

A NEW FACE FOR THE EARTH:
ECOLOGY AND ART

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TEACHING NOTES	
UNIT	INTRODUCTORY
NUMBER OF LESSONS	1
TIMING	1 HOUR
LESSON 1	

WARM-UP ACTIVITY	PLENARY/GROUPS OF FOUR
<p>JIGSAW</p> <p>AIMS: To activate previous knowledge and vocabulary related to: a)Water and Art, b)Environment and Art c) Recycled art.</p> <p>PROCEDURE:</p> <p>1)Hand out one jigsaw piece to each child (see the three topics above. Cut each picture into four pieces)</p> <p>2) Each child finds their partners by asking questions such as : a)"Do you have water/river/sea/waterfall? " b) "Do you have graffiti/a sculpture/ a park? c) "Do you have a plastic sculpture/ mask/ recycled art? , and answering "Yes, I do" or "No, I don't".</p> <p>3) When they find their partners, ask children to ask and answer some questions related to the picture. (see resources)</p> <p>a) What can you see?</p> <p>b) Is water important ? Why?</p> <p>c) Is this a nice lanscape?</p> <p>d) What is this object made of? etc</p> <p>4)Taking turns, read the answers aloud.</p> <p>4) Explain you're starting a new project, called "A new face for the Earth: Ecology an Art", about these three topics.</p>	<p>RESOURCES</p> <p>Jigsaw Pictures 1-6.</p> <p>Questions to find partners , and about the pictures, provided in teaching resources section.</p>
<p>ACTIVITY 1</p> <p>PPT PRESENTATION</p> <p>AIMS: To present the project: Hundertwasser's theory : "The five skins" to introduce the concept of ecology from an artistic point of view , what they're doing , techniques....</p> <p>PROCEDURE: Watch the PPT, encouraging children to anticipate some answers to questions such as "What do you think the first skin is?" "Why?", and so on.</p> <p>Besides, in plenary it's a good moment to check the previous knowledge about vocabulary and about the content itself, asking them to say the landscapes or pictures names, etc.</p>	<p>RESOURCES:</p> <p>PPT 1: Introduction provided in teaching resources section.</p>

ACTIVITY 2	INDIVIDUAL
THE FIFTH SKIN: THE EARTH Aims: To represent Hundertwasser’s theory, by drawing their own ideas. Procedure: Hand out a DINA4 Basik paper and ask children to draw their own ideas to represent either “The five skins” or “The fifth skin”, writing a title for their drawing. Display their work on a Wall Display.	RESOURCES DIN A4 Basik paper, pencils, coloured pencils.

TEACHING NOTES	
UNIT	WATER AND ART
NUMBER OF LESSONS	4
TIMING	4/5 HOURS
*This indicates the activity can be used for assessment.	
LESSON 1 :	WATER IN NATURE
WARM-UP ACTIVITY	
LOOP- GAME	RESOURCES
<p>AIMS: The main objective of this activity is to recall names already seen in the introductory session of the states of water in nature, places where we can find it, and problems related to this topic.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Hand out one flashcard to each child. This flashcard has two parts: <ol style="list-style-type: none"> a- A picture about water in nature, showing different states of water and natural problems such as drought or floods, and also other problems such as pollution. Below, the name of the main element. b- A question about a different picture. 2) One child stands up explaining What his/her picture is: <ul style="list-style-type: none"> - I've got a..... And asks: <ul style="list-style-type: none"> - Who has a ?(reading the brief description) 3) Whoever has this description stands up and repeats the same process. 	<p>Loop-game flashcards provided in teaching resources section.</p>
ACTIVITY 1	
CLASSIFYING PICTURES	RESOURCES:
<p>AIMS: The main objective of this activity is to think about similarities between pictures and to find a common criteria.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Hand out pictures to classify (river, sea, waterfall, etc) and ask the children to find a criteria to classify them into two groups. 2) Ask every group about their criteria. 	<p>Pictures provided in teaching resources section. (Laminate the loop game images)</p> <p>Substitution chart as scaffolding provided in teaching resources section.</p>
DRAWING A FLASHCARD	RESOURCES:
<p>AIMS: To represent water in different forms using coloured pencils and pen markers.</p>	<p>Worksheet 1.1.1.</p>

PROCEDURE:

- 1) Draw a flashcard depicting a state of water in nature or a landscape with water using their own style or as seen in Hundertwasser's works.

Pencil, rubber,
coloured pencils and
pen markers.

