

## **Unit 3: Feelings**

### **Part 1: Poetry, freeze-frames and painting**

<b>English</b>	<b>Strand:</b> Competence and confidence in using oral language.	<b>Strand unit:</b> Oral language
<b>Visual Arts</b>	<b>Strand:</b> Paint and colour	<b>Strand unit:</b> Painting: discover colour in the visual environment and become sensitive to tonal variations between light and dark, and to variations in pure colour (hue).
<b>Drama</b>	<b>Strand:</b> Drama to explore feeling, knowledge and ideas, leading to understanding	<b>Strand unit:</b> Exploring and making drama when creating freeze-frames.  <b>Strand unit:</b> Co-operating and communicating in making drama.
<b>SPHE</b>	<b>Strand:</b> Myself <b>Strand:</b> Myself and others	<b>Strand unit:</b> Feelings and emotions <b>Strand unit:</b> My friends and other people

### **Activities:**

- “The Dark” poem by James Carter
- Freeze frames of the poem
- Painting a night sky

### **Objectives:**

1. *To listen and respond to the poem.*
2. *To create freeze-frames to show the images in the poem.*
3. *To create a night sky painting.*

### **Activity 1: “The Dark” poem by James Carter**

**Learning Objective:** *To listen and respond to the poem.*

**Resources:** “The Dark” by James Carter (A copy of the poem is available at the end activity).

James Carter Poet. (2015)“The Dark” (2001). [Online] Available from:  
<http://www.jamescarterpoet.co.uk/poems.html#thedark> Accessed: 14<sup>th</sup> of January 2015

- Read the poem, “The Dark”, by James Carter to the class. The poem can be displayed on the Interactive White Board.
- Ask the class: “What did you like about the poem?”
- “What pictures did the poet make? What did you imagine when you were listening to the poem?”
- “How does the poet describe the dark?”
- Read the poem aloud again and display it for the class on the IWB.

- “What rhymes do you notice in the poem?”
- “Do you agree with the poet, that perhaps the dark is afraid of the light?”

**Plenary:** How did the poem make you feel? Why are people afraid of the dark? Listen to responses from the class. These can be developed in the Circle Time activity 2 in Unit 3, Part 3.

### **The Dark**

Why are we so afraid of the dark?  
It doesn't bite and doesn't bark  
Or chase old ladies round the park  
Or steal your sweeties for a lark

And though it might not let you see  
It lets you have some privacy

And gives you time to go to sleep  
Provides a place to hide or weep

It cannot help but be around  
When beastly things make beastly sounds  
When back doors slam and windows creak  
When cats have fights and voices shriek

The dark is cosy, still and calm  
And never does you any harm  
In the loft, below the sink  
It's somewhere nice and quiet to think

Deep in cupboards, pockets too  
It's always lurking out of view  
Why won't it come out till it's night?  
Perhaps the dark's afraid of light

Copyright © James Carter  
Winning poem of the Raymond Wilson Poetry Competition 2001  
From *Cars Stars Electric Guitars* (Walker Books)  
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**Activity 2: Freeze frames of the poem, “The Dark” by James Carter**  
**Learning Objective:** *To create freeze-frames to show the images in the poem.*

This freeze frame activity is adapted from: Drama Toolkit, (2010 – 2011) [Online]  
Available from: <http://www.dramatoolkit.co.uk/drama-strategies/tableau-or-still-image>  
Accessed: 14<sup>th</sup> January 2015

- This activity leads on from Activity 1 but could be continued on another day.
- Share the poem with the class again. Display the poem on the IWB.
- Today the class are going to make freeze frames or frozen pictures of the images in the poem.
- Divide the class into small groups. Give each group a stanza of the poem to work with.
- Model creating the first stanza with the class. Ask the class, “How could we show the first line of the poem?” Ask the class for suggestions.
- Remind the class to think about the character that is speaking –
- “Who is speaking in the poem?”
- “Think about where they will stand to create the picture?”
- “What would they like the audience looking at the picture to think?”
- “What facial expression will they create? Why?”
- “Where will the other people creating the picture stand?”
- Ask volunteers to create a freeze frame of the first line. Repeat with the next line of the poem. Reminding the class of the key questions above.
- Give the groups five to seven minutes to create their freeze frames.
- Watch each group create their freeze frame in the order of the poem.
- One member of each group could read the stanza the group are making in their freeze frame or the teacher may choose to read the stanza for the group.
- Ask the class to give two stars of feedback for how well they worked in their group and one wish for how they could work even better the next time.

