

An Integrated Arts Unit Plan

Theme:

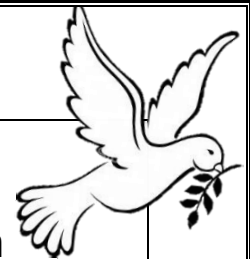
“A Child’s Garden: A story of Hope”

by Michael Foreman



Brynne Carter

Unit Plan
Integrated Arts
“A Child’s Garden: A story of Hope” by Michael Foreman



Date: Term _

Class Year: 5 & 6

Time Period: 12+ Lessons

Level: 3

Teacher: Brynne Carter

No. Students: 30

Key Competences:

- Thinking
- Managing Self
- Using Language
- Symbols and text

Resources:

Picture Book “A Child’s Garden: A story of Hope” by Michael Foreman, Musical Instruments, 30 Ceramic Pot plants, Soil, Selection of flower seeds, Sketch Pencils, Paint (Red, blue, yellow, black and white), Selection of different sized paintbrushes, Water Jars, Newspaper, Plain News Print, Plastic sheets to cover tables, Painting Shirts, Modelling Clay (White), Different selection of paper and things for collage (each student to bring an ice-cream container with own items), A3 Paper.

Visual Art Forms:

Painting, Sketching,
Sculpture, collage.

Visual Art Style:

Still-Life, Pointillism, Abstract.

Visual Art Media:

2D- Paint, Collage, Draw
3D- Sculpture

Lesson Structure:

Beginning

1. Read Story, Brainstorm possible potentials
2. Music
3. Drama/ Dance

Middle

4. Creative Writing: What gives you hope?
5. Pot Plant
6. Sketch a Dove
7. Pointillism Dove
8. Sculpture a Dove

End

9. Class Mural through collage(Represent what gives you hope or your ultimate garden)
10. Presentation of mini production

Strands:

The Arts

1. Developing Practice Knowledge (PK)
2. Developing Ideas (DI)
3. Communicating and Interpreting (CI)

English

1. Purposes and Audiences
2. Ideas

Achievement Objectives:

Music

1. Express and shape musical ideas, using musical elements, instruments, and technologies in response to sources of motivation. (DI)
2. Prepare and present a brief performance of music, using performance skills and techniques. (CI)

Drama

1. Initiate and develop ideas with others to create drama. (DI)
2. Present and respond to drama identify ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and other's work. (CI)

Visual Art

1. Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes. (PK)

English

1. Construct texts that show a growing awareness of purpose and audience through careful choice of content, language and text form. (PA)
2. Forms and expresses ideas and information with increased clarity, drawing on a range of sources. (I)

Learning Intentions:

We are learning to...

1. See potential possibilities in the way of sound, movement and visually from the chosen picture book, "A child's Garden".
2. Develop musical ideas in small groups around a given character from the picture book "A child's Garden".
3. Develop movement as a class and in small groups that aligns with the picture book "A child's Garden".
4. Integrate the sound and movement together to create a mini production.
5. Use the theme of the picture book "A child's Garden", to create a piece of creative writing based on 'what gives you hope?'
6. Give hope to others and to honour our teachers by painting a pot plant and plating a seed to give to away to a teacher in the school.
7. Know the elements and features that are needed to sketch a dove in a realistic view.
8. Mould and sculpture a dove in our own creative way.
9. Paint a dove in an abstract way by using pointillism as our technique.
10. Take our piece of creative writing and portray the idea of 'what gives us hope' in a visual representation of a collage, which will create a tile in our class mural.
11. Present a mini production based on the picture book "A child's Garden"

How do we know we are achieving?

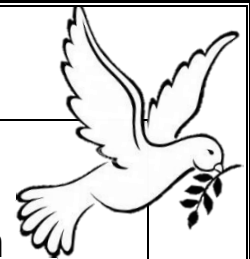
- At the front of the class there will be an A3 folder which will display the brainstormed ideas for the music and dramatic movement potential and ideas.
- Half way through the unit each child and the teacher will fill out a unit which evaluates what they have done and how they are learning.
- At the end of the unit we will put on a mini production which incorporates the musical and dramatic ideas we have been looking at.
- We are able to create a motif for our chosen character.
- We are able to integrate our dramatic movement with our music and sound.
- Our art folder will hold our sketch and pointillism painting of a dove.
- Displayed around the classroom will be our sculpture, tile in the class mosaic and creative story and painted pot plant with the growing flower.
- Within our paintings we will have used different brush techniques.

