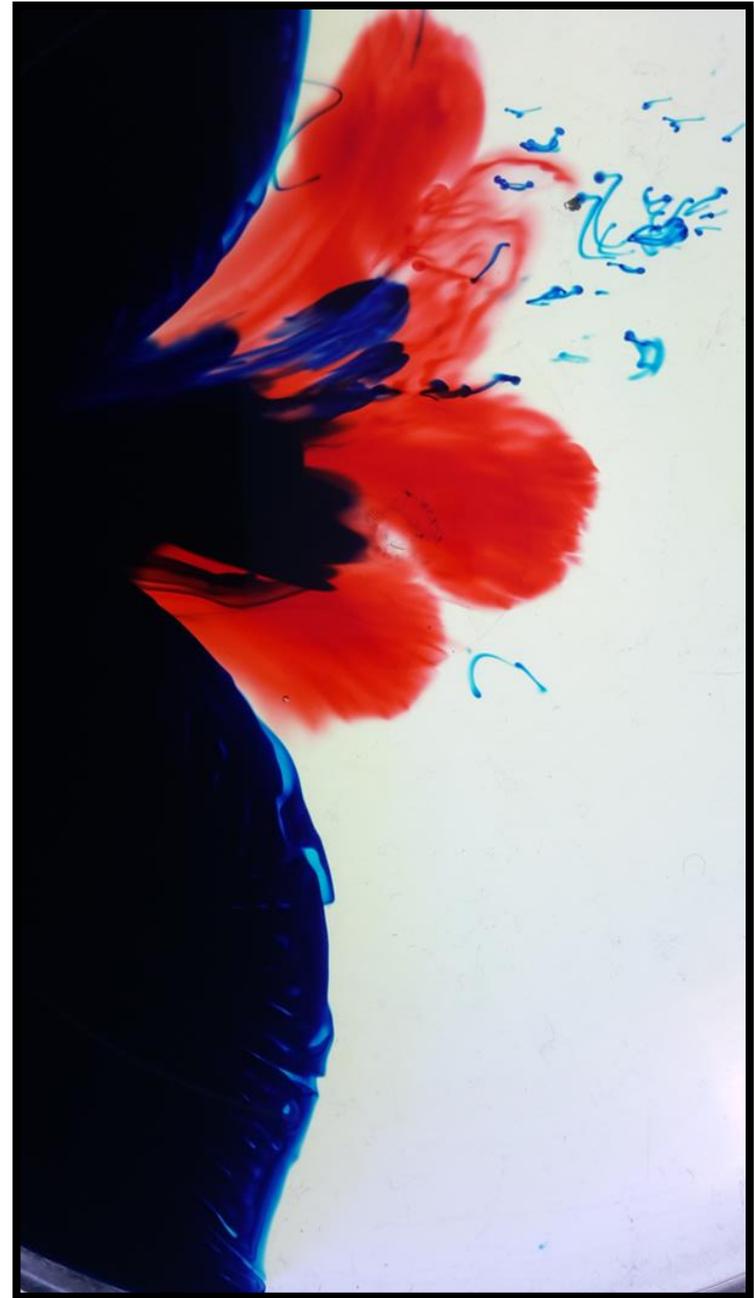


A man looking at the sky R.D.3yrs old

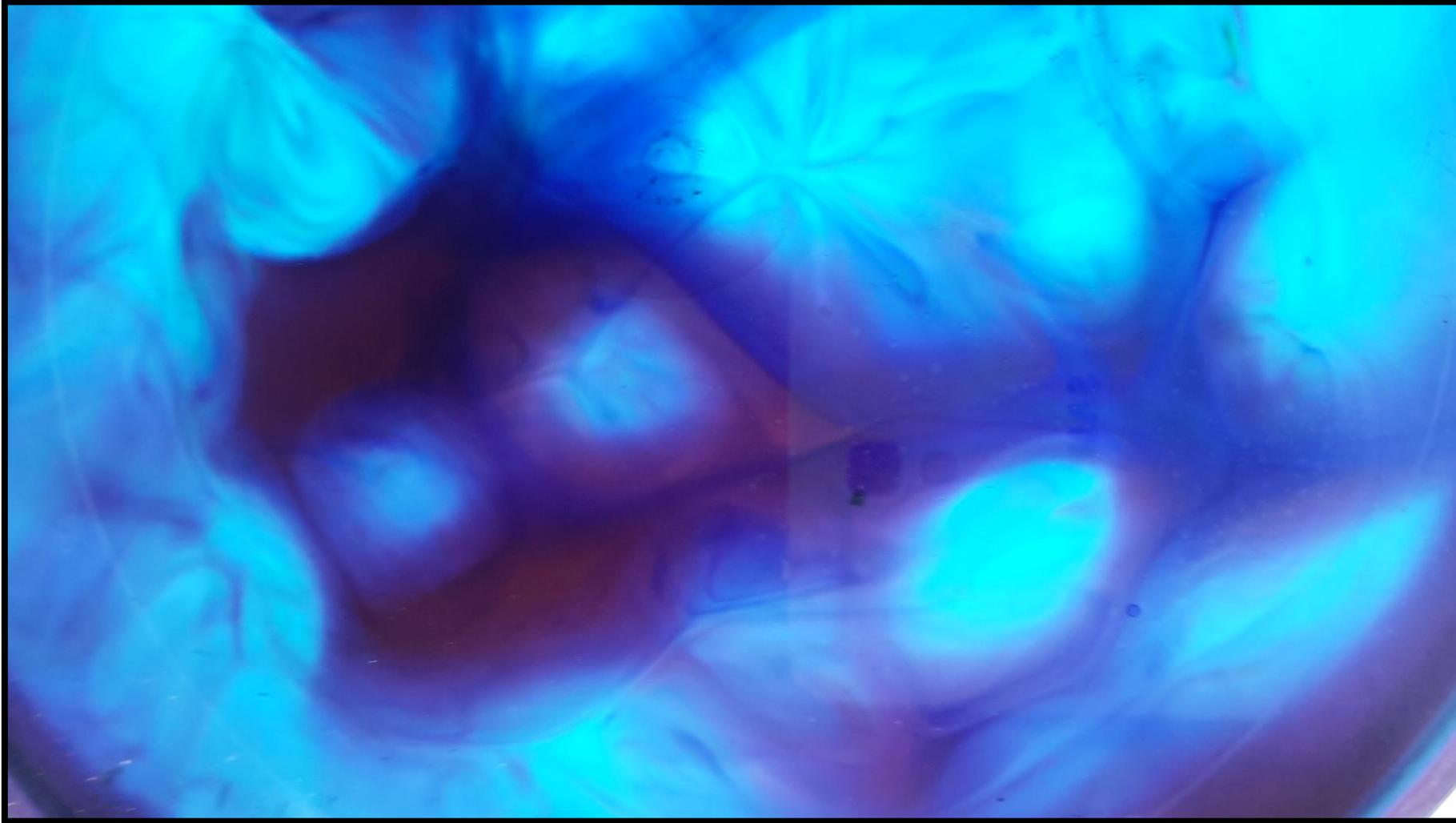
“It wasn’t a normal day; it looked like a new universe; it feels like a new world. The sky didn’t match the colour of the sea, but it matched the colour of blood that had permanently stained our society. There were new clouds that didn’t seem to be fluffy anymore but instead, made of stone, the rain was always the same. It reminded me of life; it starts in the clouds, in the sky, and quickly it finishes as it hits the ground, dividing itself in many places.”