**Plenary:** This could be developed further by adding movement between each line into the next line.

### **Activity 3: To create a night sky painting**

**Learning Objective:** *To paint a picture of the night.*

**Resources:** Paper, paints – blue, white, yellow, brown, green, black, paint pots, brushes.

- Display Vincent Van Gogh’s “The Starry Night” on the Interactive White Board.
- Ask the class to describe what they can see in the painting?
- What was the artist showing us?
- Set up the classroom for a painting lesson – newspapers, table covers and aprons.
- The teacher can model the painting for the class and model how to mix the colours.
- Give children lots of opportunities to explore the different paint colours. They may wish to draw an outline and then paint.
- The children’s work could be shared in an Artist’s Gallery or by using “The Artist’s Chair” plenary.



MOMA – The Museum of Modern Art, Vincent Van Gogh “The Starry Night”, (2015)  
Available from: [http://www.moma.org/collection/object.php?object\\_id=79802](http://www.moma.org/collection/object.php?object_id=79802)

Accessed: 14<sup>th</sup> of January 2015

## Unit 3: Feelings

### Part 2: Short animation, our feelings and a song

<b>English</b>	<b>Strand:</b> Competence and confidence in using oral language. <b>Strand:</b> Receptiveness to language.	<b>Strand unit:</b> Oral language <b>Strand unit:</b> Writing: creating and fostering the impulse to write.
<b>Visual Arts</b>	<b>Strand:</b> Drawing	<b>Strand unit:</b> Making drawings.
<b>Music</b>	<b>Strand:</b> Performing	<b>Strand unit:</b> Song singing.
<b>Drama</b>	<b>Strand:</b> Drama to explore feeling, knowledge and ideas, leading to understanding	<b>Strand unit:</b> Reflecting on drama.
<b>SPHE</b>	<b>Strand:</b> Myself <b>Strand:</b> Myself and others	<b>Strand unit:</b> Feelings and emotions. <b>Strand unit:</b> Relating to others.

### **Activities:**

- “La Luna” short animation
- Song “Happy” with words
- I feel happy when ... mini booklet

### **Objectives:**

1. *To watch, listen and respond to the short animation.*
2. *Make a mini booklet about what makes me feel happy.*
3. *To sing the song and add actions*

### **Activity 1: “La Luna” short animation**

**Learning Objective:** *To watch, listen and respond to the short animation.*

“La Luna” is from: Disney Pixar (2013) [Online] Available from:

<https://www.youtube.com/watch?v=Mpj5SaGJyqA> Accessed: 8<sup>th</sup> January 2015

- Show the class the short animation called “La Luna” on the IWB.
- Pause the animation at different points to ask the children questions about how the characters are feeling.
- “How does the boy feel about seeing the moon?”
- “How do the two uncles feel about the moon?”
- “How does the boy feel about tidying the moon?”
- “How do the uncles feel about the moon at the end of the animation?”
- “What would you do if you had to clean the moon?”

**Plenary:** Imagine you are the boy and you have cleaned the moon. Write a postcard from the moon explaining how you feel and what you did.

### **Activity 2: “Happy” song with words**

**Learning Objective:** *To sing the song and to add actions.*

Available from:

<http://www.schooltube.com/video/de3cb34042944a30a113/Happy%20Song>

Accessed: 14<sup>th</sup> of January 2015

- Play the song “Happy” for the class. The song can be displayed on the IWB or just played through the speakers.
- Ask the class to think about actions they could make to match the song.
- Divide the class into five groups; ask each group to create actions for the chorus of the song.
- Share each group’s work and create an action/dance sequence to match the song.
- Sing the song and do the actions as a class.

