

They see the world like this



Entry Point:

- The theme for the entry point is 'Our host country'. Impressions of it from yourself, peers, family, friends, brochures etc. Using the visual stimulus from the photographs, oral feedback from the interviews and other information they have collected from their research ask the children to present their 'impression' of the host country in their preferred art form.

Knowledge Harvest:

- Ask the children to draw a picture of an 'artist' doing what they think artists do! They should add notes around their drawing detailing other activities and the materials that their artist would use.

In PE we will be finding out:

- **PE Task 1:** Performance art. Performance art can include music, song and dance. Sometimes it has an element of improvisation. It can be scripted and rehearsed or unscripted and unrehearsed.
- **PE Task 2:** Encourage them as much as possible to watch their classmates perform particular physical skills or moves and offer constructive advice.

In International:

- Ask the children to talk to their parents and other people from their home country. Find out which games are played by children and adults
- Ask children to research the range of foods provided by international aid agencies to countries where famine and natural disasters require help.

In Art we will be finding out:

- **Art Task 1:** research Impressionism. ask the children to paint over the top of the photocopied image on their canvas with dabs of colour in the style of the Impressionists
- **Art Task 2:** Research Japanese printed art. Look out of the classroom window - what's the weather like today? What season is it? Can the children recreate this day in the host country as a Japanese-style print?
- **Art Task 3:** Research cubism art. Create their own.
- **Art Task 4:** Consider how art can express our feelings. Study Kandinsky's work. Let the children (as a class or in groups) choose a piece of music that will inspire them to create an Abstract painting. It could be a current pop song or a piece of classical music
- **Art Task 5:** an artist called Paul Klee was a student of Kandinsky's and he took music painting a stage further. Start the task by listening to the 'Art of Fugue' by Bach. Listen to a sample of music, Invite each of the children to create a painting based on this music. They should use a limited colour palette and a gradation of colour to represent the harmony, rhythm and melody in the music
- **Extension Task**

In Music we will be finding out:

- **Task 1:** Study how Disney combined image (coloured triangles) and sound (Beethoven's '5th Symphony') in 'Fantasia' 2000. Ask them to listen to the 'melody' - the main tune, the pattern of the sounds and the 'pitch' - whether the notes are high or low. Encourage the children to describe the texture of the music using adjectives. For example: spiky, rough, chunky, thick, thin, undulating, busy, etc
- **Task 2:** Ask the children to choose a piece of melodic music. Turn the children's individual doodles into a huge mural based on one piece of music from the research activity.
- **Task 3:** This activity will link to the research into Impressionism in art. Play the class a recording of a piece of music by Claude Debussy.
- **Extension:** Discuss the following statement with the class: 'Music and art is a product of culture, time and place.' Can the children suggest any examples to support this statement?