Biblical Arts Rationale:

This unit plan is a representation of my biblical arts rationale because it incorporates creativity and imagination. A big concept I talked about throughout my rationale was that every child is born creative, that every child has creative and imaginative potential. As I look at my unit plan I can see this portrayed through many of my lessons, some of them are how they must write a creative story about what gives them hope and then portray this into a visual aid. The music and drama lessons, grant each child the opportunity to think outside the box, to move outside their comfort zone to learn new things but most importantly to develop their creative ability.

Another aspect is that each lesson does not tell the children this is how you do it, it is only there as a guideline, by doing this children are learning that creativity and imagination is not in a set way for everyone. A final aspect is within the music and drama section. Although the whole class will experience each section to begin with after they have done this they have the opportunity to work in the group, in which their strengths lie, thus developing their creativity and imagination within their strengths.

Assessment
Integrated Arts
“A Child’s Garden: A story of Hope” by Michael Foreman



Formative Assessment:

This unit will be assessed by...

1. Mini production presentation.
2. Creative writing ‘what gives you hope’ final piece
3. Four art pieces, techniques which have been taught have been used.
4. Reflective Journal of each day recording how they have felt and what they have learnt.
5. Rubric

Feed Back

Childs Learning...

- At the end of the unit the teacher will collect each child’s reflective journal in. The teacher will then look through the journal jotting down key areas of growth, lessons they have learnt etc. A summary of the reflective journal and these keys points will then be developed. Included in this summary the teacher will look at how they have participated and contributed throughout the unit, have they given their best, where they willing to learn, did they hold anything back from the class and group. This summary will then be handed back alongside the rubrics.

Arts Curriculum...

- At the end of the unit each child will fill out the same rubric they used when they filled it out half way through the unit. Like with the half way rubric each child will fill it out twice, once for themselves and once for the child on their left. Through this they will see how they have changed and improved, from their own view and the view of another child. The teacher will also use the same rubric, and will see if each child has taken on board the previous comments made and used these to help them improve. At the bottom of each rubric the teacher will make a final comment based upon each art areas and their overall achievement as well as growth and participation.
- Alongside the rubric the teacher will be looking at their final piece of creative writing, their visual representation of it in a collage, the sketch, pointillism and sculpture. To help with this the teacher will be using a roll book. This will have each child’s name down the left side and across the top it will have a column for each WALT and then a column for any comments. It will be marked by 1 ✓ still developing, 2 ✓✓ good levels of understanding and application and 3 ✓✓✓ excellent understanding and application. In the final column comments will be made here.

Feed Through

Childs Learning...

- This will take in an informal way as opposed to a formal way. From time to time as the teacher is rotating around the classroom looking at each child’s work and talking to them about it, they will also ask the child to share the one thing they have learnt that week that has stood out for them and why. By doing this the teacher is able to see if each child is learning what they want them to learn. They are also able to see if the WALT is being met.

As the child shares this the teacher will jot it down and then look it in comparison to all they have observed in regards to the child.

Arts Curriculum...

- This will take place in a more informal way. Each lesson the teacher will be rotating around the classroom discussing the writing, artwork and music and drama ideas with each child. As the teacher is doing this, remarks may be made and pointed out of how to improve a certain aspect of the artwork, music motif or drama sequence. Another way in which it will take place is through teacher child conference with the creative writing, where together the teacher and child will look at the piece of writing and how to improve it.

Feed Forward

Childs Learning...

- At the end of each week the teacher will collect each child's reflective journal in. The teacher will then read through each entry looking for the growth and learning of each child, making comments of aspects they could try in the coming lessons, techniques they could use for improvement in areas. The following week the teacher will looking and observing to see if each child takes this on board.

Arts Curriculum...

- Half way through the unit each child will fill out a rubric that was created as a class. The rubric will be looking at aspects such as participation and correct use of techniques. Each child will fill the rubric out twice, once for themselves and once for the child on their left. The reason for this is so each child gets a pair evaluation so they can see how others think they are doing and so that the teacher can see how each child feels they are doing. Alongside these rubrics the teacher will also use the same rubric. At the bottom of each rubric there will be space for any comments; this is where the teacher will makes comments about how each child is doing with aspects of music, drama and visual art. Comments will be made on their strengths and on a few aspects that will help them improve in areas. The reason for doing it half way through the unit is so that each child can take the feedback and make improvements to their work where noted.

