

# UNIT TWO

## THE SENSES

### PART ONE: SOUNDS

### PART TWO: OBSERVATION

# SOUNDS WE HEAR AROUND US



Image courtesy of: <http://school.discoveryeducation.com/clipart/category/stud.html>

Lesson adapted from: Visual Literacy lecture with Jennie Clark, Literacy AST, Redbridge Primary School, London and London South Bank University, London, December 2010 and information from the British Film Institute Education and Learning Resources: <http://www.bfi.org.uk/education/teaching/startingstories2/films/film5.html> [Online] [Accessed: 25th April 2011]

## Unit 2: The Senses

Focus: Developing listening through cross curricular activities

Whole class activity Pairs work Independent work
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<b>Year groups:</b> 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class
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<b>Curriculum links:</b> Strands and Strand Units	
English: Competence and confidence in using language	Oral language: developing competence and confidence in using oral language
Developing cognitive abilities through language	Writing: clarifying through writing
Emotional and imaginative development through language	Oral language: developing emotional and imaginative life through language Reading: responding to text Writing: developing emotional and imaginative life through writing
Visual Arts: Drawing	Making drawings Listening and responding

SPHE: Self-identity	Self-awareness
Music: Listening and Responding	Exploring sounds
SESE: Science – Energy and Forces	Sound

**Learning Objective:** To listen and respond to the music from the animation Tom Sweep by Michael Dudok de Wit.

**Success Criteria:**

- To talk and listen to each other’s ideas about the music.
- To think about the sounds we can hear in the piece of music.
- To draw a picture of the place where we might hear these sounds.

**Resources:** Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper and colouring pencils, paper for each child in the class, links set up to the animation Tom Sweep by Michael Dudok de Wit on You Tube.

**Tom Sweep**

Drawn animation, UK, 1992

Director: Michael Dudok de Wit



Image courtesy of: <http://www.bfi.org.uk/education/teaching/startingstories2/films/film5.html>

# SOUNDS WE HEAR AROUND US



## **Lesson Introduction:**

Welcome the class. Explain the learning objective to the class and share the success criteria.

## **Starter:**

To establish a creative mood in the classroom and prepare the class for talking about sounds, ask the children to share the different sounds they can hear in the classroom, the sounds they hear outside at lunch time and the sounds they hear every day. Note the children's suggestions on the whiteboard or flipchart.

## **Main Activity:**

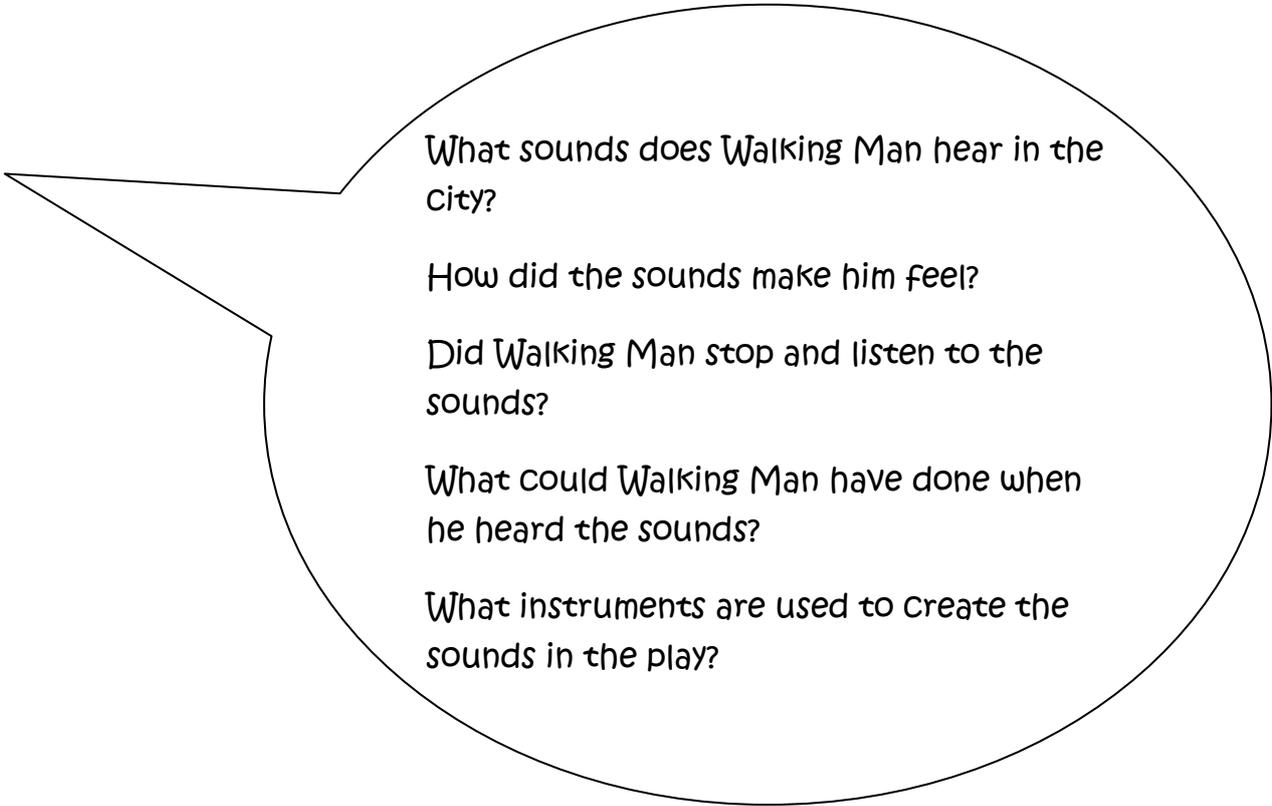
1. Explain to the class that you are going to play a piece of music and you would like them to listen to the music and to draw their response on a piece of paper. Play the music from the film animation Tom Sweep by Michael Dudok de Wit available on You Tube.
2. Ask the children to think about what might be happening in this piece of music? Where might this be taking place? Does the music sound familiar? Play the piece of music twice for the children.
3. Ask the children to talk in small groups and to share their ideas about the piece of music and their drawings. Listen to the feedback from the children about their drawings. Share ideas with the class.

## **Plenary:**

Show the children the animation of Tom Sweep by Michael Dudok de Wit. Ask the children if the music fits the animation? Had the class imagined or drawn similar pictures to this animation of Tom Sweep cleaning up the street? What other sounds or music could have been used in the film? Does the music help to tell the story?

**Follow on discussion linking with the play.**

In the play, *Walking Man*, Walking Man music is used to help to tell the story.



What sounds does Walking Man hear in the city?

How did the sounds make him feel?

Did Walking Man stop and listen to the sounds?

What could Walking Man have done when he heard the sounds?

What instruments are used to create the sounds in the play?

# CREATING A SOUND SCAPE



## Unit 2: The Senses

Focus: Developing listening through cross curricular activities

Whole class activity  
Small groups work  
Pairs work

**Year groups:**  
1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class

<b>Curriculum links:</b>	
Strands	Strand units
English: Competence and confidence in using language	Oral language: developing competence and confidence in using oral language
Music: Concept: A sense of dynamics Listening and responding	Listening and responding to music Environmental sounds
SPHE: Self-identity Myself and others	Self-awareness Relating to others
Drama: Drama to explore feelings, knowledge and ideas, leading to understanding	Co-operating and communicating in making drama

<b>Learning Objective:</b> To create a sound scape of the countryside.
<b>Success Criteria:</b> To talk and listen to each other's ideas about sounds. To think about the sounds we can hear in the countryside and the city. To understand the difference between loud and quiet sounds. Participate and work with other children to create countryside sound-scape.

**Resources:** Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper and pencils for each child in the class, images and flashcards of the countryside and the city, image of a conductor – available in the photocopyable section.