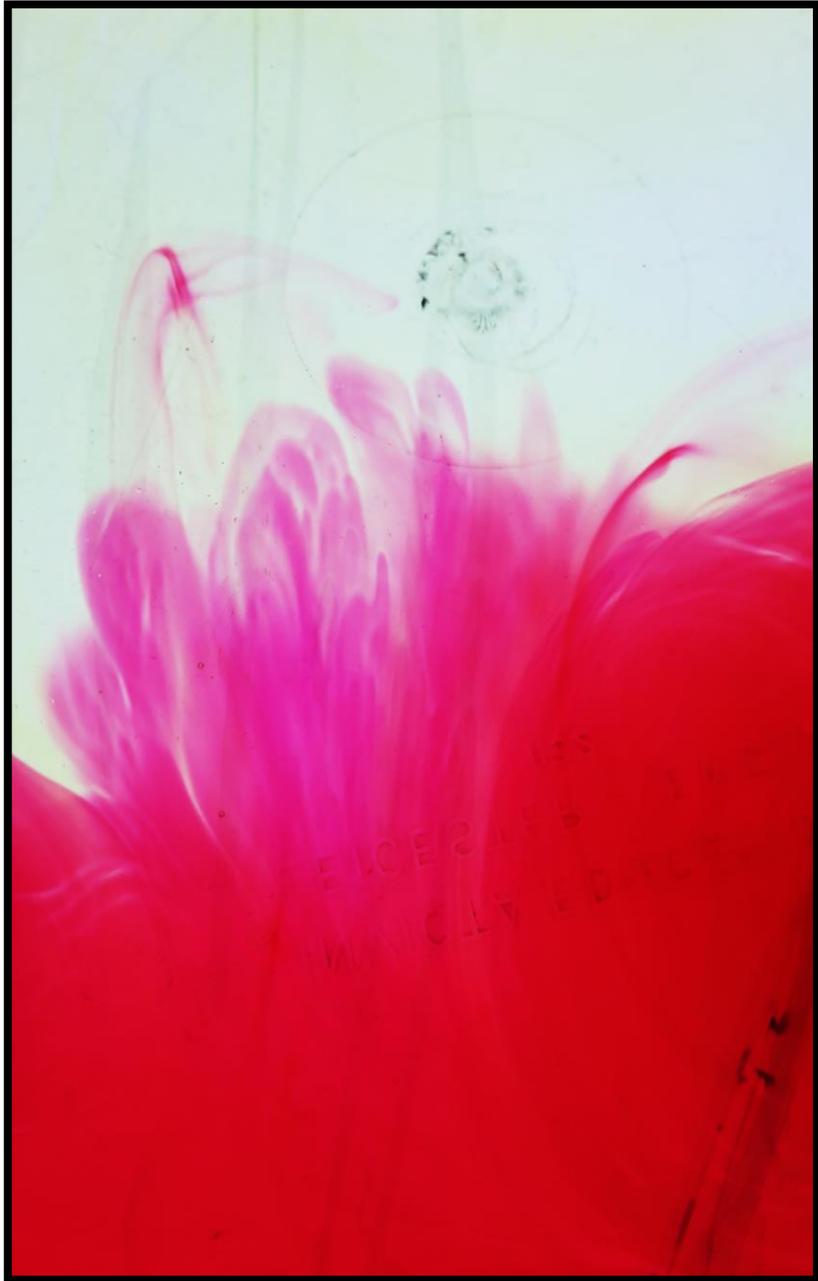
“It’s like a volcano but instead of the hot thing red it is orange.” M.L. 5yrs old