Lesson One
Integrated Arts
“A Child’s Garden: A story of Hope” by Michael Foreman



Date: -
Class Year: 5 & 6

Time Period: 1- 1 ½ hours
Level: 3

Teacher: Brynne Carter
No. Students: 30

<p>Strands:</p> <p>The Arts</p> <ol style="list-style-type: none"> Developing Ideas
<p>Achievement Objectives:</p> <p>Music</p> <ol style="list-style-type: none"> Express and shape musical ideas, using musical elements, instruments, and technologies in response to sources of motivation. (DI) <p>Drama</p> <ol style="list-style-type: none"> Initiate and develop ideas with others to create drama. (DI)
<p>Learning Intentions:</p> <p>We are learning to...</p> <ol style="list-style-type: none"> See potential possibilities in the way of sound, movement and visually from the chosen picture book, “A child’s Garden”.

<p>Key Competences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thinking <input type="checkbox"/> Participating and Contributing
<p>Resources:</p> <p>Picture Book “A Child’s Garden: A story of Hope” by Michael Foreman, White Board Markers, As Paper, Felt Tip Pens, A3 Clear File, Reflective Journal</p>

Time	Activity/ Structure
<p><u>Intro</u> 5 min</p>	<p>PART ONE</p> <p>I will begin by introducing the picture book “A Child’s Garden: A story of Hope” by Michael Foreman to the children. I will introduce the book by writing on the white board the first part of the title “A child’s Garden”. The cover of the book won’t be showed yet either. The reason behind this is I don’t want to give any hints to the story.</p> <p>As a class we will briefly discuss what they think the story will be about. This will take place by the children raising their hands and putting forth their ideas.</p>
<p>10 min</p>	<p>Next the story will be read to the class.</p>
<p><u>Dev</u> 10 min</p>	<p>PART TWO</p> <p><i>Identify characters (in pairs)</i></p> <p>After the story has finished children will pair of with the child next to them. They are to take a copy of the picture book to help them, they are to then work through the story and decide what they believe are the characters of the story.</p>

15 min	<p>Before sending the children away I will explain that a character does not have to be a person but that it can be something like day and night. They must come up with at least five characters.</p> <p>Characters are: Boy, Rubble, Plant (Vine), Barbed Wire Fence, Faraway Hills, Birds & Butterflies, Children, Soldiers, Beautiful City, Winter, Spring, Girl.</p> <p><i>Identify characters (as a class)</i></p> <p>After the 10 minutes are up the children are to return to the mat. Rotating around the groups each child is to give one character (the teacher will write it up on the white board) each time until all potential characters are displayed on the white board.</p> <p>After all characters are displayed on the board we will discuss which we consider to be the main characters and the minor characters. Depending on the amount of characters minor characters can be grouped together.</p>
30 min	<p>PART THREE</p> <p><i>Discuss possible potential (in groups)</i></p> <p>Next I will separate the children into groups of five forming six groups. I will then allocate the characters to each group. Using the picture book the children are to go away and work in their groups to identify possible potential for sound, movement and visual aspects. Here they will be drawing on their prior knowledge from the year and previous year. The children will record the potentials onto a piece of A3 paper.</p> <p>Group 1: Boy Group 2: Vine Group 3: Rubble (town 1), Fence Group 4: Birds & Children Group 5: Soldiers Group 6: Girl</p>
30 min	<p><i>Discuss possible potential (as a class)</i></p> <p>When the 20 minutes are up the children will return to the mat. Rotating around each group, beginning with the main character, the children will share some of the potentials they came up with for sound, movement and visual.</p> <p>Once each group has shared we will then discuss as a class any other possible potential they may have seen for any of the characters in any of the categories. As this is happening I will be adding to the pieces of paper the children recorded the potentials on.</p> <p>I will store the process of the brainstorming and ideas in a clear file which will be displayed at the front of the class for the children to refer back to at any time.</p>
<u>Closure</u> 10 min	<p>PART FOUR</p> <p>Each child is to write a brief paragraph in their reflective journal describing one of the following points:</p> <ul style="list-style-type: none"> • How you felt working through the process. • Something new you learnt/discovered • Anything you struggled with or found hard. Why? • What you enjoyed the most? Why? <p>I will collect the journal in each Friday to read through and give comments.</p>

Note:

Although this lesson has been planned for one lesson there is great possibility that it can take longer than planned and go over two or even three lessons.