<p>2) Ask children to compare similarities and differences between styles, noticing :</p> <p>a) Lines: straight/curved, thin/thick, solid/broken, dotted.</p> <p>b) Colours: light/dark, warm/cold, shiny/dull. deep/pale.</p> <p>c) Shapes: defined/undefined, geometrical.</p>	<p>“Differences” : scaffolding sentences</p>
<p>ACTIVITY 2</p>	<p>INDIVIDUAL TASK</p>
<div data-bbox="229 517 932 629" style="border: 1px solid black; text-align: center; padding: 10px; margin-bottom: 10px;"> <p>SHAPES, LINES AND COLOURS *</p> </div> <p>AIMS: To experiment with techniques using watercolours , coloured pencils and pen markers to represent lines, colours and shapes .</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Hand out the worksheets with boxes to fill in. Every box has a word to describe what to draw in it (ex: warm colours, thick lines, etc) 2) Ask children to complete the boxes by drawing or painting, blending colours, overlapping lines and shapes, experimenting with watercolours and pen markers ,etc. 3) Ask some children questions as : “What did you do in box 5?”, or “What can you see in this box?” to encourage them to communicate using the art vocabulary. 	<div data-bbox="1002 517 1353 629" style="border: 1px solid black; text-align: center; padding: 10px; margin-bottom: 10px;"> <p>RESOURCES:</p> </div> <p>Worksheet 1.2.2.</p> <p>Pencils, coloured pencils and pen markers.</p>

UNIT	WATER AND ART
NUMBER OF LESSONS	4
TIMING	4/5 HOURS

*This indicates the activity can be used for assessment.

LESSON 3	PAINTING MY "WATER LANDSCAPE"
WARM-UP ACTIVITY *	PLENARY/ INDIVIDUAL TASK
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">WHAT AM I? *</div> <p>AIMS: Listening to descriptions to identify different landscape paintings according to their style. This is both a formative assessment activity and a consolidation activity.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Hand out worksheets of landscapes with water paintings. 2) Ask children to observe the paintings carefully. 3) Read a description of these landscapes, and ask children to number the paintings, writing them in the space provided. Read the number, then the first sentence. Pause before reading the second sentence. 4) Check it orally with the whole class. 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">RESOURCES</div> <p>Worksheet 1.3.3. Landscape descriptions provided in teaching resources section.</p>
ACTIVITY 1	GROUPS OF THREE/ INDIVIDUAL TASK
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">PAINTING MY "WATER LANDSCAPE"</div> <p>AIMS: To see how water can change a landscape, and how a water landscape can be spoilt. To draw and paint creating an improved landscape using a different style of painting.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Place some pictures of landscapes where there is some problem related to water (pollution, drought) on the blackboard. 2) Divide children into groups of three and ask them to decide which changes they will make to improve this landscape. 3) Draw a sketch individually. 4) Each group changes the same picture, creating three new landscapes, each one using a different style of painting (Fauve, Impressionist or Linear). 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">RESOURCES:</div> <p>Pictures of landscapes provided in teaching resources section (can be used some images from lesson 2, as well)</p> <p>Sheet to draw the sketch</p> <p>DIN A4 Basic paper</p> <p>Pencil, watercolours or acrylic paint, wax colours and pen markers (both thin and thick)</p>

LANGUAGE

As this activity will last at least two sessions, the teacher should ask individual children questions while they are working.

Examples of teacher's questions:

- What are you changing in your landscape?
- How are you improving this problem?
- Which kind of colours are you using?
- Which kind of lines are you drawing?
- Which kind of shapes are you doing?

Encourage children to say:

- I'm changing....
- I will change
- I'm improving
- I'm using (bright, dull, etc) colours
- I'm drawing (straight, curved..) lines
- I'm painting (defined, undefined) shapes.

Vocabulary

Lines: straight/curved, thin/thick, solid/broken, dotted.

- d) Colours: bright/dark, pale/deep, warm/cold, shiny/dull.
deep/pale.
- e) Shapes: defined/undefined, geometrical ...

UNIT	WATER AND ART
NUMBER OF LESSONS	4
TIMING	4/5 HOURS

*This indicates the activity can be used for assessment.