The Sneeze  
R.D Parent

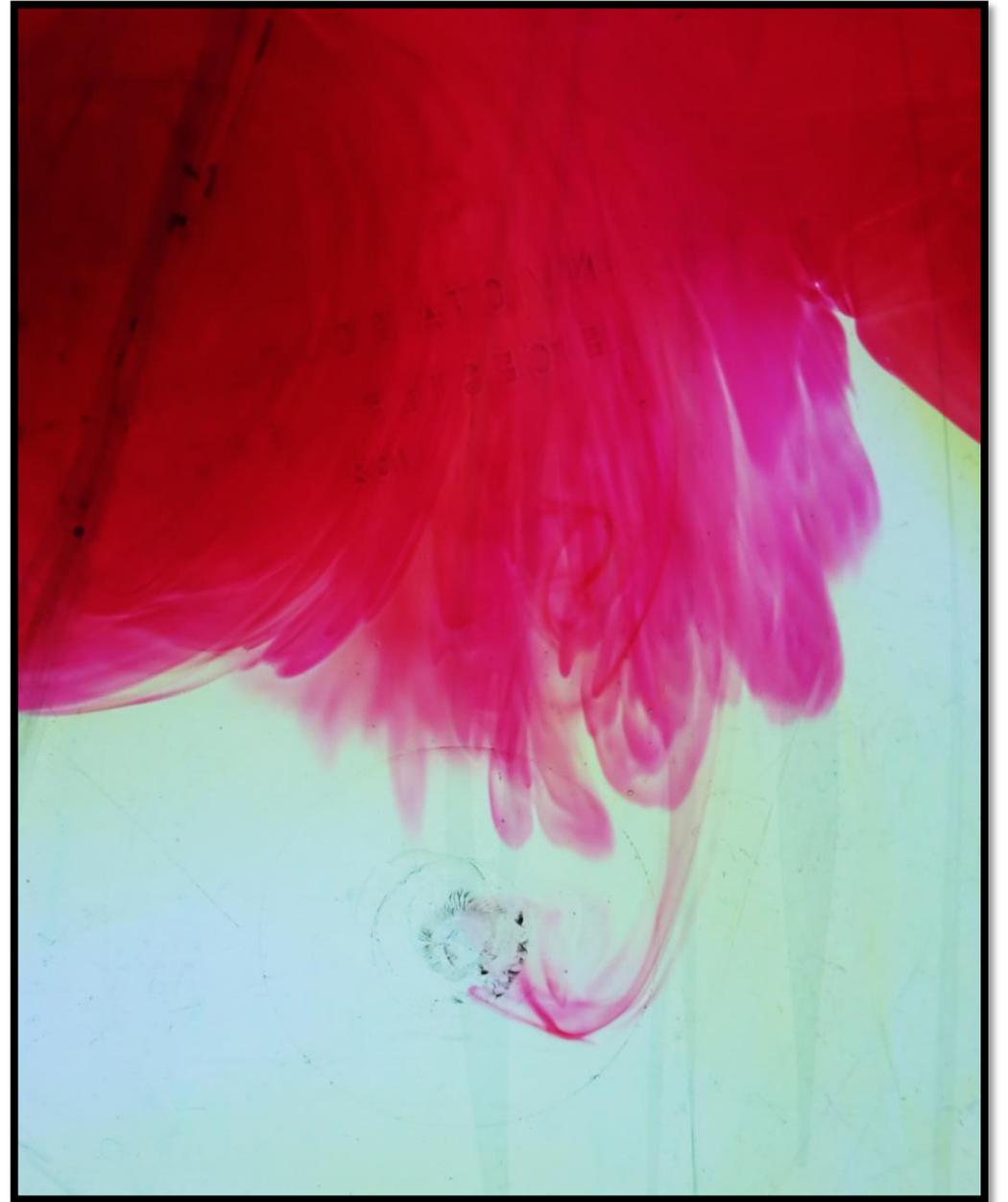


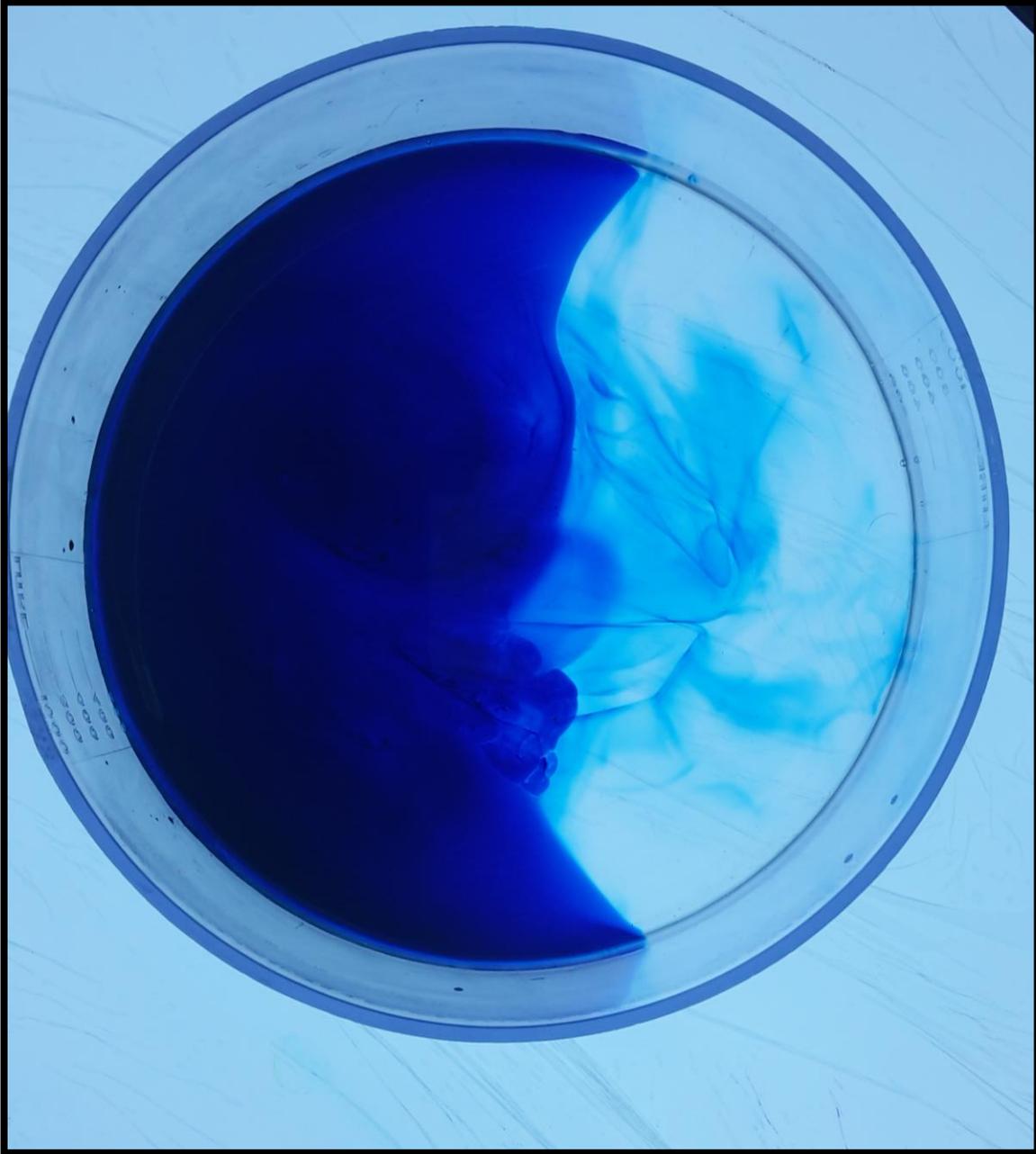
“ A monster.” “A bat looking at you.” “ A scary house.” Reception Class 45yrs olds