Lesson Two
Integrated Arts
“A Child’s Garden: A story of Hope” by Michael Foreman



Date: -
Class Year: 5 & 6

Time Period: 1- 1 ½ hours
Level: 3

Teacher: Brynne Carter
No. Students: 30

<p>Strands:</p> <p>The Arts 2. Developing Ideas (DI)</p>
<p>Achievement Objectives:</p> <p>Music 2. Express and shape musical ideas, using musical elements, instruments, and technologies in response to sources of motivation.</p>
<p>Learning Intentions:</p> <p>We are learning to... 2. Develop musical ideas in small groups around a given character from the picture book “A child’s Garden”.</p>

<p>Key Competences:</p> <p><input type="checkbox"/> Thinking <input type="checkbox"/> Managing Self <input type="checkbox"/> Participating and Contributing</p>
<p>Resources:</p> <p>Picture Book “A Child’s Garden: A story of Hope” by Michael Foreman, Instruments, A3 Paper, Felt Tip Pens, A3 Clear File, Reflective Journal</p>

Time	Activity/ Structure
Intro 5 min	<p>PART ONE</p> <p>Depending on the weather I will take the children down to the school field with the musical instruments. If the weather is bad I will book the school hall. The reason for this is when the children are on the instruments they have the space and won’t be distracting other classes.</p> <p>I will lay out the instructions of how they are to work on the field:</p> <ul style="list-style-type: none"> • No running off, stay close by, within view and in your group. • No mucking around • Everyone is to participate in some way. • Have fun
Dev 45 min	<p>PART TWO</p> <p><i>Musical motif (in groups)</i></p> <p>Working in groups of five the children are to explore musical ideas for creating a motif for their given character (Characters below). The children will use the picture book, looking at each page their character appears using this as a guide as how to develop their motif. They can also use the page with brainstormed possible potentials if need be to give them ideas. The created motif will run along the picture book and show the progression of their character.</p>

30 min	<p>As they progress throughout creating the motif the children will jot down words in order which will help them remember how to recreate the motif. While the groups are working on this I will rotate around each group listening and observing what they have done so far, and helping where needed.</p> <p>Group 1: Boy Group 2: Vine Group 3: Rubble (town 1), Fence Group 4: Birds & Children Group 5: Soldiers Group 6: Girl</p> <p>PART THREE <i>Musical motif presentation (in groups)</i> At the end of the delegated 45 minute slot, we will gather together in the middle of the school filed. Working around each group the children will present as far as they have gotten with developing their motif for their character. At the end of this I will ask students to give feedback to the group, what they liked and something they thought may be helpful to work on and the feedback given. . As they are going I will jot down the basic idea of their motif. This will be stored in the A3 clear file.</p>
<u>Closure</u> 10 min	<p>PART FOUR <i>Reflective journal</i> Each child is write a brief paragraph in their reflective journal describing one of the following points:</p> <ul style="list-style-type: none"> • How you felt working through the process. • Something new you learnt/discovered • Anything you struggled with or found hard. Why? • What you enjoyed the most? Why? <p>I will collect the journal in each Friday to read through and give comments.</p>

Note:

This lesson is one in a series of lessons which the children will continue working on, developing, revising and adjusting their motif. Prior to this lesson I will have spent time introducing the children to the instruments giving them time to explore the sounds they make. I will have also introduced the children to how to develop a motif.

Lesson Three
Integrated Arts
“A Child’s Garden: A story of Hope” by Michael Foreman



Date: -
Class Year: 5 & 6

Time Period: 1- 1 ½ hours
Level: 3

Teacher: Brynne Carter
No. Students: 30

<p>Strands:</p> <p>The Arts 3. Developing Ideas (DI)</p>
<p>Achievement Objectives:</p> <p>Drama 2. Initiate and develop ideas with others to create drama.</p>
<p>Learning Intentions:</p> <p>We are learning to... 3. Develop movement as a class and in small groups that aligns with the picture book “A child’s Garden”.</p>

<p>Key Competences:</p> <p><input type="checkbox"/> Thinking <input type="checkbox"/> Managing Self <input type="checkbox"/> Participating and Contributing</p>
<p>Resources:</p> <p>Picture Book “A Child’s Garden: A story of Hope” by Michael Foreman, Reflective Journal</p>

Time	Activity/ Structure
<u>Intro</u>	PART ONE
	This lesson will take place in the school hall so as to give the children the space to freely move around.
10min	Before heading over to the hall I will once again read the story to the children so that they are refreshed and it is in the forefront of their minds.
5 min	I will lay out the instructions of how they are to work in the hall: <ul style="list-style-type: none"> • No shouting • No mucking around • Everyone is to participate in some way. • Have fun
<u>Dev</u>	PART TWO
45 min	<i>Movement possibilities (as a class)</i> As a class we will look at and explore possible movements to show the development of the plant (vine) as in the picture book. As a class we will consider how we want to portray the vine to ourselves and to any given audience. My role throughout this lesson won’t be very big but it will be one in which I prompt the children with ideas. First I want the children to consider the way in which they will portray the vine, how will the audience know you are a vine. They will discuss this in pairs briefly and then come