LESSON 4	TALKING ABOUT MY PICTURE
WARM-UP ACTIVITY	PAIR WORK
<div style="border: 1px solid black; text-align: center; padding: 5px; margin-bottom: 10px;">BINARY KEY*</div> <p>AIMS: To consolidate children’s knowledge about names and concepts related to the importance of water in nature.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Hand out worksheets with the binary-key and pictures about problems related to water. 2) Ask children to find out the words by answering the binary key “yes-no” questions. 3) Check it orally with the whole class. 	<div style="border: 1px solid black; text-align: center; padding: 5px; margin-bottom: 10px;">RESOURCES</div> <p>Worksheet 1.4.4: Binary-key.</p> <p>Binary key with keys.</p>
ACTIVITY 1	GROUPS OF THREE/ INDIVIDUAL TASK
<div style="border: 1px solid black; text-align: center; padding: 5px; margin-bottom: 10px;">TALKING ABOUT MY “IMPROVED LANDSCAPE”</div> <p>AIMS: To explain the content and style of their painting, using the new vocabulary .</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Place the pictures from lesson 3 (activity 1: “painting my water landscape”) used by children to create their artwork, on the blackboard (or on a craft paper to create a Wall Display) 2) Place signs with the names of the three styles of painting on the blackboard, below every picture. 3) Taking turns, every group puts their “improved landscapes” paintings below the original picture and the right style sign, and each child in the group explains what they did, using the vocabulary learnt during the unit. 4) After each group, children decide if they agree / or disagree on where this group placed the pictures and why. 5) Create a wall display with painters and styles of painting, pictures and children artworks. 	<div style="border: 1px solid black; text-align: center; padding: 5px; margin-bottom: 10px;">RESOURCES:</div> <p>Pictures of landscapes provided in teaching resources section (lesson 3)</p> <p>Signs provided in teaching resources section.</p> <p>Craft paper to create a wall display.</p>

EXTENSION ACTIVITY: WATER, A CHILD’S VIEW	INDIVIDUAL
Procedure: Read some child descriptions about water near where they live. Choose one and complete worksheet 5	Worksheet 1.5 Children descriptions about water.

TEACHING NOTES	
UNIT	ENVIRONMENT AND ART
NUMBER OF LESSONS	5
TIMING	6/8 HOURS

(The optional outdoors session needs at least two consecutive hours).

*This indicates the activity can be used for assessment.

LESSON 1 :	THE ENVIRONMENT
WARM-UP ACTIVITY	PLENARY
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">NICE OR NASTY?</div> <p>AIMS: To recall names and places from our environment, such as streets, buildings, squares, parks etc To identify “positive” and “negative” elements in the environment. To be aware that the idea of a pleasant or a disgusting feeling is perceived through all our senses.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Place two identical “landscape backgrounds”, with a park, a square, a building, streets ... on the classroom walls. 2) Tell children “we’re listening to sounds and music. Think about each of them: Are they nice or nasty?” Listen to the two tracks of music. 3) Put some pictures and realia (leaves, flowers, crumpled papers) on the tables. 4) Children stand up, and listen to the music and sounds while they walk around the tables. It will be a mixed up music file, with pleasant and unpleasant sounds. 5) When pleasant music is heard, ask children to place a nice picture on “Nice landscape”. When they hear unpleasant sounds, ask them to place a nasty picture on “Nasty landscape”. 6) Finally, talk together about what kind of things make a pleasant or a disgusting environment. <p>It’s useful to place all names of places and elements below each landscape. They can then be used to match every name with its picture, as a visual support during the unit.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">RESOURCES</div> <p>Wall display samples provided in teachers’ resources section (they should be enlarged)</p> <p>Pictures to place on these displays, provided in teaching resources section.</p> <p>Music and sounds: pleasant http://www.youtube.com/watch?v=ZN8m9Nh0b8Q</p> <p>http://www.youtube.com/watch?v=P3CPqWXYXjE&feature=related</p> <p>and disgusting. http://www.youtube.com/watch?v=sagpqzH9O88</p>
ACTIVITY 1 *	PAIR WORK
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">MY PERFECT ENVIRONMENT *</div> <p>AIMS: To be aware of the need for looking after the environment. Think about and represent elements in the environment by drawing some more positive images.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">RESOURCES:</div> <p>Worksheet 2.1.1.</p> <p>Pencil and coloured pencils.</p> <p>Scaffolding provided in teaching resources section.</p>

PROCEDURE:

- 1) Watch a PPT about Hundertwasser's environmental posters. State when and where he painted them. Ask children some questions, e.g. "What can you see here?"
"Is it a city/sea/forest, etc?" "Why did he paint that?" or "Why did he write that"?
- 2) Hand out a Din A3 worksheet with a small-sized urban landscape picture in the middle to each pair.(Enlarge the Worksheet .2.1.1)
- 3) Ask each pair to think about positive elements to complete this landscape so it will be a nice environment (each child draws at least five objects and then writes a list on the worksheet)
- 4) They talk to each other to agree on what elements they are drawing (use the scaffolding on worksheet)
- 5) Draw the positive objects on the worksheets to make it a nice place, either inspired by Hundertwasser's ideas or using their own criteria.
- 6) Finally, using the scaffolding, write some sentences to describe their perfect environment in the box below the picture.
- 7) Display the pictures in the classroom and learners explain why they drew these objects.