### **Activity 3: I feel happy when ...**

**Learning Objective:** *Make a mini booklet about what makes me feel happy.*

- Sitting in a circle, ask the class to think about what makes them feel happy.
- Think about why that idea makes them happy. It might be playing with their friends at playtime? Why does that make them feel happy?
- Ask the children to share with a partner what makes them feel happy and why. Share ideas in a Circle Time. “I feel happy when I read my favourite book.” “I feel happy when I eat ice-cream.”
- Model creating a mini booklet about what makes me feel happy for the class.
- Model how to create the booklet.
- Listen to ideas from the class and add these ideas to the booklet, this could create a class booklet.
- When the children have completed their booklets share their work on the display in the class library or on the board.



## Unit 3: Feelings

### Part 3: Story, feeling scared, discussion

<b>English</b>	<b>Strand:</b> Competence and confidence in using oral language.	<b>Strand unit:</b> Oral language.
<b>Visual Arts</b>	<b>Strand:</b> Drawing	<b>Strand unit:</b> Making drawings.
<b>SPHE</b>	<p><b>Strand:</b> Myself</p> <p><b>Strand:</b> Myself and others</p> <p><b>Strand:</b> Myself and the wider world</p>	<p><b>Strand unit:</b> Feelings and emotions, Safety and Protection.</p> <p><b>Strand unit:</b> Relating to others.</p> <p><b>Strand unit:</b> Developing citizenship.</p>
<b>Drama</b>	<b>Strand:</b> Drama to explore feeling, knowledge and ideas, leading to understanding	<p><b>Strand unit:</b> Exploring and making drama in role during an improvisation.</p> <p><b>Strand unit:</b> Co-operating and communicating in making drama.</p>

### **Activities:**

- “I Need My Monster” by Amanda Noll
- Circle Time about being scared
- Poster

### **Objectives:**

1. *To watch, listen and respond with ideas and questions.*
2. *To listen and respond with respect to each other.*
3. *To create a poster with advice for what to do if you feel scared.*

### **Activity 1: “I Need My Monster” by Amanda Noll**

**Learning Objective:** *To watch, listen and respond with ideas and questions.*

This story, “I Need My Monster” by Amanda Noll is available from:

<http://www.storylineonline.net/i-need-my-monster/>

Accessed: 8<sup>th</sup> of January 2015

- Show the class the front cover of: “I Need My Monster” by Amanda Noll on the Interactive White Board or on I pads if available.
- Ask the class to predict what this story might be about?
- Why would the boy need his monster? What might happen in this story?

- Listen to the story begin read aloud. Pause the story at different intervals and ask the class to think about why the boy isn't happy with the different monsters?
- When the story has finished ask the class what they liked/disliked about the story? Why?

**Plenary:** Did the boy really have a monster under his bed? What else could the boy have done to help himself to go to sleep? What advice would you give to the boy?

### **Activity 2: Circle Time about feeling scared**

**Learning Objective:** *To listen and respond with respect to each other.*

- Ask the class to sit in a circle for Circle Time. Follow the classroom rules for Circle Time, listen and respect everyone's thoughts and ideas and wait for your turn to speak.
- An object can be passed around the circle as a tool to say who is speaking next.
- Ask the class to think about what we mean when we feel scared? Listen to children's ideas.
- Ask the class, "What does being scared look like?" "What does being scared feel like?" "What might being scared sound like?" Ask children to share ideas with a talk partner.
- Listen to feedback from the class. What made François feel scared in the play, ***After Dark?*** "What did he do when he felt scared?" "What advice would you give him to make him feel better?"
- The children may wish to share what makes them feel scared. Ask the children to share advice for what we can do if we feel scared. Listen to ideas.
- Close the Circle Time by asking the class for two things they know about what you can do if you feel scared.

**Plenary:** Remind the class if they feel scared or worried that they can tell an adult in school, their parent or carer.

### **Activity 3: Make a poster**

**Learning Objective:** *To create a poster with advice for what to do if you feel scared.*

- In the Circle Time activity we spoke about what makes us feel scared and what we can do if we feel scared.
- Model making a poster: “If I feel scared I can ...” listen to ideas and draw and label the poster.
- Children can work individually or in pairs to complete the posters.
- The posters could be displayed in the classroom or around the school.