

Seal Years 5 and 6 -Creative Development Curriculum Links

New Beginnings

Art and design Objectives: To collect visual and other information to help them develop their ideas, including using a sketchbook

Have a feelings wall in the class, where children can place their own images (either found or produced by themselves), focusing on an event in their lives and their feelings surrounding this.

Music Objectives: As for QCA Unit 17 Roundabout Exploring rounds

Rounds are a musical form and can be a fun way of creating musical and rhythmical ideas whilst continuing to require pupils to work in partnership. Have children create their own rounds, drawing on rhythmic phrases from the range of cultures represented in the class.

Getting on and Falling out

Drama The QCA website offers a helpful drama lesson plan in its section 'Respect for all - Valuing diversity and challenging racism through the curriculum', focusing on two fictional communities that are forced to resolve long-standing conflicts. This will extend the work children have done on resolving conflict in the school community through an allegorical introduction to national and international conflicts and their potential resolution.

www.qca.org.uk

Click on ages 3-14/inclusion, then English and the lesson entitled *Resolving conflicts*, drama activity (KS2)

Literacy/art and design

Art and design objectives

To investigate and combine materials to match to the purpose of the work.

Read a selection of books for younger children about anger, for example *Angry Arthur* by Hiawyn Oram and Satoshi Kitamura (Red Fox), ISBN 0099196611;

Where the Wild Things Are by Maurice Sendak (Red Fox), ISBN 0099408392;
Tusk

Tusk by David McKee (Red Fox), ISBN 0099306506.

Consider the style of the writing, for example use of simple or complex sentences, use of rhythm and repetition, alliteration, and so on.

Children use ICT to plan and write their own story about angry feelings and their

consequences for younger children, using the stylistic qualities they have identified.

They consider the illustrations in the books. How realistic are they? How is the anger represented? What colours, textures, design ideas can we use to represent anger?

They design and produce illustrations for their stories using qualities that they have identified, if possible using different materials for multi-sensory illustrations.

Children share the books with children in a younger class.

Art and design/music objectives

To analyse and compare sounds

To explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary

To improve their own and others' work in relation to its intended effect

To explore, choose, combine and organise musical ideas within musical structures

Art and design objectives

To use a variety of methods and approaches to communicate observations, ideas and feelings.

Listen to peaceful or happy music and ask the children to write a poem, or choose from a selection of media to create a picture in response. Use music that suggests anger and strong emotion in a similar way. Some ideas for suitable stimulus music are given in the guidance on *Music for different moods* on the CD-ROM that accompanies these materials. Children might also like to create their own piece of music, which depicts either friendship, getting on or falling out.

Children can also use ICT to capture, change and combine sounds. Ask them to work around their environment to collect sounds using any form of sound recorders. Now sit as a group, listen to these sounds and ask how they make us feel. Where possible play the sounds back to the group at different speeds. Having identified the calming, relaxing ones make further recordings to compile a group piece which could be played as required to relax the group.

Going for goals

Art: As QCA Art and design Unit 3C Can we change places?

Design: Consider a range of public sculptures that commemorate people and events and celebrate success. Ask the pupils to consider what their own future achievements might be and to design maquettes or larger sculptures to celebrate these.

Good to be me

Art and design: Ask the pupils to draw or write down all the aspects they like about themselves - both physical features and aspects of their character. Next ask them to work with a friend and to do the same task in relation to each other. Discuss the differences and similarities they found. What does this tell us about what is important to us and to others? Ask the children to use the ideas to produce a portrait that conveys what they think makes it 'Good to be me'.

Drama: *First, We Picked Captains* by John Loveday. (Evans Education ISBN 0-237-62196-3).

This narrative poem tells the story of picking teams for a football match. The author writes from his viewpoint and his experience is negative. The poem explores the importance that is placed on being valued and accepted by peers, and the anxiety that children can experience if they do not feel 'one of the crowd'. Text themes The main themes are the feelings associated with acceptance and rejection.

First, We Picked Captains

First, we picked captains,
though usually they had already
picked themselves. Sometimes they just said it,
'I'll be captain,' and we pretended
our happy agreement.
It was easier that way,
and dusk was falling
so we needed to get started.
We stood in a line and the captains picked us.
'My first pick,' one would usually say,
and the other agreed, because that was easier,
and he never wanted
the boy that Billy picked anyway.
After they picked us, we lined up behind them,
always knowing who should be last.
But sometimes it happened
the usual last hadn't come to play,
had the bellyache, or was looking after
his little sister,
and someone else stood not wanting to be
the one not chosen, the one left over -

who never even got in the line with the captain
because already the rest were piling
their goalpost jackets and spreading for 'centre'.
Then, even the last-chosen would chase like mad
for a miracle goal, and their wild admiration -
though soon the ball was getting greasy
in the dew-sodden grass, and skidded away
off your boot in the wrong direction,
and the other side took it and easily scored,
and everyone shouted you'd kicked the wrong way.

John Loveday

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Use role-play in a drama session to encourage dialogue between characters about how to make each other feel valued and accepted. For example, encourage one child to take on the role of the last chosen and invite the other to think of actions and phrases to make them feel better about the situation. Can they help each other think of strategies to both avoid it happening again and cope with the emotions it raises?

Relationships

Art and music Listen to and create music that evokes feelings of loss and sadness. Link this to the work of artists such as Munch's *The Scream*.

Changes

Art and design: As QCA Art and design Unit 9 Visiting a museum, gallery or site
A key part of the year for Y6 children will be a visit to their new school. Encourage them to use their art skills to make use of this opportunity and produce images of people and the place. The process of doing this will provide time for them to reflect on the day. A range of media can be used, from pen and pencil to a digital camera; children could produce visual diaries to use as the starting point for written work or create class wall displays. The images could be used for a digital slide show (using software such as PowerPoint).

Art and design

Lesson 1 (Part of exemplar lesson plan)

Resources: Internet access, art materials for design (oil pastels work particularly well)

Part 1. Introduce children to the idea of Adinkra symbols (traditional symbols from Ghana, printed on cloth). The symbols represent aspects of a person's personality or position. The children can use the Internet to research the symbols, their meanings and how they are printed by searching for 'Adinkra'. Alternatively, print out pages of information in advance.

Part 2. Children are asked to think about themselves, their skills, personality and interests. Are there any Adinkra symbols they feel represent them? Can they invent or use their own symbols to represent themselves? Discuss possible known symbols such as music notes or comedy and tragedy masks. What others could they use? Are there any animals that represent aspects of their personality?

Part 3. Ask children to design a panel, about A4 size, to represent themselves using traditional or invented symbols or a combination.

Lesson 2

Resources: fabric, equipment for printing or batik

Using batik or printing techniques children prepare and carry out their designs on a panel of fabric.

Lesson 3

When all the panels are finished they should be joined together to make a banner to represent the class. It will be helpful if the teacher has a panel too. Discuss what characteristics, skills and interests are represented in the panels and therefore in the class. If this unit is done at the beginning of the school year, it can be useful to ask the children what they can contribute to the class during the year. Do they have particular skills in helping others with personal or work problems, tidying and organising, or preparing displays? A list can be drawn up which includes all the children and is then used during the year. This fits well with initial work on target setting and what the children want to get out of the year, showing that they have things to offer too.