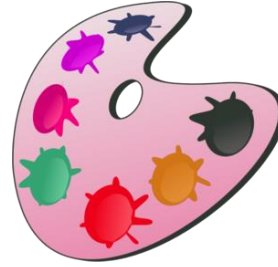


My Many Coloured Days



4 weeks



Rationale

The children experience a range of emotions when they find their classrooms transformed. Year 5 will be tasked with their most challenging job yet - understanding their own emotions and how they can be represented through art, music and poetry. The children will develop an insight into their emotions, feelings and thoughts, and how they can express these through different media. They will have the opportunity to develop a sense of inner well-being through the exploration of poetry, music and abstract art work; the children create their own masterpiece, which will be displayed in a My Many Coloured Days exhibition.

Hook

The children walk into their classrooms to find that each one has been transformed to reflect an emotional mood: calm, uplifting (happy), angry. The music and coloured banners reflects the mood. A year group discussion follows focusing on the emotions and values experienced.

Outcome

Parents are invited to a My Coloured Day exhibition. The children's art is displayed along with their poetry and a selection of music to represent their work.
Dance to perform to parents

Creativity

- Know their own strengths and weaknesses, willingly sharing their expertise and readily learning from others.
- Rely on each other, make a meaningful contribution to the team and give praise and encouragement to others.
- Understand that others may have different opinions to theirs and be willing to change or modify their views.

Thinking

- Seek meaning through reflecting on their experiences and feelings, asking philosophical questions and challenge their own ideas.
- Explain and justify their ideas and opinions, using precise language and communicating effectively.

Focus Subject: Art

Experiment with shade, tone, blending, form and other techniques creating drawings of objects, ready to apply their skills to their own piece of abstract art. Reproduce a piece of a famous piece of art e.g.: Tiger in a tropical storm by Henri Rousseau.

Learn about the colour wheel - experiment with primary, secondary, tertiary and contrasting colours to produce painted swatches which represent each aspect to create -part of a Paul Klee piece of art.

Focus Subject: English

Main writing tasks

Create an emotive poem using alliteration, figurative language, personification, metaphor and simile.

Plan and write a narrative story which has an emotive plot/cliff hanger.

To write an explanation text about the art work that is created, using emotive language in their description.

Other writing tasks

Listen to, read and analyse a variety of poetry (limericks, sonnet, Haiku)

Focus Subject: PHSE

Recognise and understand their emotions created by colour, vocabulary, movement, actions and music.

Reflect and express on their hopes and dreams for the future.

Understand why they link sounds, movements and colours to different emotions.

Create a colour strip of shade, starting with either a primary or secondary colour and gradually adding white to change the shade each time to be create a piece of art work in the style of Wassily Kandinsky.

Experiment with colour wash, swirling, mixing, splattering to create effect backgrounds and practice the technique. Use as backing paper for their poem.

Experiment with paint brush sizes and techniques, to begin linking brush strokes to emotions - fast line/slow lines etc. Paint an emotional word in a representative colour/brush size.

Discuss the historical and cultural development of famous artist's styles and their development.

Create their final abstract composition for display.

to identify figurative language and emotions they evoke. Many coloured Days - Dr.Seuss.

Use a thesaurus to create their own 'emotional' book mark of vocabulary to use in their writing.

Writing skills to cover

Expanded Noun phrases

Figurative language

Use of pronouns

Spelling, Punctuation and Grammar

etymological/ morphological

strategies for spelling

Expanded noun phrases,

Relative clauses

Prepositional phrases.

Talk 4 Writing strategies

Boxing up

Reading as a reader

Reading as a writer

Oral rehearsal

Application Subject: PE

To choreograph and perform our own interpretation of a shadow dance.

Application Subject: Music

Listen to, review and evaluate music across a range of historical periods, genres and styles, consider how music can convey an emotional journey or add to the emotional effect of a piece of art.

Home Learning

Research an artist and prepare a two-minute presentation on their life and work. The next step is to create a painting in the style of your chosen artist - you may wish to do this electronically if you have an art package installed on your PC.