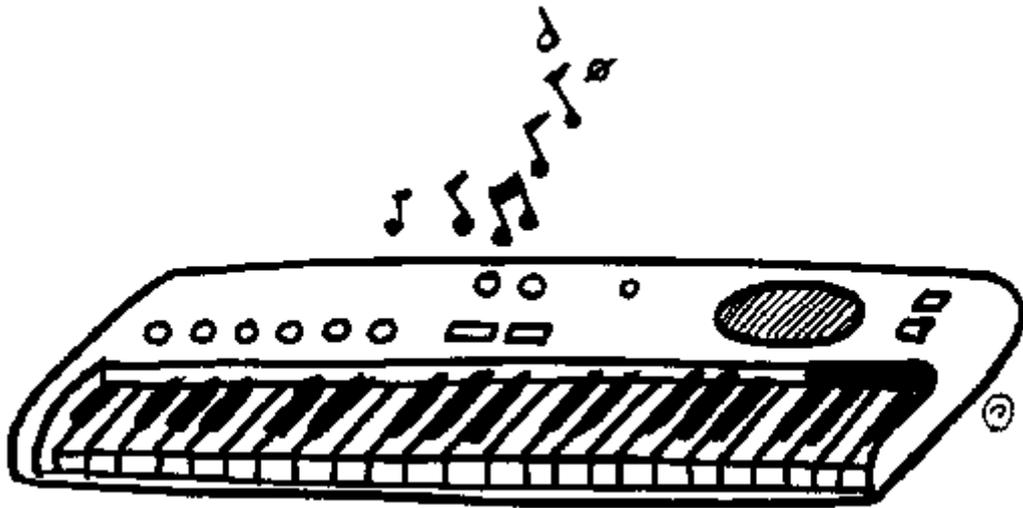


Image courtesy of: <http://school.discoveryeducation.com/clipart/clip/keyboard.html>

# CREATING A SOUND SCAPE



Lesson adapted from: <http://www.teachers.tv/videos/ks1-ks2-geography-geography-basics-where-do-i-start> [Online] [Accessed: 25th April 2011]

## **Lesson Introduction:**

Welcome the class. Explain the learning objective to the class and share the success criteria.

## **Starter:**

Ask the children to think about sounds you can hear in the city and the countryside. Show the children flashcards with images and words that you can find in the city and the country. Explain that the children's challenge is to place the words and images underneath the picture of the country or the city. Model an example for the children.

In small groups ask children to work together to place the words and images in the country or city side of the page. Give the children five to eight minutes to complete the task. When the children have completed the task get feedback from the class and decide if everyone is happy with the placement of the sounds from the city and the country. Ask the class if you can hear some sounds in the city and the country? Can they think of some examples of these sounds?

## **Main Activity:**

1. Ask the children if they can think of any other sounds you might hear in the city or the countryside. Encourage the children to create the sounds they have collected with their voices. Demonstrate examples of the sounds for the children. Some ideas: a horse neighing, a tractor driving in the fields or birds tweeting.
2. Divide the class into small groups depending on class size. Ask the children to create sounds from the country in their small groups. Give the children five to seven minutes to think and practise different countryside sounds.
3. Explain that the class are going to make a sound scape of their countryside sounds like an orchestra. What does an orchestra do? They work together to create a variety of sounds.

Decide the sounds each small group will make. One group could make the sound of birds singing, another group could create horses' sounds, neighing or hooves trotting on the ground, another group could make sounds of the weather, wind blowing. Give each group an opportunity to practise their sound.

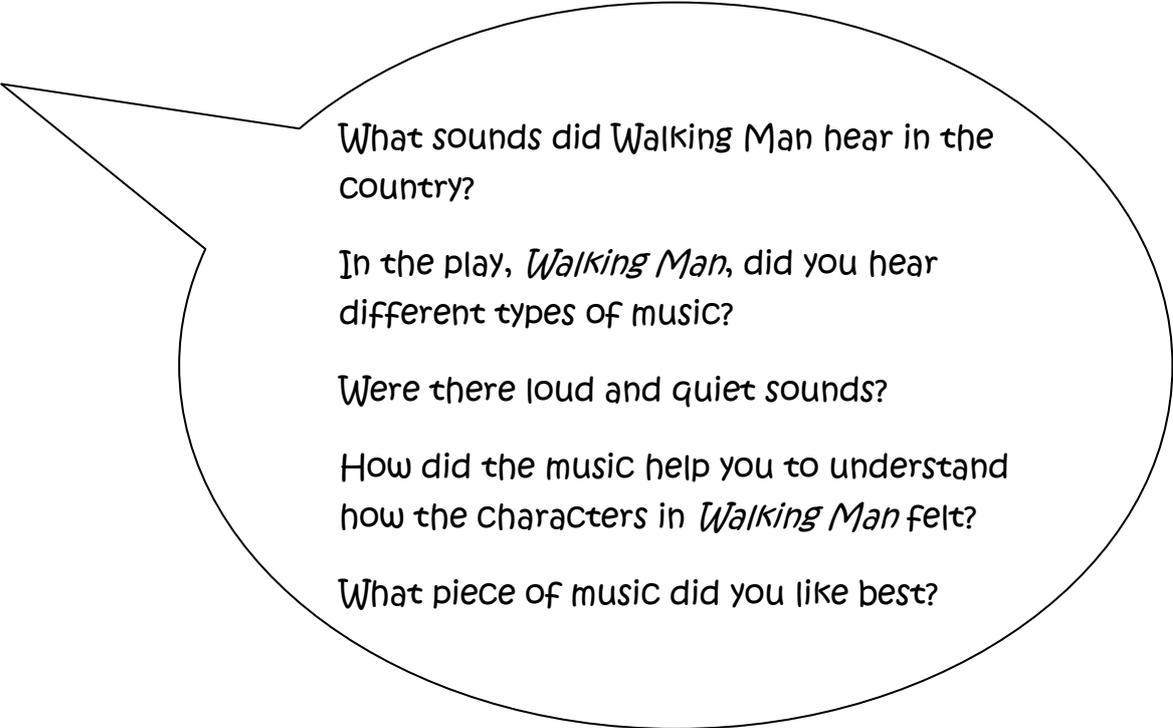
4. Explain that the teacher will be the conductor of the orchestra. Ask the children if they can think what a conductor might do? Show the children the picture of the conductor from the photocopiable section. Discuss the role of a conductor, they help the orchestra so they know when to play, pause and stop playing their instruments. The conductor also decides when the orchestra needs to play softly, loudly or a little quietly.

5. In role as the conductor, the teacher demonstrates what hand movements show the orchestra when to play softly – hands and arms towards the ground, when to play loudly – hands towards the ceiling or the sky, when to play at an everyday sound level- hands straight out on front, when to stop - palms of hands face the front like a stop sign. Model this for the class. Ask one group to demonstrate with the teacher.

6. Create the countryside sound scape as a whole class. When the children feel confident give children the opportunity to go in role as the conductor. Ask the children for suggestions for other sound scapes they could create.

**Plenary:** Ask the children to look at the list they created at the start of the lesson. Can they add any new sounds to this list? Discuss ideas with the class.

**Follow on discussion linking with the play.**



What sounds did *Walking Man* hear in the country?

In the play, *Walking Man*, did you hear different types of music?

Were there loud and quiet sounds?

How did the music help you to understand how the characters in *Walking Man* felt?

What piece of music did you like best?

# USING POETRY AND DRAMA TO EXPLORE SOUNDS



## Unit 2: The Senses

Focus: Developing listening through cross curricular activities

Whole class activity Small groups work Pairs work	<b>Year groups:</b> 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class
<b>Curriculum links:</b> Strands and Strand Units	
English: Competence and confidence in using language	Oral language: developing competence and confidence in using oral language
Drama: Drama to explore feelings, knowledge and ideas, leading to understanding	Co-operating and communicating in making drama
SPHE:  Self-identity  Myself and others	Self-awareness  Relating to others

**Learning Objective:** To create still pictures using the poem, "The Sound Collector" by Roger Mc Gough

**Success Criteria:**

- To talk and listen to each other's ideas about sounds in the poem.
- To think about the verbs the poet uses to create the sounds.
- Participate with the still image work on the poem.