Ways of seeing.

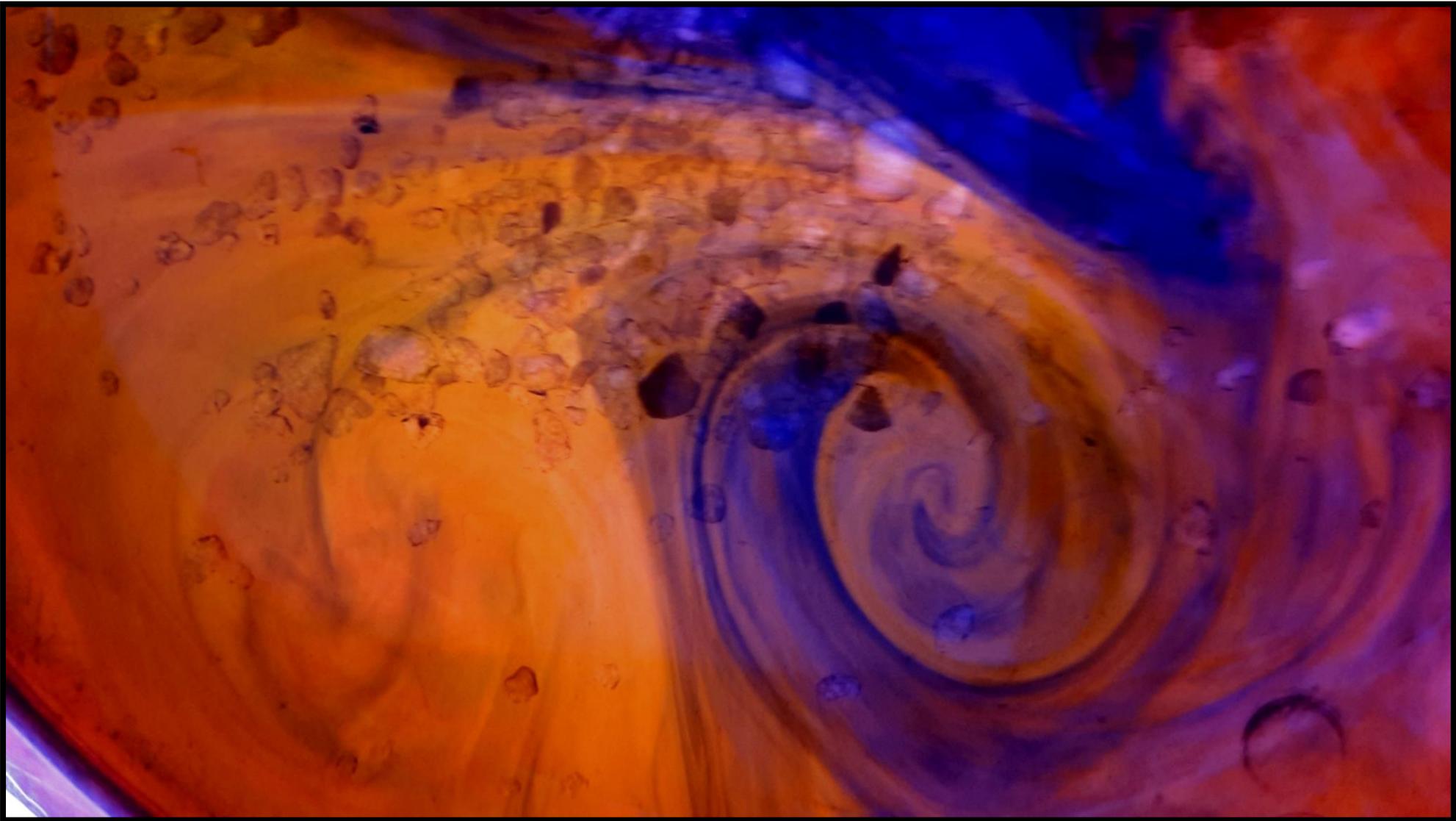
“A unicorn  
and a  
butterfly.” A.F 6yrs  
old