<p>Closure 10 min</p>	<p>back as a class and share their ideas.</p> <p>Secondly the children will look at how they will begin the sequence of the vine appearing and beginning to grow. This will be worked out informally by children putting ideas in here and there, but within a structured environment.</p> <p>Lastly the children will look at how do we show the development of the vine; when it grows, is torn down and then re grows. Throughout this stage I will get the children to consider aspects like:</p> <ul style="list-style-type: none"> • What are your arms and legs doing? • What is your expression doing/ saying? <p>My role throughout each part of the lesson will be more of an observer as I want the children to take ownership. I will get alongside them and prompt them with ideas, encourage them in their work. I will also be watching the participation of the children and looking to see those who don't enjoy or who feel uncomfortable with the drama. Those children I will get alongside and encourage them to give it a try, it after a while they still don't want to I will give them roles such as coordinator.</p> <p>PART THREE <i>Reflective journal</i></p> <p>Each child is write a brief paragraph in their reflective journal describing one of the following points:</p> <ul style="list-style-type: none"> • How you felt working through the process. • Something new you learnt/discovered • Anything you struggled with or found hard. Why? • What you enjoyed the most? Why? <p>I will collect the journal in each Friday to read through and give comments.</p>
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Note:
This lesson is one in a series of lessons which the children will continue working on, developing, revising and adjusting for each character. Prior to this lesson I will have spent time introducing the children to concepts and knowledge of movement. At the end of lesson and before the next lesson the children will consider if they would prefer to work with music or drama and dance. In the following lesson the children will then work in two groups: music and drama. In these groups they can split into smaller groups to develop the characters. We will come together as a class from time to time to put the music together with the movement, to evaluate and reflect on what is taking place.

Lesson Four
Integrated Arts
“A Child’s Garden: A story of Hope” by Michael Foreman



Date: -
Class Year: 5 & 6

Time Period: 1 – 1 ½ hours
Level: 3

Teacher: Brynne Carter
No. Students: 30

<p>Strands:</p> <p>English</p> <ol style="list-style-type: none"> Purposes and Audiences Ideas
<p>Achievement Objectives:</p> <p>English</p> <ol style="list-style-type: none"> Construct texts that show a growing awareness of purpose and audience through careful choice of content, language and text form. (PA) Forms and expresses ideas and information with increased clarity, drawing on a range of sources. (I)
<p>Learning Intentions:</p> <p>We are learning to...</p> <ol style="list-style-type: none"> Use the theme of the picture book “A child’s Garden”, to create a piece of creative writing based on ‘what gives you hope?’

<p>Key Competences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thinking <input type="checkbox"/> Managing Self <input type="checkbox"/> Using Language Symbols and text
<p>Resources:</p> <p>Writing Books, Blue, Green and Red pen, Pencil, A4 Sized Paper, A3 Clear File, colouring in pencils, Reflective Journal</p>

Time	Activity/ Structure
<p><u>Intro</u> 20 min</p>	<p>PART ONE</p> <p>As a class we will brainstorm on the white board about things that give the children hope.</p> <p>Next I will explain that they are required to create a piece of creative writing a minimum of one page, which is based upon the theme of hope from the picture book. The children will develop this piece over the next few lessons telling a story of ‘what gives me hope’.</p>
<p><u>Dev</u></p>	<p>PART TWO</p> <p><i>Brainstorm(individual)</i></p> <p>At their own desk each child is to brainstorm possibilities for their piece of writing. Things they will be brainstorm will be ideas around what gives them hope. The class brainstorm was to spark ideas for them individually. They also need to consider who is in the story, what it is about, where it is taking place and why it gives them hope. This can be done in the form of words or pictures.</p> <p><i>Brainstorm check</i></p> <p>Once the brainstorm is complete each child will consider which ideas they are going to use, then they will circle the ideas. Once this is done they will bring their brainstorm with</p>

the circled ideas to me to look over. I will discuss with them what they want to write about and when I can see that it is appropriate for the topic I will send them away to start their draft.

Draft

Once each child has had their brainstorm checked off with me they will begin their first draft. As they write they will miss every second line which they will use for editing. Throughout the writing process they can first ask a friend for help when stuck for ideas and then ask me for ideas. Requirements for the piece of writing are that they use a selection of language features and correct spelling. Once they have finished the draft, each child will go through it with a pencil checking spelling and sentence structure; they will then swap with a friend and get them to edit their work while they edit their work, this will be done in a green pen.

After their friend has edited their work they will rewrite it making the necessary changes that were marked, but also making other changes they see and feel they need to. Once they have completed their second draft they will bring it to me to conference with them and check over and note down any needed adjustments, I will use a red pen.