**Resources:** Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper and pencils for each child in the class, copy of "The Sound Collector" by Roger Mc Gough - available in the photocopiable section.

# USING POETRY AND DRAMA TO EXPLORE SOUNDS



**Lesson introduction:** Welcome the class. Explain the learning objective to the class and share the success criteria.

## **Starter:**

To establish a creative mood in the classroom and prepare the class for talking about poetry ask the children to think about the sounds we might hear in a house/apartment/flat/mobile home? Write the children's suggestions in a thought shower on the whiteboard. An example of this is available in the photocopiable section.

## **Main Activity:**

1. Show the class the BBC video of Roger Mc Gough reading "The Sound Collector" poem.

<http://www.bbc.co.uk/learningzone/clips/roger-mcgough-the-sound-collector-poem-only/8836.html>

2. Discuss the different sounds the sound collector has taken. Read or watch the video clip of the poem again, ask the children to think about their favourite sound and image in the poem. What other sounds could the Sound Collector take? Why do you think the Sound Collector has taken the sounds?

3. Listen to the children's feedback on the poem. Divide the children into small groups. Ask each group to create a still picture from the poem. The children can choose their favourite picture or each group could be given a picture to create.

4. Ask a small group of children to volunteer to demonstrate the first image in the poem. As a group create the still picture, ask for suggestions from the class about where different children could stand in the picture, what objects they could be in the house.

5. Explain that the children have five minutes to create their picture; they need to work as a group.

6. Let the children know when four minutes have passed. The children can share their still pictures with the class. Explain that the groups are now going to add sounds to their pictures. Ask each group to add sounds to their picture, give the children five minutes to complete this task.

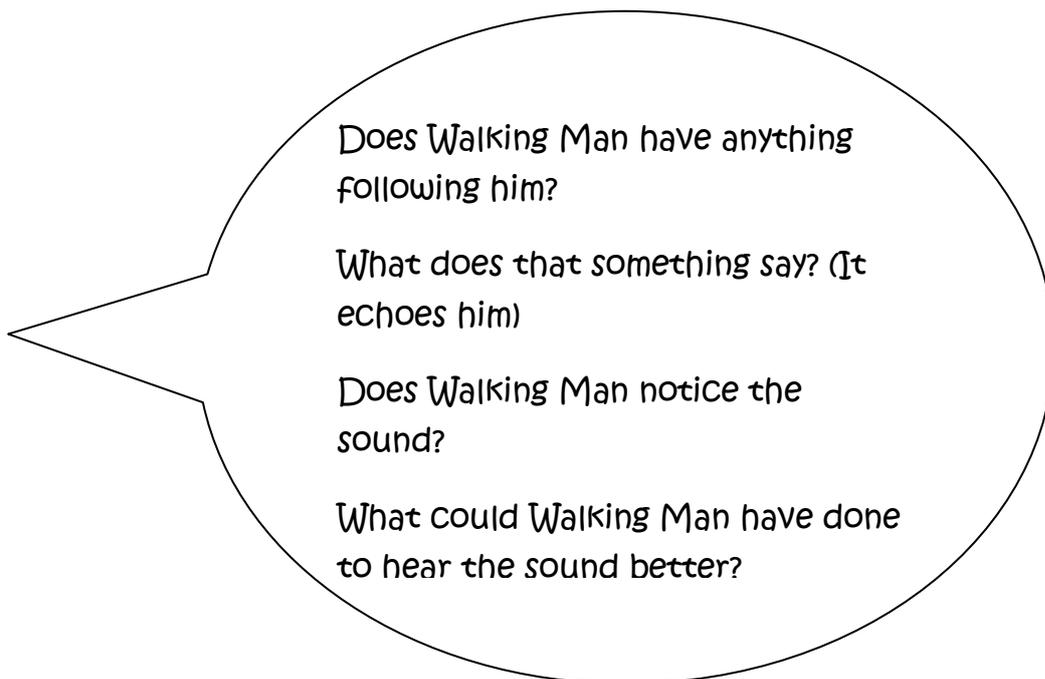
7. Ask the children if they would like to share their sound pictures with the class. Thank each group for their contribution.

### **Plenary:**

Ask the children to choose their favourite image from the poem, discuss with their talk partner or person sitting beside them why they have chosen this image.

### **Follow on discussion linking with the play.**

In the play *Walking Man*, Walking Man lives and works in the city.



# USING POETRY TO DEVELOP LETTER WRITING



## Unit 2: The Senses

Focus: Developing listening through cross curricular activities

Whole class activity Small groups work Independent work		<b>Year groups:</b> 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class
<b>Curriculum links:</b> Strands and Strand Units		
English: Receptiveness to language  Competence and confidence in using language	Writing: creating and fostering the impulse to write  Oral language: developing competence and confidence in using oral language	
Drama: Drama to explore feelings, knowledge and ideas, leading to understanding	Co-operating and communicating in making drama	
SPHE:  Self-identity  Myself and others	Self-awareness  Relating to others	

**Learning Objective:** To write a letter to the character in the poem, "The Sound Collector" by Roger Mc Gough

**Success Criteria:**

To talk and listen to each other's ideas about why the Sound Collector should return the sounds.  
To think about the purpose in writing the letter.  
To consider how to create a letter, different features.

**Resources:** Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper and pencils for each child in the class, an example of a letter, copy of "The Sound Collector" by Roger Mc Gough - available in the photocopiable section.

# USING POETRY TO DEVELOP LETTER WRITING



**Lesson introduction:** Welcome the class. Explain the learning objective to the class and share the success criteria.

## **Starter:**

To establish a creative mood in the classroom and prepare the class for writing, explain to the class that we have received a letter from the girl/boy in the poem “The Sound Collector” by Roger Mc Gough. Read the letter aloud to the class. A copy of a letter that could be used with the class is available in the photocopiable section.

## **Main Activity:**

1. Discuss the contents of the letter with the class, how does the girl/boy in the letter feel? Could we think of anything we could do to help her/him? Could we write a letter to the girl/boy giving them advice? What reasons could we give to help the girl/boy convince the Sound Collector to return the sounds?
2. Read the poem aloud to the children again. Ask the children what different sounds did the Sound Collector take?
3. Divide the children into small groups; ask each group to try to think of reasons for returning a particular sound. Why do we need that sound? What would life be like without those sounds? What did the girl/boy in the letter say life is like now? Create a concept map on the whiteboard of the children’s ideas for returning the sounds.
4. Model writing the letter with the children. Begin with a piece of shared writing, ask the children what do we need to remember when we are writing a letter? Show the children the letter from the imaginary girl/boy. What did they remember to do on their letter?
5. Remind the children of the features of letter writing. The address, use the school address. The date, Dear ..... Begin shared writing of the letter with the class. Ask for ideas for how to begin sentences and use the children’s suggestions for why the Sound Collector should return the sounds to the girl/boy’s house.
6. Give each child a piece of paper for writing their letter. Ask the children what do they need to do first? Write the address, the children can use the shared writing to help them

with their own writing. Give the children time to complete their letter. This may be done over a two of more lessons.