PPT with some images of Hundertwasser's posters with an environmental message, provided in teaching resources.

TEACHING NOTES	
UNIT	ENVIRONMENT AND ART
NUMBER OF LESSONS	5
TIMING	6/8 HOURS
(The optional outdoors needs at least two consecutive hours). *This indicates the activity can be used for assessment.	
LESSON 2 (OPTIONAL) : 2 hours	OUR LOCAL ENVIRONMENT
INTRODUCTORY ACTIVITY	GROUPS OF THREE
DISCOVERING OUR ENVIRONMENT	RESOURCES
<p>AIMS: To organise an “environmental safari”.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Organise children in groups of three. 2) Explain to children that they are going on an “environmental safari”. Tell them the following steps: <ol style="list-style-type: none"> a) Each group of three has a task to do. b) Each group decides a name for the group. c) Each child in the group has a different task: guide, photographer or writer. d) All together go out of the school. 3) Each group decides on their name and assigns tasks. 4) Give each group a map, a camera, and worksheet 2.2.2. 5) Explain that every group has got the same tasks: <ol style="list-style-type: none"> a) Follow the instructions written below the map, marking the route. b) Take pictures according to the instructions given on the worksheet. c) Write down the name of the places where they take pictures, and number the pictures (1, 2...). d) Classify every picture (pleasant or unpleasant) justifying why. 	<p>Digital cameras. (We need one for each group)</p> <p>Map of the close surroundings of the school.</p> <p>Instructions to follow the route</p> <p>Worksheet 2.2.2 with names of places they’re taking pictures of .</p> <p>Scaffolding to justify their classification, provided in teaching resources</p>
ACTIVITY 1	GROUPS OF THREE
ENVIRONMENTAL SAFARI	RESOURCES:
<p>AIMS: To be aware of the need for looking after the environment. To identify positive and negative elements in our local environment, deciding the criteria for their choices. To observe the local environment using a digital camera.</p> <p>PROCEDURE:</p> <p>* This activity is the next step after the introductory one. It will take more than one hour.</p> <p>All children follow the same route but they decide where and when to stop to take the pictures. Depending on the school, this activity can be organised using several locations as children should take pictures of parks, streets, buildings, rubbish containers, etc</p>	<p>Digital camera</p> <p>Map of school area</p> <p>Instructions to follow the route</p>

- 1)** Working in groups, follow the instructions given.
- 2)** When they return to school, every group uploads all their pictures (or gives the camera to the teacher).

TEACHING NOTES	
UNIT	ENVIRONMENT AND ART
NUMBER OF LESSONS	5
TIMING	6/8 HOURS*
(The outdoors activity needs at least two consecutive hours). *This indicates the activity can be used for assessment.	
LESSON 3 : 1-2 hours	A CIVIC MESSAGE
WARM UP ACTIVITY	PLENARY/ INDIVIDUAL TASK
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">"OUR ENVIRONMENT": MIND MAP</div> <p>AIMS: To consolidate the vocabulary used during the previous session. To be aware of things that should be improved in our local environment.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Show the pictures taken by children in previous session. (Don't show the graffiti. This will be used in lesson 5) 2) Draw the mind-map on a wall display (or on the blackboard) 3) Encourage children to create the "environmental" mind map, with the help of the pictures and the vocabulary used in the worksheets (session 2: environmental safari) It should have: names of places, adjectives to describe places (clean, dirty, noisy....) activities to do there, people, street furniture, buildings,... 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">RESOURCES</div> <p>Worksheets from the previous session.</p> <p>Computer and projector to show the pictures taken.</p>
ACTIVITY 1	PAIR OR IND. WORK
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">IMPROVING MY LOCAL ENVIRONMENT : ICT</div> <p>AIMS: Use an Image Processor (Paint Shop Pro) to emphasize one or more elements in a picture. Create a Civic Message to place on the Environmental School Display.</p> <p>PROCEDURE:</p> <p>Groups of three</p> <ol style="list-style-type: none"> 1) Each child in the group chooses a different photograph among the pictures taken in the previous session . <p>Individual or pair work</p> <ol style="list-style-type: none"> 2) Individually, every child opens their work on their computer using Paint Shop Pro . 3) Explain the whole process to emphasize one element/object from the picture, keeping it in colour, and changing the rest of the photograph into black and white. 4) Step by step, show the process with your computer connected to the projector. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">RESOURCES:</div> <p>Computers (Paint Shop Pro)</p>