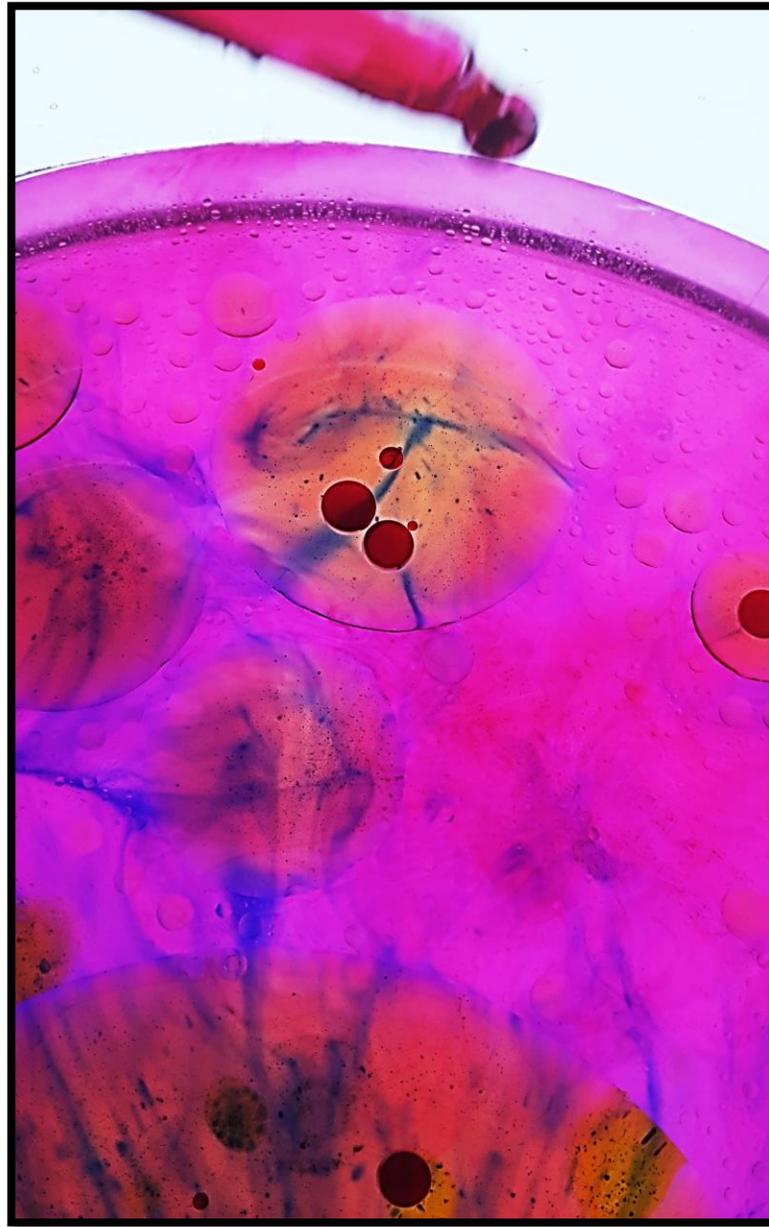
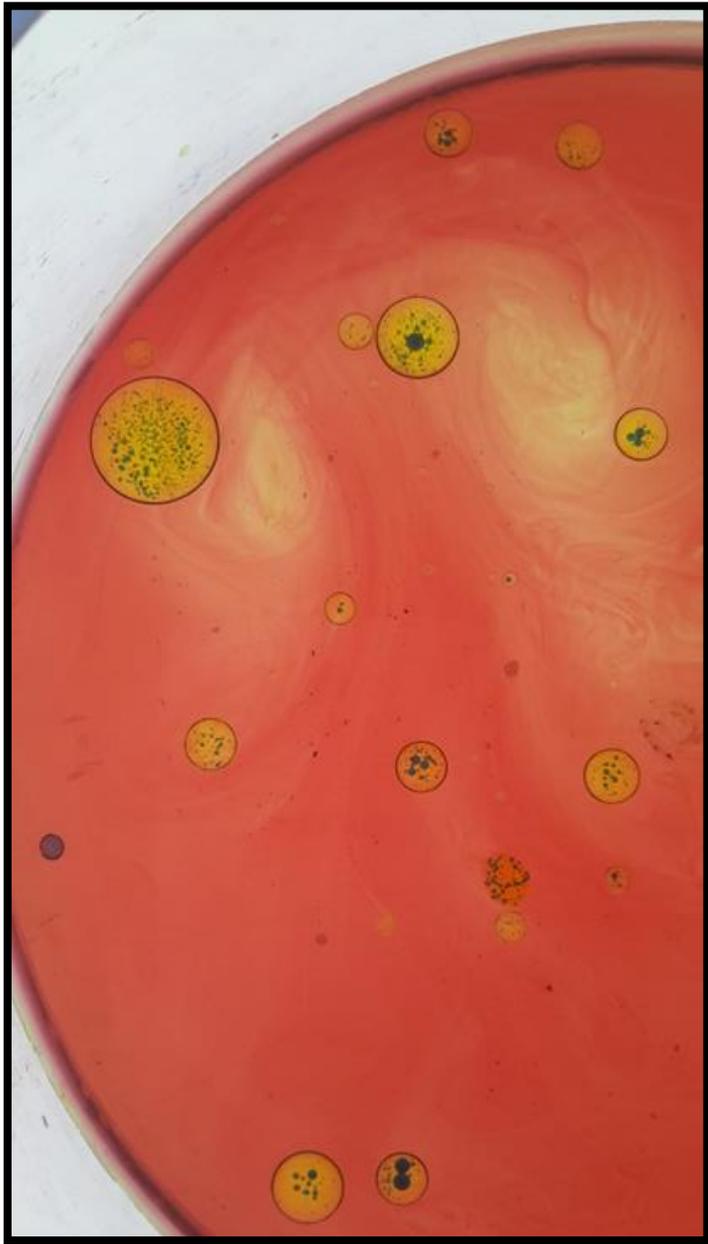