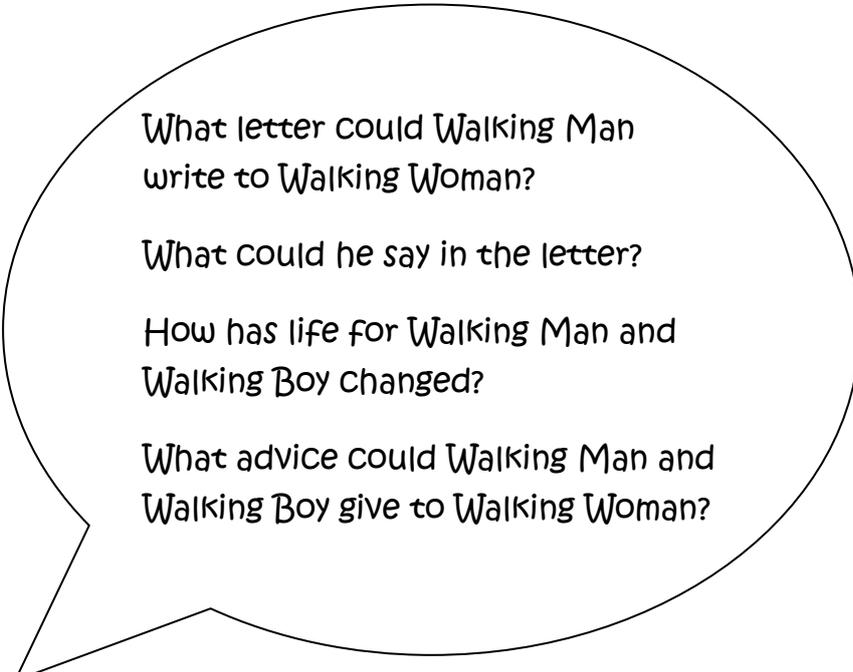
### **Plenary:**

Can we remember what the important parts of writing a letter are? What could we do next?  
Post our letters to the girl/boy?

\*In the following days a responding letter could be created from the girl/boy, thanking the class for their help and advice.

### **Follow on discussion linking with the play.**

In the play *Walking Man*, Walking Man travels the world telling his story.



What letter could Walking Man write to Walking Woman?

What could he say in the letter?

How has life for Walking Man and Walking Boy changed?

What advice could Walking Man and Walking Boy give to Walking Woman?

# WRITING A POEM LIKE "THE SOUND COLLECTOR" BY ROGER MC GOUGH



## Unit 2: The Senses

### Focus: Developing listening through cross curricular activities

Idea adapted from: <http://www.bbc.co.uk/learningzone/clips/roger-mcgough-the-sound-collector-poem-only/8836.html>

Whole class activity Pairs work	<b>Year groups:</b> 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class
<b>Curriculum links:</b> Strands and Strand Units	
English: Developing cognitive abilities through language  Competence and confidence in using language	Writing: clarifying thought through writing  Oral language: developing competence and confidence in using oral language
Drama: Drama to explore feelings, knowledge and ideas, leading to understanding	Co-operating and communicating in making drama
SPHE:  Self-identity  Myself and others	Self-awareness  Relating to others

**Learning Objective:** To write a class poem in the style of the poem, "The Sound Collector" by Roger Mc Gough

**Success Criteria:**

- To talk and listen to each other's ideas for other sounds you could collect in the environment.
- To think about the verbs the poet uses to create the sounds.
- To think about how you would feel if there was only silence.

**Resources:** Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper and pencils for each child in the class, copy of "The Sound Collector" by Roger Mc Gough -available in the photocopiable section.

# WRITING A POEM LIKE "THE SOUND COLLECTOR" BY ROGER MC GOUGH



**Lesson introduction:** Welcome the class. Explain the learning objective to the class and share the success criteria.

## **Starter:**

To establish a creative mood in the classroom and prepare the class for writing poetry, divide the children into pairs, ask the children to think of as many different places and objects we can hear sounds. Get feedback from the class; note the suggestions for places and objects on the whiteboard. Ask the children to explain the different sounds you can hear in these places. For example, at a football match or the seaside, what sounds might you hear?

## **Main Activity:**

1. Read the poem "The Sound Collector" by Roger Mc Gough to the class, they will be quite familiar with it if you have used the poem for still image and letter writing work. If not, this lesson can work independently. What do the class notice about this poem? The poet uses a rhyme scheme to create a flow for the reader. Explain to the class that together you will create a poem based on sounds taken from for example, the seaside or other suggestions from the class. Try to use some rhyme schemes in the poem.
2. During the shared writing ask for suggestions from the class, what sounds and verbs we could use. We could use a similar first verse to Roger Mc Gough, but if it was at the seaside, we could say the stranger took, for example, "the crashing of the waves, the melting of the ice-cream, the emptiness of the caves". Model writing two verses with the class.
3. Divide the children into pairs, ask each pair to work together to create one verse of the class poem.

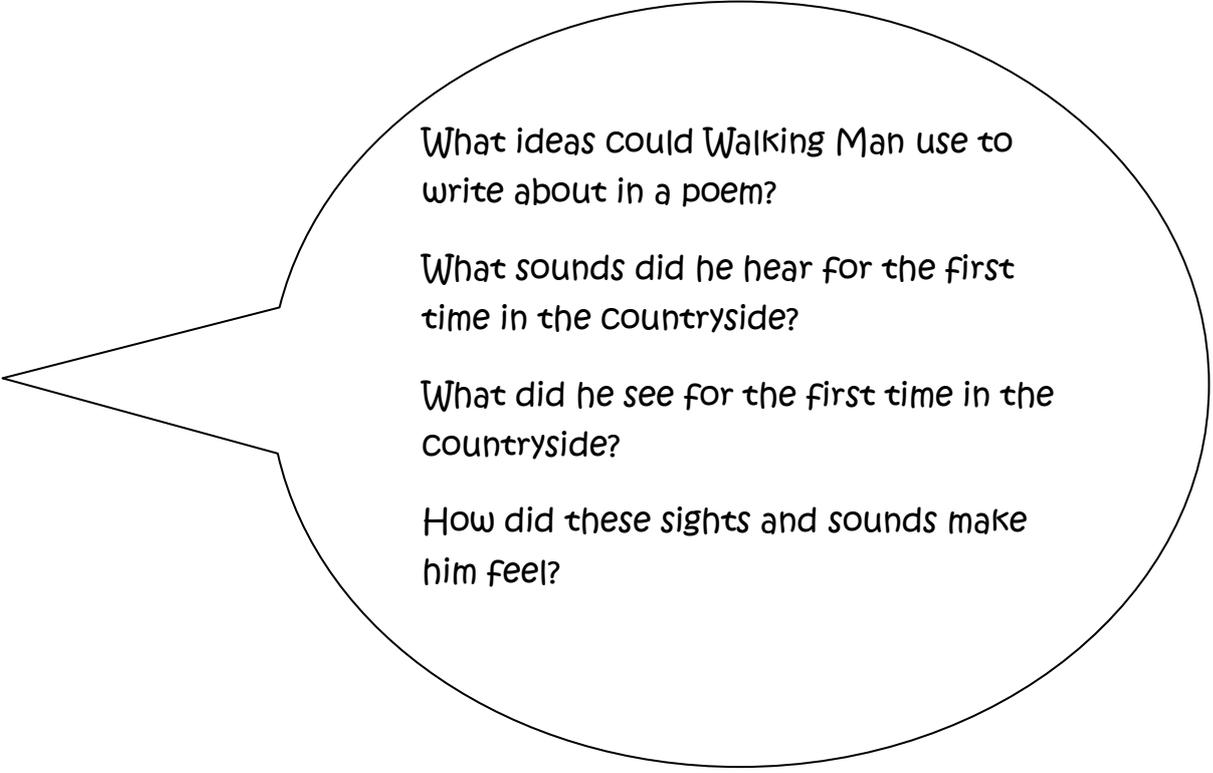
## Plenary:

Ask the children if they would like to share their verse or lines with the rest of the class.

Create a display of the children's poem in the classroom. Explain that the children can add more verses or words to the poem on post-it notes and place them on the display.

## Follow on discussion linking with the play

In the play *Walking Man*, Walking Man travels the world telling his story.



What ideas could Walking Man use to write about in a poem?

What sounds did he hear for the first time in the countryside?

What did he see for the first time in the countryside?

How did these sights and sounds make him feel?

# WHAT WE CAN SEE AROUND US



Image courtesy of: <http://school.discoveryeducation.com/clipart/category/spec.html>

## Unit 2: The Senses

Focus: Developing observation through cross curricular activities

Whole class activity  
Pairs work  
Independent work

**Year groups:**  
1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class

<b>Curriculum links:</b> Strands and Strand Units	
English: Competence and confidence in using language	Oral language: developing competence and confidence in using oral language
Visual Arts: Drawing	Making drawings Listening and responding
SPHE: Self-identity	Self-awareness

**Learning Objective:** To think about we can see all around us.

**Success Criteria:**

To talk and listen to each other's ideas about what we see all around us.  
To think about what we can see in our classroom, on our journey to school every day.  
To complete a picture using our imagination and talking to our partners.