<p>5) Show the instructions on the screen.</p> <p>6) Ask some individual children in turn, questions about their work, as ex:</p> <ul style="list-style-type: none"> - “What are you selecting?” - “What do you want to show?” - “Why do you want to emphasize that?” - “Is it a positive /negative element/ object?”Why? <p>7) Encourage children to explain what they’re doing . As ex: “I’m selecting.....” “I’m cropping ...” “I want to show...” “This is a positive/negative object because...” Insert the modified picture in a new one.</p> <p>8) Write a Civic Message related to the picture using:</p> <ol style="list-style-type: none"> a. posters by Hundertwasser b. the “environmental” mind map for ideas c. the scaffolding <p>Option: This final step could be done individually or in pairs either using ICT and printing the picture or if you prefer a larger poster, drawing and painting it in a larger size</p>	
<p>EXTENSION ACTIVITY</p>	<p>RESOURCES</p>
<p>Create a new poster with Civic or Environmental Advice, drawing and painting in the style of Hundertwasser.</p>	<p>Din A4 paper, pencil, felt tip markers. Pictures from Hundertwasser’s posters, provided in teaching resources section.</p>

TEACHING NOTES	
UNIT	ENVIRONMENT AND ART
NUMBER OF LESSONS	5
TIMING	6/8 HOURS*
(The outdoors activity needs at least two consecutive hours.)	
LESSON 4 : 1- 2 hours	VISUAL POETRY
ACTIVITY 1	PAIR WORK
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">VISUAL POETRY:INTRODUCTION</div> <p>AIMS: Art: To know the concept of visual poetry as an artistic expression . Environmental education: To be aware how important our environment is as it can affect our feelings</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Place the environmental mind map on the blackboard, recalling names of places: streets, houses, parks etc. 2) Give each pair of children worksheet 2.4.3, 2.4.4 or 2.4.5. 3) Encourage them to complete it, using the words written on the mind map to describe the place (Each pair can have streets, houses or parks) 4) Encourage children to ask for new vocabulary to add to their poem. 5) Working in pairs, complete the chart. 6) Every child in the pair reads their work (Children A horizontal and children B vertical) 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">RESOURCES:</div> <p>Worksheet s 2.4.3, 2.4.4 and 2.4.5.</p> <p>Mind map used in lesson 3.</p>
ACTIVITY 2	INDIVIDUAL
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">VISUAL POEM</div> <p>AIMS: To experiment with words and shapes as (an) artistic expression.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Introduce the concept of Visual Poetry (PPT or pictures provided....) <u>Options for style:</u> - Writing words on the computer, using different letters (Style, size),cutting them out in straight lines. <ul style="list-style-type: none"> - Writing the words with felt tip markers, tearing up bits of different kinds of paper. <u>Options for challenge:</u> <ul style="list-style-type: none"> - Either: Create a visual poem using the words from the worksheets 2.4.3, 4 or 5 poems. - Or: An acrostic: create a short poem. 2) Ask children to choose the activity they would like to do. 3) Write every word from their chart on a different piece of paper or create the acrostic. 4) Tell children they're creating a big visual poem, drawing the shape with the pieces of paper. (See samples) 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">RESOURCES:</div> <p>Samples of poems provided in teaching resources section.</p> <p>Computer and printer.</p> <p>Watercolours, sponge, DinA4 paper.</p> <p>Big craft paper to create a Wall Display.</p>

