

My Many Coloured Days



6 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. Year 5 will build upon their skills from Year 4 in the use of mixed media to create effect.

This unit incorporates our school values of nurture, trust and aspiration through discovering their artistic creativity and representation of ideas. Throughout this project, our British Values of individual liberty and mutual respect and tolerance will be expressed through gathering their own ideas and thoughts; sharing these with others and presenting their emotions throughout their learning. The children will be developing their ability to rely on each other, make a meaningful contribution to their groups and give praise and encouragement to others.

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.

English Link text; There's a Boy in the Girls' Bathroom by Louis Sachar

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing outcomes

Narrative-story writing;

Plan and write a narrative story which has an emotive plot/cliff hanger. Inspiration will be taken from the structure of our link text, looking at how the author has used structure and language carefully to enhance the story for the reader. They will use a thesaurus to create their own 'emotional' book mark of vocabulary to use in their writing.

Non- narrative-poetry;

Listen to, read and analyse a variety of poetry (limericks, sonnet, Haiku) to identify figurative language and emotions they evoke. Many coloured Days - Dr.Seuss. Create an emotive poem using alliteration, figurative language, personification, metaphor and simile.

Writing skills to cover

Expanded noun phrases

Rhyme

Alliteration

Personification

Simile and metaphor
Informal tone

Punctuation and Grammar

Apostrophe use
Sentence structure
Use of commas
Paragraphs
Sentence starters

Weekly free writes; are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

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.
- 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.

NC: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

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

NC: to create sketch books to record their observations and use them to review and revisit ideas

- 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.

NC: To learn about great artists, architects and designers in history.

- Create their final abstract composition for display.

Focus Subject: **History**

- To define the terms:
 - Refugee
 - Migrant
 - Illegal Immigrant
 - Asylum Seeker

NC: to note connections, contrasts and trends over time and develop the appropriate use of historical terms.

- To recall the reasons Caribbeans came to Britain on HMS Empire Windrush, including:
 - They hoped to rejoin the RAF
 - They hoped to find work rebuilding Britain after the war
 - They needed money to support their families

NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- To recall that Vera Schaufeld travelled to England in 1939 CE to escape persecution from Nazi Germany.
- To recall that:
 - Vera Schaufeld's home country was Czechoslovakia
 - Denniston Stewart's home country was Jamaica
 - Sir Walter Raleigh's home country was England
 - Margaret Rice's home country was Ireland
- To recall and sequence the events:
 - Raleigh Leads an expedition to find El Dorado in 1595 CE
 - The Titanic sets sail from Cobh in 1912 CE
 - Kindertransport of children from Germany to England in 1938 - 1939 CE
 - The Windrush docks at Tilbury in 1948 CE

NC: to learn about a significant turning point in British history

Visits and visitors - Art Lecturer

Cultural capital; Science

• describe the changes as humans develop to old age

PSHE -

- 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.

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.