**Resources:** Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper and colouring pencils for each child in the class, paper with a drawing of a park bench available in the photocopiable section.

# WHAT WE CAN SEE AROUND US



Lesson adapted from an idea on: <http://www.teachers.tv/videos/ks1-ks2-geography-geography-basics-where-do-i-start> [Online] [Accessed: 25th April 2011]

**Lesson Introduction:** Welcome the class. Explain the learning objective to the class and share the success criteria.

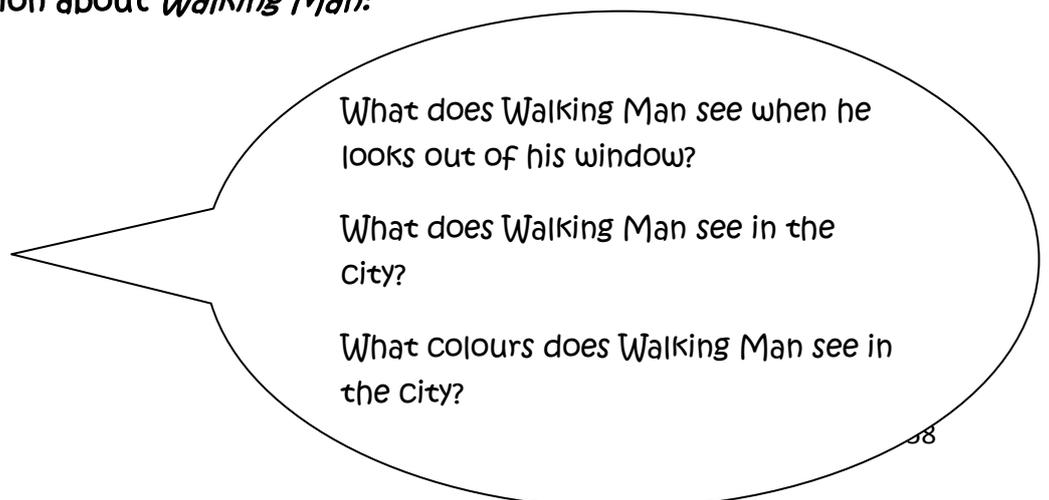
**Starter:** Ask the children what different things they can see in the classroom? What can they see out the classroom window? What things do they see on their journey to school? Note the children's suggestions on the whiteboard or flipchart.

## **Main Activity:**

1. Give the children a piece of paper with a drawing of a park bench. Ask the children to fill in the gaps and the empty space in the picture of what they think they would be able to see around the park bench.
2. Share the children's thoughts with and pictures with the class, ask the children to explain the choices they made in their drawings. Show the children the complete picture. Explain this is a picture of a park. Discuss with the children the different items you might find in a park.

**Plenary:** Ask the children to look around the classroom again, can they notice anything new or different in the classroom this time? Had other children noticed different things? Ask the children to think about what different things they might see in the park in the summer/ winter/spring/autumn?

## **Follow on discussion about *Walking Man*:**



What does Walking Man see when he looks out of his window?

What does Walking Man see in the city?

What colours does Walking Man see in the city?

# LOOKING FOR DETAILS



## Unit 2: The Senses

Focus: Developing observation through cross curricular activities

Whole class activity Pairs work Independent work	<b>Year groups:</b> 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class
<b>Curriculum links:</b> Strands and Strand Units	
English: Competence and confidence in using language	Oral language: developing competence and confidence in using oral language
Visual Arts: Drawing	Making drawings Listening and responding
SPHE: Self-identity	Self-awareness

**Learning Objective:** To look for details in what we can see all around us.

**Success Criteria:**

To talk and listen to each other's ideas about detectives and looking for details.

To follow movements closely using our peripheral vision.

To work together to mirror each other's movements.

**Resources:** An open space, school hall, a magnifying glass if available in the school – to show what detectives use to search for clues.

# LOOKING FOR DETAILS



**Note\*** An open space such as the P.E. hall or an outdoor space would benefit the following activities. Check the school's health and safety guidelines and ensure the space is cleared and safe before beginning any of these activities.

**Starter:** Ask the children if they heard of detectives? What jobs do detectives do? If possible show children a magnifying glass. These may be available in the school. What might detectives use a magnifying glass for? (To search closely for clues) To begin being detectives ask the children to walk slowly around the room. Imagine they are walking through a park, what can they see in the park, what details can they notice? Did they walk past a slide or a set of swings? Is there a pond in the park?

## **Main Activity:**

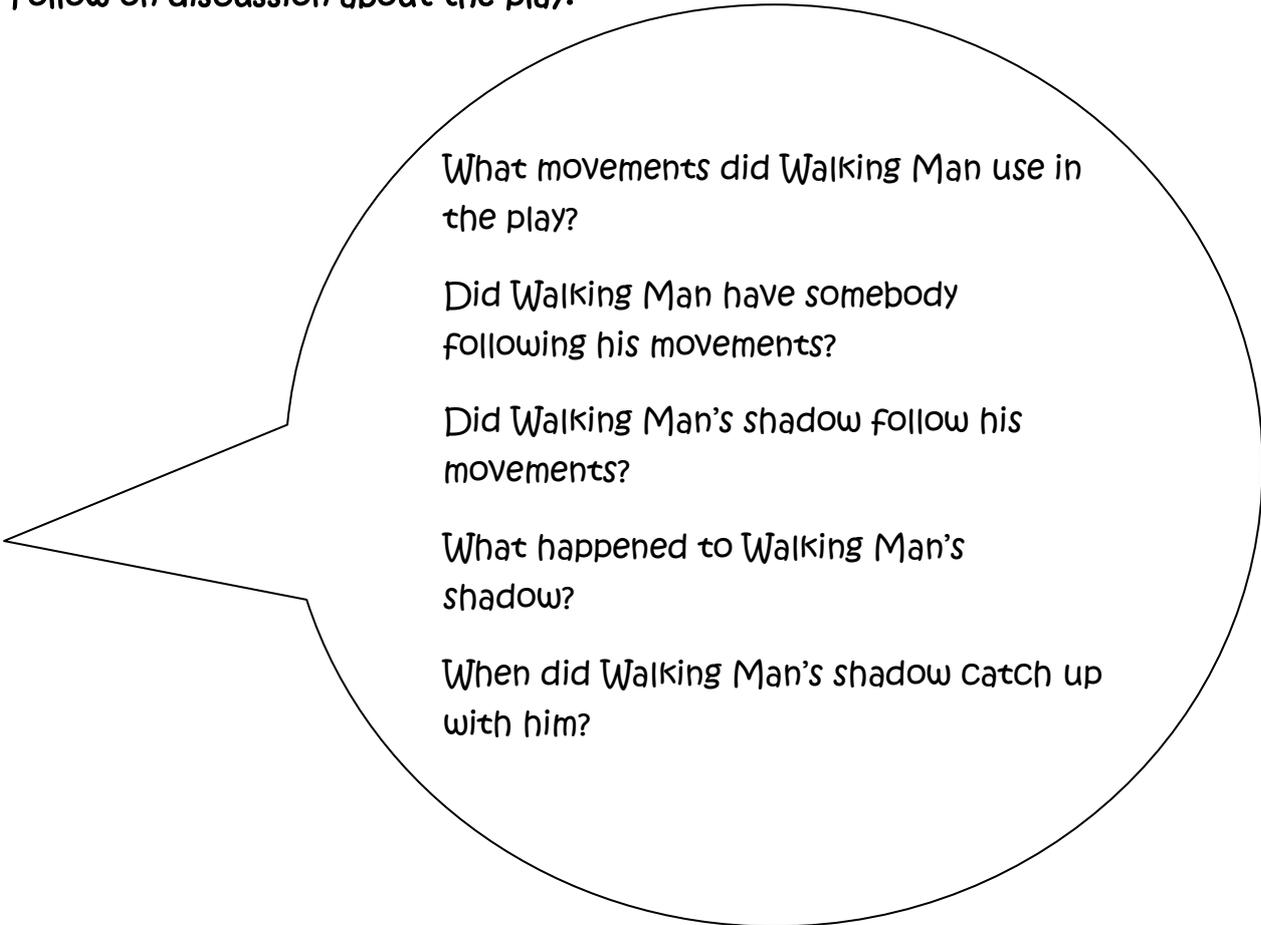
1. Ask the children to stand in a large circle on the ground. The teacher demonstrates the role of the leader, creating slow movements which the children follow. Ask one person to be the leader. The leader begins a movement which the other children in the group follow closely.
2. The teacher then demonstrates using your peripheral vision, which means you need to look at the person at either side of you to check what movements are being done, or to look at the person opposite you, the children should try not to look at the person who is the leader.
3. Explain that you are going to play this game again, but this time, there will be a detective, the detective will move away from the group and turn around so as not to see who the new leader is. The new leader begins the movement which is followed by the group. Call the detective back over to the circle. The detective needs to figure out by looking closely and search for clues to guess who the new leader may be. The detective has three chances to guess the leader of the movement.