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| <ol style="list-style-type: none">5) On Din A4 Basik paper, paint a background using a sponge with watercolours to add more colour to the poem.6) Stick all the words onto paper with glue to create a visual poem.7) With all the poems, create an “ideal environment” wall display: houses, streets, parks....A display full of poetry!8) Encourage some children to read parts of this whole visual poem aloud. | |
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TEACHING NOTES	
UNIT	ENVIRONMENT AND ART
NUMBER OF LESSONS	5
TIMING	6/8 HOURS*
(The outdoors activity needs at least two hours.)	
LESSON 5 : 1 hour	ART ON THE WALLS
WARM UP ACTIVITY	PLENARY/ TWO TEAMS
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">THINK-LINK</div> <p>AIMS: To find similarities and differences between decorated and spoilt buildings or walls in public spaces. To remember words used during the previous lessons.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Divide children into two groups and ask them to choose a name for their team. 2) Write the team names on the blackboard. 3) Using the projector, show children several pictures of both walls and buildings decorated with creative graffiti or artwork or spoilt by vandalism. Use both the pictures taken by children in lesson 2 or use some from the teaching resources section. 4) Taking turns, one child from each team says a sentence to describe one similarity between two pictures e.g. "A and D have flowers painted on the walls", "B and C don't have...." 5) Ask the other team if the sentence is right. If it is, the team gets one point. 6) The other team has the next turn 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">RESOURCES</div> <p>Computer and projector to show the pictures taken.</p> <p>Think-link images provided in teaching resources section.</p>
ACTIVITY 1 *	PAIR WORK
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">GRAFFITI: ART ON THE WALLS? *</div> <p>AIMS: To know the concept of graffiti as a street art. To find criteria to distinguish vandalism from art.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Introduce the concept of graffiti. (<i>See teaching resources</i>) 2) Hand out each pair of children several examples of graffiti both from their pictures and from the teaching resources section. Some of them are art and some of them aren't. 3) Ask them to classify according to this criteria: "Is it a work of art?" 4) Each pair discusses and decides if their picture is a work of art or not and why. 5) Taking turns, they place their picture on the blackboard according to this criteria, explaining why. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">RESOURCES:</div> <p>Laminated graffiti pictures provided in teaching resources section.</p> <p>Pictures taken by children in lesson 2.</p> <p>Projector and computer.</p> <p>Din A4 basik paper.</p>

<p>6) Children write on the blackboard , below the picture, their answer e.g. “This is a work of art because it has beautiful colours” or “This is not a work of art because there are only words” or “It’s not a work of art because the door is dirty....”</p> <p>7) Finally we should find common criteria to state when graffiti is a work of art (quality of work, where it is placed, purpose...) Ask questions such as: Is it in the right place? Would you like to have it on your wall? Is it well painted? What’s the message? Or What does it say?</p> <p>8) Using the projector, show the steps to create graffiti. The following link explains how to draw graffiti. http://www.wikihow.com/index.php?title=Draw-Graffiti-Names&print</p> <p>9) Individually, create their own graffiti on Din A 4 Basik paper using pencil and pen markers.</p>	<p>Pencil, pen markers.</p>
<p>EXTENSION ACTIVITY</p>	<p>INDIVIDUAL TASK</p>
<p style="border: 1px solid black; padding: 2px; text-align: center;">DECORATING WALLS WITH PAINT SHOP PRO</p> <p>AIMS: To practise Paint Shop Pro tools (brushes, colours...) decorating buildings either with graffiti or inspired by Hundertwasser’s works.</p> <p>PROCEDURE: The following link is a tutorial to draw graffiti using Paint Shop Pro http://www.actden.com/grap_den/lesson1/page1.htm</p> <p>This is an excellent website to show the work created by children from Sir Robert Hitcham's Primary School, College Road, Framlingham, Suffolk, United Kingdom. using Paint Shop Pro. It is very useful as a guide to explain the activity.</p> <p>http://www.hitchams.suffolk.sch.uk/ict_art/hundertwasser/index.htm</p>	<p style="border: 1px solid black; padding: 2px; text-align: center;">RESOURCES:</p> <p>Computer.</p>
<p>EXTENSION ACTIVITY</p>	<p>RESOURCES</p>
<p>Draw a postcard describing the landscape.</p>	<p>Worksheet 2.6</p>