They will then go away and rework their writing until both me and the child is happy with the end product. Throughout the process when struggling to spell a word each child will first go to the dictionary, then a friend before coming to me.

Final Piece

Their final piece will be written up onto a nice piece of white A4 sized paper. Along with the story, they will give it a title, put their name at the bottom and add a bit of a picture with colour (this could be a border etc.).

Once their final publication is complete, it will be handed in. Once I have every child's story I will make a photocopy to add to the A# folder which is tracking the progress. With the actual copies I will then display them at the back of the class on the wall.

Closure
10 min

PART THREE

Reflective journal

Each child is write a brief paragraph in their reflective journal describing one of the following points:

- How you felt working through the process.
- Something new you learnt/discovered
- Anything you struggled with or found hard. Why?
- What you enjoyed the most? Why?

I will collect the journal in each Friday to read through and give comments.

Note:

This lesson has been written with no actual timing as I know it will take far more than one lesson. I have written it as one lesson in a series of lessons which the children will continue working on, developing, revising and adjusting their story.

Lesson Five
Integrated Arts
“A Child’s Garden: A story of Hope” by Michael Foreman



Date: -
Class Year: 5 & 6

Time Period: 1 – 1 ½ hours
Level: 3

Teacher: Brynne Carter
No. Students: 30

<p>Strands:</p> <p>The Arts</p> <p>4. Developing Practice Knowledge (PK)</p>
<p>Achievement Objectives:</p> <p>Visual Art</p> <p>3. Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.</p>
<p>Learning Intentions:</p> <p>We are learning to...</p> <p>5. Give hope to others and to honour our teachers by painting a pot plant, plating a seed and watching it grown. This in turn will be given to away to a teacher in the school.</p>

<p>Key Competences:</p> <p><input type="checkbox"/> Thinking</p> <p><input type="checkbox"/> Managing Self</p>
<p>Resources:</p> <p>Picture Book “A Child’s Garden: A story of Hope” by Michael Foreman Paint (Red, blue, yellow, black and white), 15 egg cartoons, 30 Ceramic Pot plants, Water Jars , Newspaper, Plain News Print, Plastic sheets to cover tables, Painting Shirts, Selection of different sized paintbrushes, Varnish, Soil, Selection of flower Seeds, Reflective Journal</p>

Time	Activity/ Structure
<p><u>Intro</u> 10 min</p>	<p>PART ONE <i>Setup</i> As a class we will set up the classroom to prepare it for painting. What needs to take place:</p> <ul style="list-style-type: none"> • The tables need to be covered with the plastic sheets. • Jars need to be filled with water and put two to a group of tables out. • Put 3 paintbrushes at each table small, medium and large. • Fill and egg cartoon with paint. Colours Red, blue, yellow, black and white. • Newspaper placed at each table for mixing on. • A pot plant, piece of plain newsprint and a pencil placed on each table.
10 min	<p>Once the setup has taken place the children will sit down on the mat, so as not to fiddle and get distracted with what is on the table. Once all are settled and paying attention will explain the lessons activity and how it is going to take place. I will explain that they are going to paint the pot plant nicely with a something that represents hope to them. Once they are painted and dry we will fill them with soil and plant a flower seed in it. I will also share how this pot plant and flower is not for them to keep but that they need to choose a teacher in the school (no double ups) who at the end of the unit they are going to give the pot plant to, along with a copy of their creative writing. I will share how the purpose is</p>

	to give hope to those in the school and to honour them.
<u>Dev</u> 5 min	<p>PART TWO</p> <p><i>Draft</i></p> <p>Before the children are seated at their desks they need to put their paint shirts on. Once at their desks they need to do a brief sketch as a guideline to how they want to paint their pot plant.</p>
25 min	<p><i>Painting</i></p> <p>Once the children have finished their draft, they will begin painting, using the given newspaper to mix colours. I will rotate around the classroom helping where needed and making sure the noise level remains neutral. I will also talk to the children about their painting and get them to tell me about it and make suggestions that can help them improve. The requirements for this are that they do their best, and portray an image, symbol or word of hope.</p>
10 min	<p>PART THREE</p> <p><i>Clean up</i></p> <p>Once the painting of the pot plants has been completed the children will place them on the bench at the back of the classroom, which has previously been laid out with newspaper. They will then put the used newspaper in the rubbish bin, empty the jars of ditty water and wash them alongside the paint brushes out. These will be left to dry next to the sink. If there is much paint left in the egg cartoons these will be stored into a sealed plastic bag with some water sprayed in, to stop the paint from drying out. If they are empty depending on how used they are they will be stacked beside the sink or thrown in the bin.</p>
<u>Closure</u> 10 min	<p>PART FOUR</p> <p><i>Reflective journal</i></p> <p>Each child is write a brief paragraph in their reflective journal describing one of the following points:</p> <ul style="list-style-type: none"> • How you felt working through the process. • Something new you learnt/discovered • Anything you struggled with or found hard. Why? • What you enjoyed the most? Why? <p>I will collect the journal in each Friday to read through and give comments.</p>