4. Give the children opportunities to be in role as the detective, leader and the follower. It might be necessary to have two circles, with a leader and detective for each group depending on class size.

**Plenary:**

Ask the children did they enjoy playing this game? What role did they prefer? Did they enjoying being the detective/the leader/ the follower? What worked well when playing this game? What movements worked well?

**Follow on discussion about the play:**



# IN ROLE AS STORY DETECTIVES



## Unit 2: The Senses

Focus: Developing observation through cross curricular activities

Whole class activity Pairs work Independent work	<b>Year groups:</b> 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class
<b>Curriculum links:</b> Strands and Strand Units	
English: Competence and confidence in using language	Oral language: developing competence and confidence in using oral language
Visual Arts: Drawing	Making drawings Listening and responding
SPHE: Self-identity	Self-awareness

**Learning Objective:** To work as story detectives discovering details using Anthony Browne's book, Voices in the Park.

**Success Criteria:**

- To talk and listen to each other's ideas about what details they can find in the book.
- To think about the details the author and illustrator Anthony Browne uses in his book, Voices in the Park.
- To write information about the characters in the story using the details they collected as story detectives.

**Resources:** Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper and colouring pencils for each child in the class, a copy of Voices in the Park by Anthony Browne.

# IN ROLE AS STORY DETECTIVES



**Starter:** Explain to the children that they are going to become story detectives. What jobs might story detectives need to do? Note the children's suggestions on a large piece of paper which can be referred back to during the lesson.

## **Main activity:**

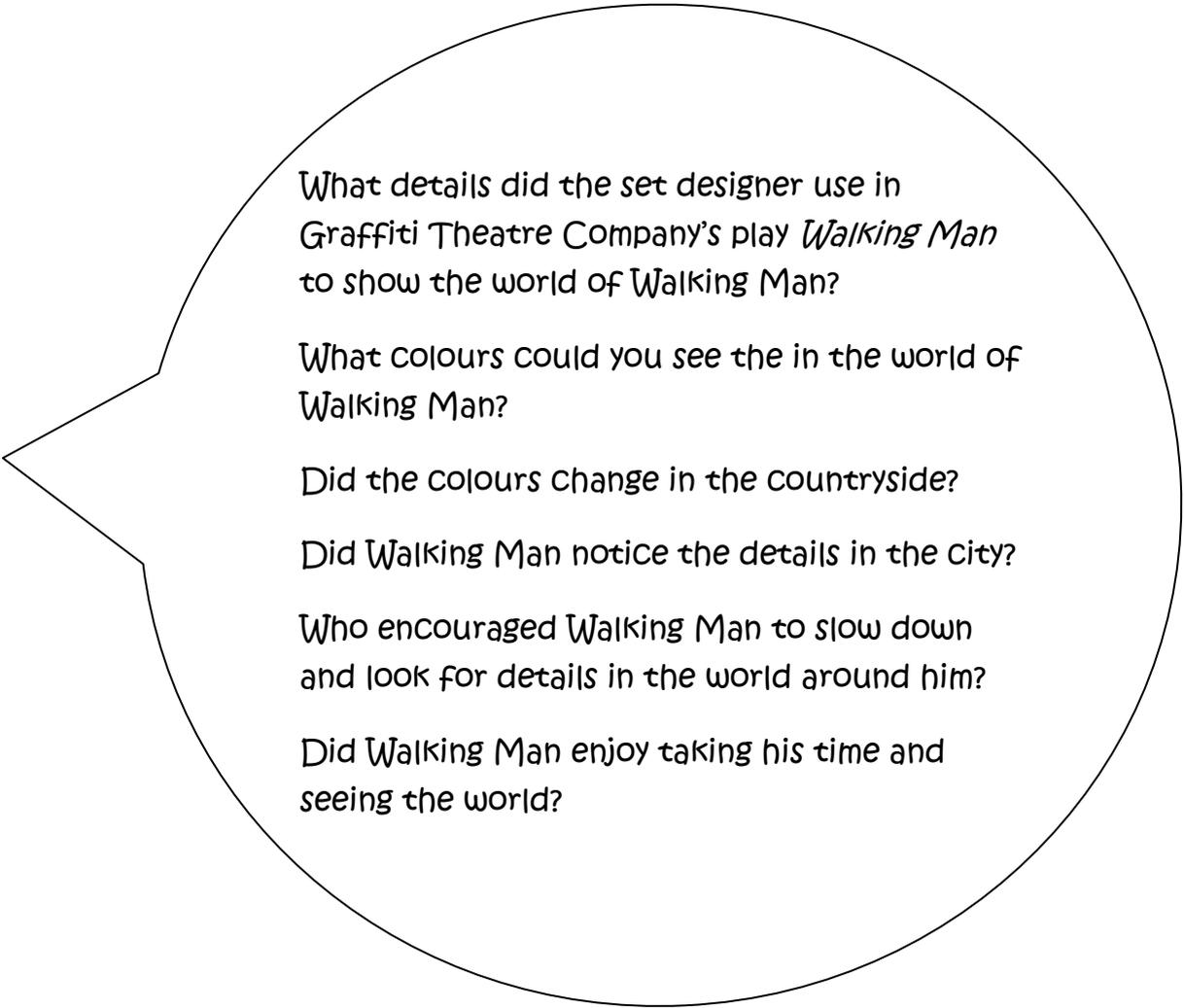
1. Show the children the cover of Anthony Browne's book, Voices in the Park. If possible show the cover using the Visualiser or overhead projector. Otherwise ensure each child has an opportunity to look at the cover of the book in detail. Ask the children what different things can they see on the cover of this book?
2. Discuss the trees, different colour leaves, the shadows of the trees, the two children talking, the two dogs playing the colours – yellow, green, orange, brown, blue, red and white. Encourage the children to look at the font – type of writing, different for each letter, why did the writer and illustrator choose different letters for the title of the story?
3. Ask the children what do we find on the back of the book? The blurb, read the blurb aloud. What can the children see in the blurb? There are four different types of writing for four different voices. What might this story be about? What could happen in the park? Who might the voices belong to? Can the children notice something else on the back of the book?
4. Read the story aloud to the children. If possible try to create a different voice for each of the four voices, this could be a loud or quiet voice, whatever style the teacher feels comfortable with reading it in. When reading the story the teacher may choose to focus on one voice or two voices per session. Ask the children to look closely at the pictures, what do the pictures tell us about these characters? What does the style of writing tell us about the characters? Ask the children to look at the sentences, who comes first in the First Voice's sentence? Look at the Second Voice's sentence what character comes first in this sentence?
5. Give the children a picture of First Voice and Second Voice. Ask the children in pairs to write all the different information they have discovered as detectives about one or both of these characters.
6. Over the next session read Third Voice and Fourth Voice with the children. What did Smudge and Charles see in the park? What did the story detectives notice about the

characters/ the writing/ in the illustrations? What details could they see in the illustrations? Why might Anthony Browne have put these details in the pictures? What do the pictures tell us about the story? Discuss the children's ideas as a whole class.