TEACHING NOTES	
UNIT	RECYCLED ART
NUMBER OF LESSONS	3
TIMING	6 HOURS
LESSON 1 :	LOOKING AT THE WORLD WITH DIFFERENT EYES
INTRODUCTORY ACTIVITY	PLENARY
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">SOUND STORY: ALIENS IN THE LANDFILL</div> <p>AIMS: To recall vocabulary related to waste material. To introduce some problems caused by the throwaway culture. To introduce the idea of values of recycling. To be aware that we could change our habits to improve our environment.</p> <p>PROCEDURE:</p> <p>Pre teaching- Concept of landfill site. Show several pictures of landfill sites in different countries. Talk about similarities and differences. Reflect about the need for changing our throwaway habits to improve the global environment .</p> <p>Vocabulary: landfill site, healthy and unhealthy, throwaway culture, Sound story: fly, shake, crumple, forwards, backwards, smelly</p> <p>Sound story:</p> <ol style="list-style-type: none"> 1) Give the children the sound story with underlined words. 2) Explain the underlined words will be the “sound” of the story. 3) Practice the sounds that appear in the story. 4) Read the story slowly, stopping when arriving at one underlined word. 5) Children do the sound and you continue reading to the end of the story. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">RESOURCES</div> <p>Pictures of several landfill sites in different countries provided in teaching resources section.</p> <p>Sound story “Aliens in the landfill” provided in teaching resources section.</p>
ACTIVITY 1*	PAIR WORK
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">ALIENS IN THE LANDFILL: THE STORYBOARD *</div> <p>AIMS: Consolidate understanding of the the sound story. Develop writing skills, using the vocabulary which will be used during the unit. Practise speaking skills, deciding , ordering , etc. Develop creativity and drawing skills, imagining the characters in the story.</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">RESOURCES:</div> <p>Scaffolding language frame, to write the storyboard, provided in teaching resources section.</p> <p>Worksheets 3.1.1 and 3.1.2.</p>

PROCEDURE:

- 1) Give each pair of children worksheet 3.1.1 and worksheet 3.1.2. Each pair of children should:
- 2) Read the story again and decide the most important moments in the story.
- 3) Think about six images to explain the story.
- 4) Decide which boxes each of them will draw (3 and 3)
- 5) Draw and paint on the worksheet 1 their three images.
- 6) Cut and glue these images on worksheet 2.
- 7) Using the language frame, write the story.
- 8) Add speech and sound bubbles .
- 9) In plenary, ask each pair of children to give their opinion about what the aliens did.

Questions to ask children:" Did the aliens have a good idea for classifying the rubbish?" "Why is it important to classify it?" "Do you think the landfill was a nice place before the aliens arrived?" "And later?" , etc

TEACHING NOTES	
UNIT	RECYCLED ART
NUMBER OF LESSONS	3
TIMING	6 HOURS
LESSON 2 : 1 HOUR	LOOKING WITH OUR HANDS
ACTIVITY 1	GROUPS OF FOUR
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">TOUCH, GUESS AND DRAW</div> <p>AIMS: Explore different ways of perception. Learn the vocabulary to describe tactile properties of materials. Develop thinking skills by drawing from a mental image.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Divide children into groups of four. Two of them are A, and two are B. 2) Give children A a box with a hole covered with plastic with four pieces of waste material inside .They can see the objects but tell them not to show what's inside. 3) Give children B worksheet 3.2.3. 4) Give A the description sheet with the name of these materials and tactile properties, and questions to ask. 5) Taking turns, B children put their hand inside the box and try to create a mental image, taking into account shape, surface qualities, material.... A ask some questions to try to guess the object and write the name. B only answer yes or no. 6) Children B try to draw the object. 7) Do the same procedure four times. 8) When finished, change the role and do the same process with B and A. 9) Children A describe the objects, and children B write the descriptions below their drawings. 10) Children B describe the objects, and children A write the descriptions below their drawings. 11) Match the descriptions with their drawings. 12) In plenary, check the results. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">RESOURCES</div> <p>Waste or recycled materials: bottle tops, bits of old clothes (different textures), buttons, crumpled paper, drink cans, foil, small plastic bottles.</p> <p>Description sheet of these materials (shape, size, tactile properties and colour) with questions to ask provided in teaching resources section.</p> <p>Boxes with holes covered by plastic. See model in teaching resources section. .(You can also use a feely bag, instead)</p> <p>Worksheet 3.2.3.</p>
ACTIVITY 2	PLENARY/INDIVIDUAL
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">A NEW FACE WITH ALL THIS STUFF?</div> <p>AIMS: Link recycling materials with art. Link the habit of recycling materials with improvement of the environment. Develop imagination to create a work of art, generating or</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">RESOURCES:</div> <p>PPT : recycled art. Provided in teaching resources section.</p>

extending ideas using a random set of objects.

To know how different countries use recycled material to create a work of art with a wide range of materials and techniques.

PROCEDURE:

- 1) Watch the PPT about works of art made of recycled materials around the world.
(Guide in teaching resources section)
- 2) Ask children to bring stuff for the following session.
- 3) Put several boxes at school to keep these materials.

PPT guide provided in teaching resources section.