A riddle of ripples. A jellyfish turned into a monster who then became an owl who was afraid of the dark, so a moon appeared.

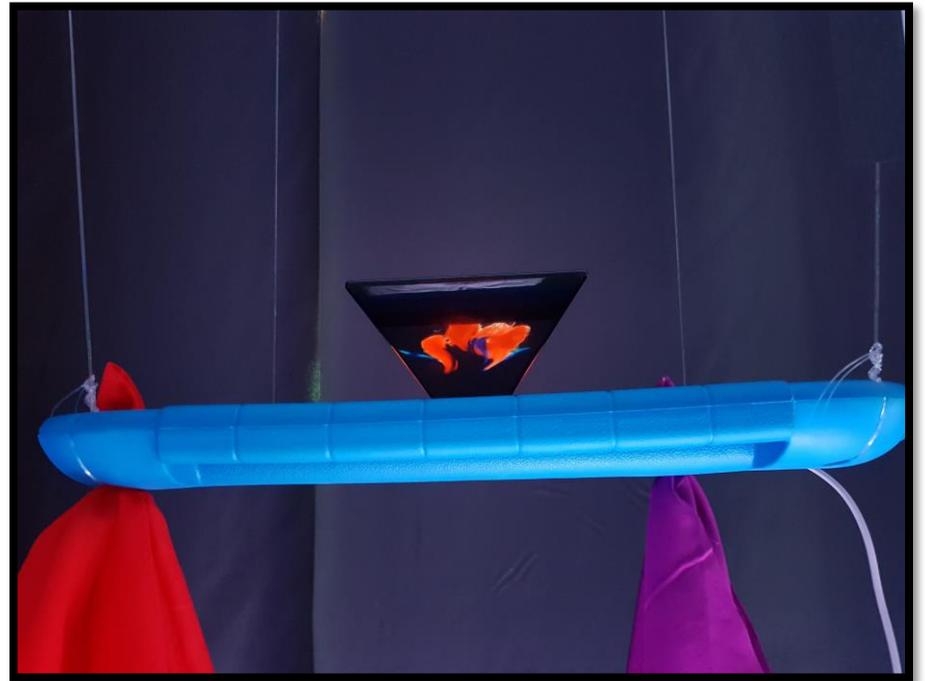
The moon. P.G 2yrs old



A bowl of water and food colouring in the primary colours. With the use of a pipette, drops of colour was added to water. Salt, oil and a sprinkle of imagination.



“Think left and think right and think low and think high. Oh, the thinks you can think up if only you try.”  
(Seuss Geisel, 1975)



*The Think Tank is full of ideas,  
If you listen with your ears, just peer  
through here,  
And maybe you will see a pear,  
You will see oysters and monsters.  
But don't worry you don't need to say  
sorry.  
Now watch this film (Ripples) and you  
will be surprised  
With what your child has learnt. (G.C,  
2019)*



The school community was invited to step inside the imaginative journey. Walking into the Ripples Exhibition was an invitation to a creative mental environment. It was set up to propose a new and inspiring habitat for ideas and thoughts that challenges the status quo of our day.



<https://vimeo.com/345042144>

<https://vimeo.com/345738787>

## Video Installations

**Ripples. An Imaginative Journey. Part 1.** When an atelierista and a group of young artists  
Add to Watch Later  
from Holly B.F. Warren

02:19

vimeo

This video player shows a video titled 'Ripples. An Imaginative Journey. Part 1.' by Holly B.F. Warren. The video content features abstract, colorful patterns in shades of blue, green, and yellow. The player interface includes a play button, a progress bar at 02:19, and icons for heart, clock, and share.

**Ripples. An Imaginative Journey. Part 2.**  
from Holly B.F. Warren

Photographs and comments by Nursery to Year 1  
Soundtrack available from  
[www.atmosphericvibraphone.com](http://www.atmosphericvibraphone.com)

02:05

vimeo

This video player shows a video titled 'Ripples. An Imaginative Journey. Part 2.' by Holly B.F. Warren. The video content features abstract, colorful patterns in shades of blue, purple, and pink. The player interface includes a play button, a progress bar at 02:05, and icons for heart, clock, and share. Text at the bottom of the video frame reads: 'Photographs and comments by Nursery to Year 1. Soundtrack available from www.atmosphericvibraphone.com. Project curated by Holly B.F. Warren.'

## Acknowledgements

I would like to thank all the children I work with that inspire and show me many different ways of seeing. As an adult I miss them.

Special thanks to the St. Louis School community that support and believe in the Think Tank projects.

Special Thanks to Margaret Brooks for giving me the opportunity of making this project visible.

## References

Eagleman, D. & Brandt, A., 2018. *The Runaway Species: how human creativity remakes the world*, Canongate Books LTD.

Boden, M.A., 2005. *The creative mind: myths and mechanisms*, Florence (Kentucky): Routledge.

How Dr. Seuss Changed Education in America

The playful inventor of the Yuzz-a-ma-Tuzz faced a challenge: write a page-turner that restrained itself to a few hundred real, mostly monosyllabic words.

By I-Huei Go