Note:

This lesson is only the first part in a few lessons. Once the paint is dry the pot plants will then be varnished. When the varnish is dry the children will then fill their pot with soil and plant a seed. The pot plants will then be displayed along the window, and each day they will be watered rotating children to do this.

Lesson Six

Integrated Arts

“A Child’s Garden: A story of Hope” by Michael Foreman



Date: -
Class Year: 5 & 6

Time Period: 1 – 1 ½ hours
Level: 3

Teacher: Brynne Carter
No. Students: 30

<p>Strands:</p> <p>The Arts</p> <p style="padding-left: 20px;">5. Developing Practice Knowledge (PK)</p>
<p>Achievement Objectives:</p> <p>Visual Art</p> <p style="padding-left: 20px;">4. Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.</p>
<p>Learning Intentions:</p> <p>We are learning to...</p> <p style="padding-left: 20px;">5. Paint a dove in an abstract way by using pointillism as our technique.</p>

<p>Key Competences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thinking <input type="checkbox"/> Managing Self <input type="checkbox"/> Using Language Symbols and text
<p>Resources:</p> <p>Paint (Red, blue, yellow, black and white), 15 egg cartoons, Water Jars, Newspaper, Plastic sheets to cover tables, Painting Shirts, Selection of different sized paintbrushes, Reflective Journal</p>

Time	Activity/ Structure
<p><u>Intro</u> 10 min</p>	<p>PART ONE</p> <p><i>Setup</i></p> <p>As a class we will set up the classroom to prepare it for painting. What needs to take place:</p> <ul style="list-style-type: none"> • The tables need to be covered with the plastic sheets. • Jars need to be filled with water and put two to a group of tables out. • Put 3 paintbrushes at each table small, medium and large. • Fill and egg cartoon with paint. Colours Red, blue, yellow, black and white. • Newspaper placed at each table for mixing on. • A3 piece of paper and a pencil placed on each table.
<p>10 min</p>	<p>Once the setup has taken place the children will sit down on the mat, so as not to fiddle and get distracted with what is on the table. Once there I will explain the focus for the lesson. I will explain that we are going to draw on our prior knowledge from previous lessons, of looking at and exploring different forms of art. Today we are going to use our knowledge of pointillism, and our knowledge of how to sketch a dove and recreate it in pointillism. The requirement is that either your dove or background is pointillism. In the background you need something else to brighten up your picture; it can be another dove or a flower etc. I will show the children my example of the painting I have done.</p>
<p><u>Dev</u></p>	<p>PART TWO</p> <p><i>Painting</i></p>

60 min	At their desk the children will briefly sketch out onto the A3 paper the layout for their painting. Once they have done this they will then begin painting their picture, choosing carefully the aspects they want to do in pointillism. I have given the children choice so that it provides variety but also creativity. I will rotate around the class talking to the children about their painting, helping them where needed and making suggestions that can help them improve. I will also be watching the noise level.
10 min	<p>PART THREE</p> <p><i>Clean up</i></p> <p>Once the painting of the pointillism dove is complete the children will place them on the bench at the back of the classroom, which has previously been laid out with newspaper. They will then put the used newspaper in the rubbish bin, empty the jars of ditty water and wash them alongside the paint brushes out. These will be left to dry next to the sink. If there is much paint left in the egg cartoons these will be stored into a sealed plastic bag with some water sprayed in, to stop the paint from drying out. If they are empty depending on how used they are they will be stacked beside the sink or thrown in the bin.</p>
<p><u>Closure</u></p> <p>10 min</p>	<p>PART FOUR</p> <p><i>Reflective journal</i></p> <p>Each child is write a brief paragraph in their reflective journal describing one of the following points:</p> <ul style="list-style-type: none"> • How you felt working through the process. • Something new you learnt/discovered • Anything you struggled with or found hard. Why? • What you enjoyed the most? Why? <p>I will collect the journal in each Friday to read through and give comments.</p>

Note:

Prior to this lesson I will have spent time introducing to the children how to sketch a dove there is a youtube clip <http://www.youtube.com/watch?v=24tXpw2bb0o&feature=related> that I will use to show that. We will have also spent time exploring different forms of brush strokes and techniques. The following lesson will be spent looking at how to sculpture a dove form modelling caly in their own creative way.

