**Y3 Summer: Wellbeing**

Unit 2

Colours and Emotions

Expressive arts foci through the week: speaking/listening, art, writing/composing

***Teacher Notes***

**Essential texts:**

* **The Man Who Painted a Blue Horse**,byEric Carle

If you cannot get hold of this book, you can use this online version:

<https://www.youtube.com/watch?v=-u8EP4EJ5oE>

* Poem: **Moody**,by Ann Bonner (*see resources*).

*Some of the activities in this unit are organised into two parts. This is to support classroom management of practical activities and also to allow for teachers to break up sessions to cater for children’s attention spans or stamina needs.*

**Day 1**

To create a printed creature, you need one or more large creatures drawn on paper suitable for paint (like sugar paper). Ask children to choose an animal related to your class or choose one that is easy to draw! For class management, children can move between the activities. At the end of the printing activity, if you cover the paints with plastic wrap they can be reused for Day 2.

**Day 2**

The comprehension task has been designed for flexible use. You can display the text as a shared text on the board, while children answer the questions together; children can complete the task in small groups or individually and the ‘words to use’ list can be removed for children who are more confident.

**Day 3**

Teachers can choose to be as prescriptive or free as they choose with the art activity. You might start with the clip from Day 1, aiming for children to use Carle’s techniques of painting and layering (if so, show relevant parts of the video and include this in your modelling). Or you could provide children with basic materials (pencils, pens, paints and paper) and allow them to explore and sketch their animals in a way that they choose.

**Day 4**

The poetry writing could be extended to a second day, where children revise their poems, create polished versions and present them with their animal art, reading them to an audience.

**Websites**

<https://www.pinterest.co.uk/pin/70439181644799711/> Eric Carle speaking about his process.

<https://www.theartstory.org/artist/marc-franz/artworks/> paintings by Franz Marc to explore

<https://www.pinterest.co.uk/patty_palmer2/franz-marc-art-projects-for-kids/> inspiration for art work for teachers to explore

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Unit 2 Day 1

 Discuss what art is. Use printing techniques to create a class animal.

Expressive arts focus: art and speaking/listening

**Teaching**

* Ask children to discuss what they think artists do. What sort of things do they draw or paint? What makes a good artist?
* Read **The Man Who Painted a Blue Horse** by Eric Carle or play the online reading.
* Discuss children’s initial responses. What did they notice about the illustrations? What was ‘wrong’ about them? Can we really be wrong in art? Are there rules that we *have* to follow? Then show the clip where Eric Carle talks about his book and shows the process that he used:

<https://www.pinterest.co.uk/pin/70439181644799711/>

* Introduce the class animal picture and name it together. What animal is it? What colours might we expect this animal to be? What patterns might it usually have? Do artists have to always replicate things exactly? How is creating an artistic image different from taking a picture?
* Explain that today children will be working together to create an animal picture which, like those in the story, will not be coloured in a traditional way.

**Activity: Create a colourful class animal through printing**

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| **Objectives:** Spoken Language: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; Ask relevant questions to extend their understanding and build vocabulary. |
| You will need: **Alphabet of Animals** (*see resources*) for each child; paints, mixing palettes, paint brushes, things to print with (sponges, cut fruit etc.) and a large animal shape drawn on paper suitable for printing, paper towels to blot with. |
| Children work in pairs or small groups. |
| **Activities:**Printing a Class Creature * Show the double-page spread of the donkey (or display **Polka-dotted Donkey** (*resources*)). Ask children to describe the pattern and colours that they can see. How does the donkey image make them feel? What technique do they think Carle used to create the pattern?
* Children take turns to select a paint colour, printing object and to print a few times inside the animal shape. Adult supervision is recommended here.

Making Animal Lists* On the **Alphabet of Animals** sheet (*see resources*) children work in twos or threes to list an animal (real or imaginary) beginning with each letter of the alphabet.
* They then say and/or write a sentence to introduce one of their animals, using the ‘wrong’ colours, e.g. This is my scarlet cow who eats blue grass.
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| **Plenary:** Admire your polka-dot animal. What different colours were used? Share ideas for **Alphabet of Animals** and use to suggest new unusually coloured varieties, e.g. *a purple, spotted sheep*. |
| **Outcomes:*** I can discuss and describe how artists use colour and design.
* I can create new animal names.
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Unit 2 Day 2

 Answer questions about a text. Link emotion words to colours.

Expressive arts focus: art and speaking/listening and reading

**Teaching**

* Show children the front cover of **The Artist who Painted a Blue Horse** (*see resources for* ***Book Cover Image***). What do they think of the title? What is the book about?
* Explain that Eric Carle was inspired by a real artist, Franz Marc, who the children may have heard him mention in Day 1’s video clip.
* Display and read **Afterword from The Man who Painted Blue Horses** (*see resources*), explaining that this text is from the back of the book and explains a bit more about both Carle and Marc. Can they imagine art being illegal?
* Display and answer the first four questions on the **Comprehension Task**.
* Explain that children will do two tasks. They will re-read the shared text and answer a few more questions and they will explore a bit more about colour and how we can link colours to our emotions.

**Activity: Read a text and answer questions/discuss and link emotions terms to colours**

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| **Objectives:** Comprehension: Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; Retrieve information from non-fiction; Participate in discussion about both books that are read to them and those they can read for themselves, taking turns, listening to what others say. |
| You will need: **Afterword from The Man who Painted Blue Horses** and **Comprehension Task** (*plan resources*); paints, pencils and paper or copies of **Emotions Colour Chart** (*see resources*) copied on paper suitable for painting. |
| Children work in pairs or small groups. |
| **Activities:**Reading Comprehension* Display and read **Afterword from The Man who Painted Blue Horses** (*see resources*).
* Children complete the remainder of the cloze activity, using the text to help them answer.