### Plenary:

What did the children already know about being story detectives? What new things did the children learn? What would the children like to find out?

### Follow-on discussion linked with *Walking Man*:



What details did the set designer use in Graffiti Theatre Company's play *Walking Man* to show the world of *Walking Man*?

What colours could you see in the world of *Walking Man*?

Did the colours change in the countryside?

Did *Walking Man* notice the details in the city?

Who encouraged *Walking Man* to slow down and look for details in the world around him?

Did *Walking Man* enjoy taking his time and seeing the world?

# CREATING A PICTURE OF YOUR LOCAL AREA



## Unit 2: The Senses

Focus: Developing observation through cross curricular activities

**Adapted from:** [http://www.geography.org.uk/download/GA\\_EYPChangingPlaces4.pdf](http://www.geography.org.uk/download/GA_EYPChangingPlaces4.pdf) [Online]

[Accessed: 15th April 2011]

**Year groups:**  
1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> class

Whole class activity  
Pairs work  
Independent work

<b>Curriculum links:</b> Strands and Strand Units	
English: Competence and confidence in using language	Oral language: developing competence and confidence in using oral language
Visual Arts: Drawing	Making drawings Listening and responding
SPHE: Self-identity	Self-awareness

**Learning Objective:** To create a picture of our local area.

**Success Criteria:**

To talk and listen to each other's ideas about what details they can find in the local area.  
To think about symbols found on maps to show places and features.  
To think about the buildings and wildlife in the local area.

**Resources:** Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper and colouring pencils for each child in the class, pictures of buildings, a pond, a lake, mountains, the local area, link set up for Google Maps.

# CREATING A PICTURE OF YOUR LOCAL AREA



Image courtesy of: <http://school.discoveryeducation.com/clipart/category/spec.html>

**Adapted from:** [http://www.geography.org.uk/download/GA\\_EYPChangingPlaces4.pdf](http://www.geography.org.uk/download/GA_EYPChangingPlaces4.pdf) [Online]  
[Accessed: 15th April 2011]

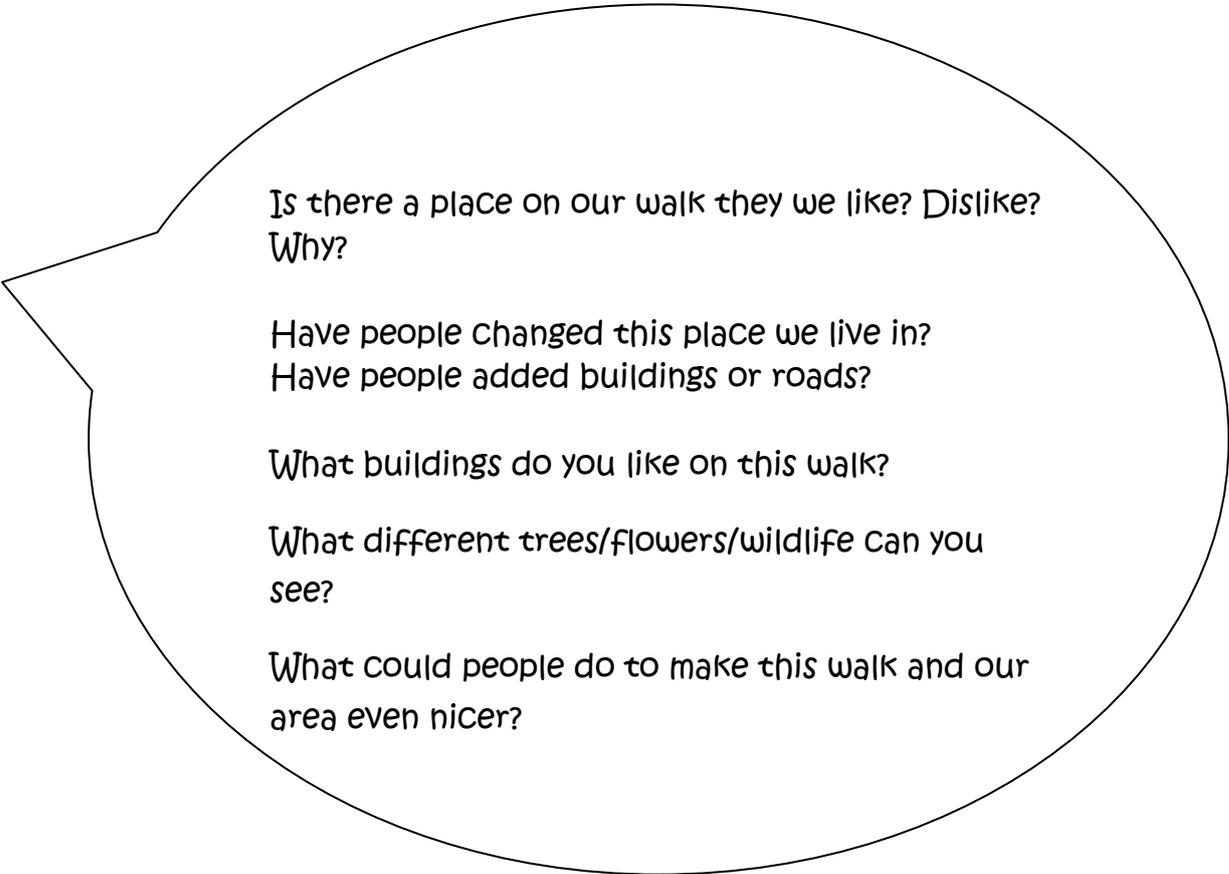
**Starter:** Show the children pictures of a park, buildings, shopping centres, trees, post office, bank, theatre, cinema, lake, pond, river, mountains, the sea, any other feature human or natural of your locality. Ask the children to think about which of these items they can see in their local area? Note the children's suggestions.

## **Main activity:**

1. Explain to the class that you are going to go on a walk to explore your local area. Which of the places on the children's list could we pass and perhaps visit on our walk from the school to the park?
2. Using Google Maps, show the children a map of the local area. Using this map as a guide, create a map of the walk with the children. Mark the places you will visit on the map. Explain to the children we will need our own maps on our walk.
3. On a large piece of paper draw an outline of the route, use the Google Maps as a guide. As a class ask the children to draw on the large map the various places along the route. Give each child a piece of paper. Encourage the children to create their own map of the walking route, with their own symbols to represent the places we will pass and visit on our walk to the park.
4. Ask the children what could we take photographs of on our walk that would show our area? Encourage the children to think about buildings and wildlife. Ask the children to think about the following questions before beginning the walk:

**Questions adapted from:**

[http://www.geography.org.uk/download/GA\\_EYPChangingPlaces4.pdf](http://www.geography.org.uk/download/GA_EYPChangingPlaces4.pdf) [Online] [Accessed: 15th April 2011]



Is there a place on our walk they we like? Dislike?  
Why?

Have people changed this place we live in?  
Have people added buildings or roads?

What buildings do you like on this walk?

What different trees/flowers/wildlife can you  
see?

What could people do to make this walk and our  
area even nicer?

# A VISIT TO THE LOCAL PARK OR STREET



<http://school.discoveryeducation.com/clipart/category/spec.html>

## Unit 2: The Senses

Focus: Developing observation through cross curricular activities

Whole class activity Pairs work Independent work	<b>Year groups:</b> 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class		
<b>Curriculum links:</b> Strands and Strand Units			
English: Competence and confidence in using language		Oral language: developing competence and confidence in using oral language	
Visual Arts: Drawing		Making drawings Listening and responding	
SPHE: Self-identity		Self-awareness	

**Learning Objective:** To visit our local park or street.

**Success Criteria:**

- To be aware of safety when crossing the road, to follow the safe cross code.
- To think about what we saw on our journey to the park or the local street.
- To add details to the maps the children created in the previous lesson.