<u>Dev</u> 60 min	<i>Painting</i> At their desk the children will briefly paint the image they want to portray of hope. Once this is done and the image is dry (it should dry fast and be mostly dry by the time they are finished painting) they will begin their collaging of the image. Using their own ice-cream container of home bought items the children will collage their image, layering and leaving gaps of painted space where they choose. As the teacher I will rotate around the room, making sure the noise remains at a resalable level, I will talk to the children about their collage, asking questions. I will help them where needed and make some suggestions if I see they are needed.
10 min	PART THREE <i>Clean up</i> As the children finish their collage, they will place them at the back of the classroom on the bench with covered newspaper to dry. They will then clean up their own area. Used newspaper goes in the bin, fairly clean egg cartoons get stacked by the bench, used and dirt egg cartoons thrown out and egg cartoons still with a decent amount of paint are stored in a sealed plastic bag with a bit of water sprayed in. Jars and paint brushes cleaned out and left to dry next to the sink.
<u>Closure</u> 10 min	PART FOUR <i>Reflective journal</i> Each child is write a brief paragraph in their reflective journal describing one of the following points: <ul style="list-style-type: none"> • How you felt working through the process. • Something new you learnt/discovered • Anything you struggled with or found hard. Why? • What you enjoyed the most? Why? <p>I will collect the journal in each Friday to read through and give comments.</p>

Note:

Once the collages are dry, they will be stapled up on the wall to create a class mosaic.

Lesson Eight
Integrated Arts
“A Child’s Garden: A story of Hope” by Michael Foreman



Date: -
Class Year: 5 & 6

Time Period: 1- 1 ½ hours
Level: 3

Teacher: Brynne Carter
No. Students: 30

<p>Strands:</p> <p>The Arts</p> <ol style="list-style-type: none"> Communicating and Interpreting (CI)
<p>Achievement Objectives:</p> <p>Music</p> <ol style="list-style-type: none"> Present and respond to drama identify ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and other’s work. <p>Drama</p> <ol style="list-style-type: none"> Prepare and present a brief performance of music, using performance skills and techniques.
<p>Learning Intentions:</p> <p>We are learning to...</p> <ol style="list-style-type: none"> Present a mini production based on the picture book “A child’s Garden”

<p>Key Competences:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thinking <input type="checkbox"/> Managing Self <input type="checkbox"/> Participating and Contributing
<p>Resources: Picture Book “A Child’s Garden: A story of Hope” by Michael Foreman, Pot Plant and copy of creative story, Musical Instruments, Needed dramatic props.</p>

Time	Activity/ Structure
<u>Intro</u>	<p>PART ONE</p> <p><i>Revision</i></p> <p>In their small groups for drama and music the children will spend approximately 10 minutes revising what they have done so far. At the end of the 10 minutes they will come back to the mat.</p>
<u>Dev</u>	<p>PART TWO</p> <p><i>Rehearsal</i></p> <p>As a class we will run through the entire presentation looking at how the music and drama work together, we will make adjustments where necessary. For this lesson the children have brought from home outfits that help them get into the role of their character in a previous lesson they have also created a mask which they will use to help them with this.</p> <p>AS the teacher my job throughout the process of the rehearsal is to ask for the thoughts of the children, I will draw out their ideas of how they think they can improve the presentation.</p> <p>PART THREE</p>

<p><u>Closure</u> 10 min</p>	<p><i>Presentation</i></p> <p>Once the rehearsal is complete and we all feel we have reached a stage of completeness we will present the mini production to the other classes in the school, and the children's families. My job while this is taking place is to make sure it is all running smoothly, that the children are entering and exiting at the right times. I will also have a student film the presentation so that they can watch it at the end.</p> <p>At the end of the mini-production, I will ask each teacher up onto the stage that has been picked to give the pot plant and story to. Previously I have organised for one child to give a little speech about what they have been doing and why, they will then explain the purpose of the pot plant is a way of honouring the teachers in the school. Each child will then hand their pot plant and story over to the teacher.</p> <p>PART FOUR</p> <p><i>Reflective journal</i></p> <p>Each child is to write a brief paragraph in their reflective journal describing one of the following points:</p> <ul style="list-style-type: none"> • How you felt working through the process. • Something new you learnt/discovered • Anything you struggled with or found hard. Why? • What you enjoyed the most? Why? <p>I will collect the journal in each Friday to read through and give comments.</p>
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Note:

The next lesson will consist of watching the filmed mini production and giving feedback about what went well and not so well.