Creating Emotions Colour Charts* Remind children how important both Marc and Carle say colour is. Then display **Paint Colours** (*see resources*) and discuss how paint makers try to capture the spirit of their colours in the names they choose. Read a few and discuss children’s thoughts.
* What if children tried to name the colours after emotions? Explore ideas together, e.g. *calm green, sorrowful grey, furious red* etc.
* Children create their own **Emotions Colour Chart**, painting different colours onto the charts and naming them after a range of emotions.
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| **Plenary:** Share some emotions that children thought of. Start a list of emotions that can be continued during the unit. Children share their charts with a partner. Did they all link the same emotions to the same colours? Does it matter? Make links to the freedom that Carle speaks of. We are free to express ourselves in different ways and that is a good thing. |
| **Outcomes:*** I can name emotions and link them to colours.
* I can answer questions about a text.
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Unit 2 Day 3

Explore an art style. Create a stylised animal picture.

Expressive arts focus: art and speaking/listening

**Teaching**

* Re-read **The Man Who Painted a Blue Horse** by Eric Carle (or play the online reading), this time asking children to spot the different animals and think about how the illustrations have been created, both the style and the colour. Make a list of the animals, referring to the text, e.g. *blue horse,* etc.
* Then discuss the style of the illustrations. How are they like Franz Marc? *Colourful and not realistic*. A word we use for creating art in a particular, unrealistic style is ‘stylised’. Artists can use stylisation to create images, playing with colour and lines. They create emotions. Make links to Day 2’s exploration of colour and emotion.
* Explain that today children will be creating their own stylised animal images. They should spend a little time exploring images of the real animals first and then use these to create an animal that they will draw or paint in a similar style to Carle.
* Model how to do this with an animal of your own, e.g. *an emerald cat*, including modelling the language you hope the children will use to talk about their work.

**Activity: Create a stylised animal character using colour and line for impact**

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| **Objectives:** Spoken Language: Participate in discussions, presentations, performances, role-play, improvisations and debates; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. |
| You will need: animal reference books, pictures of animals or devices for them to research, lots of paper and art materials, **Questions to Think About** displayed (*see resources*). |
| Children work on individual pieces, but with a partner to discuss ideas as they work |
| **Activity:*** Children choose an animal and then research and get inspiration by looking at images of the real animal. Encourage them to make notes and preliminary sketches to help them. If they are researching on a device, you might ask them to print one image for them to refer to as they create their own images today.
* They then develop and create a stylised image of their animal using the techniques and materials advised in the teaching. The main aim is to create an image of an animal in a surprising colour but as they work, they should think about how the animal feels and behaves. *Is it a typical cow or does it have an adventurous side?* Display **Questions to Think About** (*see resources*) to support discussions.
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| **Plenary:** Ask children to introduce their animal. Ask them to explain what emotions they were trying to create with their pictures. |
| **Outcomes:*** I can create art inspired by an artist.
* I can talk about a character I have created, about their appearance and behaviour.
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**Unit 2 Day 4**

 Write a list poem linked to emotions and colours.

Expressive arts focus: speaking/listening and writing/composing

**Teaching**

* Have the children ever heard people using colour to describe emotions? E.g. *I feel blue. She saw red. He has a case of the green eyed monster.* Etc.
* Display and read **Moody** by Ann Bonner (*see resources*). What emotions are listed in the poem? What colours are linked to the emotions? *Does red have to be an angry colour? What other emotions could we link to the colour red*? Agree that we could link many different emotions to a colour or shades of that colour.
* Remind children of their animal pictures from Day 3, showing a couple of examples. Explain that today children will be thinking about the way that their animal might feel. Humans experience a range of emotions at different times and in different situations, sometimes at the same time!
* Children will write a poem which sounds like it is written by their animal, linking its colour to emotions. Show an **Example Poem**, exploring how children can use this as a structure to write their own poems. Model this by writing an extra verse.

**Activity: Write a list poem about emotions**

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| **Objectives:** Composition: Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; Compose and rehearse sentences orally, progressively building a varied and rich vocabulary; Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
| You will need: **Example Poem** and **Writing Frame** (*see resources*). |
| Children work individually and/or with a writing partner. |
| **Activity:*** Display the **Example Poem** and give children who will benefit a copy of the **Writing Frame** (*see resources*). They can draft straight onto the sheet or refer to it as they write.
* Give children their animal picture from Day 3 and ask them to talk about why they chose the colour and any ideas they have for the sorts of emotions that the colour could express – *there are no wrong answers here so remind children to be open in their responses.*
* Once they have had some talking time, children can begin to draft their poem ideas, beginning with a simile line and then linking it to an emotion. This is a drafting process so it will be messy. As children write, celebrate powerful images and interesting emotions words and encourage children for look for ways to improve their writing.

Support: Ask children to concentrate on writing two really good lines for each verse (not including the third line). Pair up children who have chosen the same colour so that they can share ideas. |
| **Plenary:** Ask children to choose their best stanza, and to make any quick improvements to it that they wish. Then create a whole class poem as each child reads their verse aloud.  |
| **Outcomes:*** I can write a poem using a given structure.
* I can use powerful words to describe colours and emotions.
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