**Resources:** Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper and colouring pencils for each child in the class, maps the children created in the previous lesson. Pre-visit to the local park and/or street by the teacher and additional adults – awareness of where it is safe to cross the roads.

# A WALK TO THE LOCAL PARK OR STREET



Image courtesy of:<http://school.discoveryeducation.com/clipart/category/tchr.html>

**\*Health and Safety:** Remind the children of the rules of the road and the safe cross code before beginning the walk. Explain to the children that they will walk with a partner. The children need to listen to the adults, teachers, support staff and parents accompanying them on the walk. Ask the children what they need to do before they cross the road? Ensure that the teacher and another member of staff have carried out the walk the children will take prior to taking the walk with the class. Ensure you are aware of the roads, the safest route to take and have the correct number of adults accompanying the class. A small packed lunch, water could be brought to the park weather permitting. Follow the school policies with regard to this and if taking place in the summer, hats and sun protection should be worn by all.

**Starter:** Look over the maps the children created in the previous lesson. Discuss the different places the children will see on their walk. Bring the large map the children created as a whole class and the teacher can bring the children's maps for the children to add to when they reach a safe area in the park.

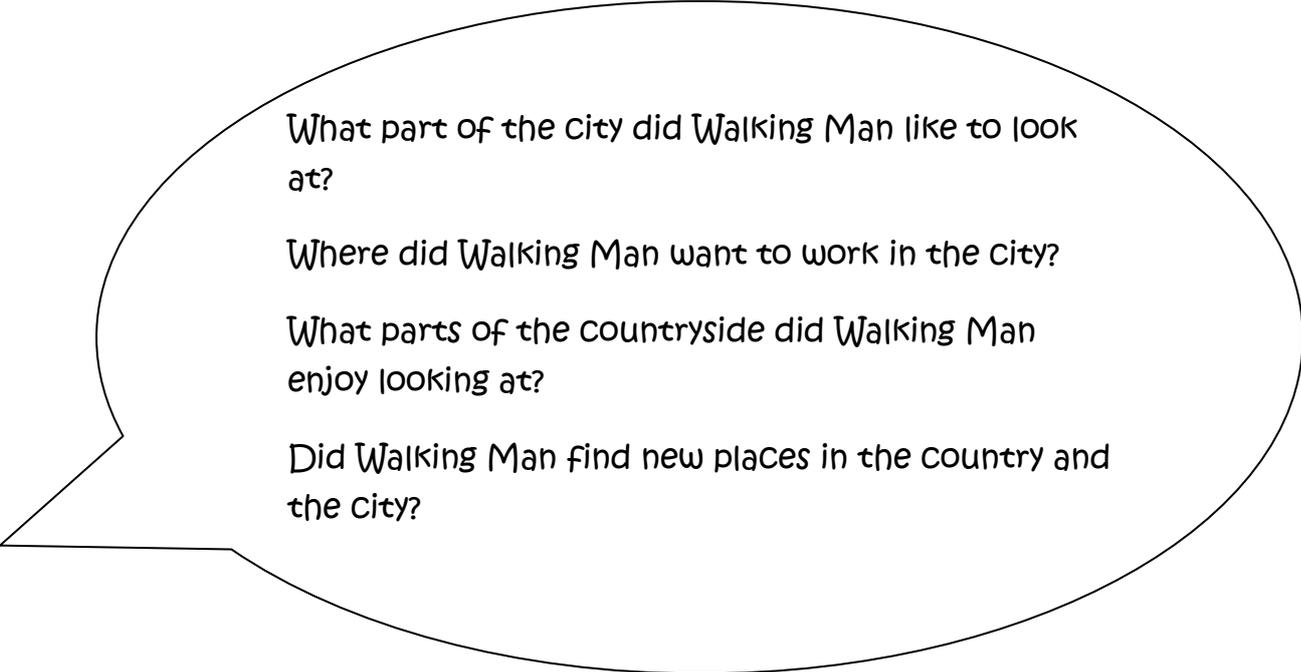
## **Main activity:**

1. Begin the walk by dividing the children into pairs. As you walk with the children you can pause at the spots you have chosen on your pre-walk and discuss what the children can see around them. Ask the children what can they notice about the area? Are there lots of buildings here? Where can people sit and enjoy the town?
2. When you have reached the park. Ask the children to think about their walk, did they notice new things that they hadn't seen before? Why might this be?
3. Give the children their maps and encourage the children to add the new details to their maps.
4. Explore the park with the children, if it is a Spring or Summer visit, what can the children see on the trees? Can they spot some wildlife? Are there flowers blossoming? What colours can the children see in the park? Discuss with the children what the class could take photographs of in the park? Perhaps the trees/flowers/ wildlife?

5. Safely walk back to the school, encouraging the children to listen and remember the safe cross code.

**Plenary:** Ask the children to think about their favourite part of the walk? Did they discover anything new about their area/locality? Where there lots of spaces for people to sit and enjoy the town/city/countryside?

**Follow-on discussion linked with *Walking Man*.**



What part of the city did Walking Man like to look at?

Where did Walking Man want to work in the city?

What parts of the countryside did Walking Man enjoy looking at?

Did Walking Man find new places in the country and the city?

# ART FROM THE PARK



<http://school.discoveryeducation.com/clipart/category/spec.html>

## Unit 2: The Senses

### Focus: Developing observation through cross curricular activities

Using the walk and a collage activity inspired by:

<http://www.tate.org.uk/imap/pages/animated/cutout/matisse/snail.htm>

<b>Year groups:</b> 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> class
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Whole class activity Pairs work Independent work
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<b>Curriculum links:</b> Strands and Strand Units	
English: Competence and confidence in using language	Oral language: developing competence and confidence in using oral language
Visual Arts: Drawing	Making drawings Listening and responding
SPHE: Self-identity	Self-awareness

<b>Learning Objective:</b> To make a collage using ideas from the visit to the local park or street.
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**Success Criteria:**

To create a collage of an animal, flower, tree or building inspired by the visit to the local park or street.

To look at Henry Matisse's "The Snail" for ideas of how to create the collage.

To work in pairs or individually to make the collage.

<b>Resources:</b> Whiteboard, blackboard or flipchart, whiteboard markers, chalk, paper and colouring pencils for each child in the class, maps the children created in the previous lesson. Coloured paper, glue sticks, a copy of Henry Matisse's "The Snail" available from
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<http://www.tate.org.uk/imap/pages/animated/cutout/matisse/snail.htm>

# ART FROM THE PARK

Using the walk and a collage activity inspired by:

<http://www.tate.org.uk/imap/pages/animated/cutout/matisse/snail.htm>



Image courtesy of: <http://www.tate.org.uk/servlet/ViewWork?workid=9396>

Create an art collage of the walk with the children

**Starter:** Begin by showing the children a picture of “The Snail” by Henri Matisse on <http://www.tate.org.uk/imap/pages/animated/cutout/matisse/snail.htm>, available from the Tate website. Ask the children what shapes they can see in the picture.

## **Main activity:**

1. Explain to the children that they are going to create their own collage of an animal or a building they saw on our visit to the local park or street.
2. Discuss with the class the different buildings, wildlife, trees, flowers that they saw on their visit. Note the children’s suggestions on the board or a large piece of paper.
3. Encourage the children to use their class map or the maps they created and added to on their visit to help them to create ideas for their collage. Remind the children of the map collage they may have created from Unit 1 of the pack. Ask the children what do they need to remember when making a collage? Demonstrate the ideas suggested by the class, the children may wish to draw an outline of their animal, building or flower before beginning to stick on the pieces of paper and sticking the shapes with glue.
4. The children can work individually or in pairs for this activity. Give each table pieces of coloured paper, glue sticks and show the children the image of Matisse’s “The Snail” on the board if possible. Give the children time to complete their collage.

**Plenary:** Ask the children if they would like to share and talk about their collage with the class.

Follow on discussion linked with *Walking Man*.

Can you think of the different animals and buildings in the play *Walking Man*?

What parts of the world of *Walking Man* did you like best?