TEACHING NOTES	
UNIT	RECYCLING ART
NUMBER OF LESSONS	3
TIMING	6 HOURS
LESSON 3 : 3 HOURS	CREATING A NEW FACE BY RECYCLING
WARM UP ACTIVITY *	PLENARY/TWO TEAMS
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">WHO IS WHO? *</div> <p>AIMS: To consolidate vocabulary used during the previous lessons. To generate ideas to create masks using a random selection of objects.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Divide children into two teams. 2) Ask them to choose a name for their team and write it on the blackboard. 3) With the projector, show a 4x4 grid with images of masks or characters made of recycling materials. Y axis has numbers, and X has letters. 4) One child from team A describes one picture, and one child from team B tries to guess which character it is. If they are right, their team has one point. 5) The following turn is for the other team, which completes the same process, and so on. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">RESOURCES</div> <p>Grid 1 with 16 pictures, provided in teaching resources section.</p> <p>Guide to describe the pictures, provided in teaching resources section.</p>
ACTIVITY 1	INDIVIDUAL
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">DESIGNING A NEW FACE</div> <p>AIMS: To develop ideas to create a 2D or 3D mask.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Show the range of materials. Take into account: Cardboard is the easiest material to use, because the explained techniques are easy to do without teacher's help. Plastic and metal are more difficult, because of the properties of these materials and the techniques used in the samples provided in teaching resources section. Besides, some tools must only be used strictly under teacher's control (silicon gun or cutter). Clothes are very easy materials because of their properties. 2) Write a list of materials the children want and draw a first sketch of their mask, on worksheet 3.3.4. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">RESOURCES:</div> <p>Worksheet 3.3.4.</p>

ACTIVITY 2 *	INDIVIDUAL
<div data-bbox="229 338 970 374" style="border: 1px solid black; padding: 2px;">CREATING A NEW FACE BY RECYCLING *</div> <p>AIMS Art To be able to develop an idea but also to make decisions to change it based on the progress they are making at the time. To practise several techniques depending on the material used: cut, punch, sew, tie, stuff, glue with sellotape, glue stick or silicon gun, paint. Language To be able to describe the complete creative process in writing.</p> <p>PROCEDURE</p> <ol style="list-style-type: none"> 1) Explain that every material needs a different technique, depending on its properties: hard, soft, etc. Show the sample of work for every material 2) Looking at their design and taking turns, children take the materials to create their mask. 3) Place the tools required on each table 4) Children develop their work, asking for help when they need it. 5) Write instructions to explain how to make their mask, following the same structure as the laminated instructions. 6) Give the instructions to another child, who reads and does the response partner. <p>This is an assessment activity.</p> <ol style="list-style-type: none"> 7) Report back the creative process on the worksheet 3.3.5, using time expressions, also explaining the changes made from the initial design. 8) Take a picture of their masks to add on the worksheet. 	<div data-bbox="1002 338 1356 374" style="border: 1px solid black; padding: 2px;">RESOURCES</div> <p>A random set of recycling objects.</p> <p>Model-making equipment, such as glue, sellotape, scissors, needles, string, wool, paper clips.</p> <p>Worksheet 3.3.5.</p> <p>Camera to take pictures of their work.</p> <p>Laminated instructions with pictures showing a sample of clothes, plastic, cardboard and metal masks explaining the creation process provided in teaching resources section.</p> <p>Response partner sheet * (it's called friend feedback in assessment section)</p>
ACTIVITY 3 *	PAIR WORK/PLENARY
<div data-bbox="229 1529 970 1565" style="border: 1px solid black; padding: 2px;">SHOW AND TALK: ACTING OUT*</div> <p>AIMS: Art: To give a “new life” to waste materials. Language: To be able to express their ideas (orally and in writing) Environment: To reflect on all the ideas developed during the lesson.</p> <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1) Working in pairs, introduce their characters to each other :”My name’s” 2) Think about what their characters could ask and answer such as : 	<div data-bbox="1002 1529 1356 1565" style="border: 1px solid black; padding: 2px;">RESOURCES</div> <p>A puppet theatre(optional).</p> <p>Worksheets 3.3.6.</p> <p>Conversation scaffolding provided in teaching resources section.</p>

<p>Their past: “What were you before?” “Where did you live...?” “Who found you..?” “Did you like your life as a....?” “How were you created?”</p> <p>Their present : “What are you like? (Cold, warm, smooth, etc)</p> <p>And their future: “Where would you like to live?” “What would you like to do?”(See the scaffolding to prepare the conversation)</p> <p>3) Write the character’s talk: - Worksheet 3.3.6: Past, present and future. Questions and answers.</p> <p>4) In pairs, go to the puppet theatre, and perform the conversation .</p> <p>This is an activity to reflect on all the content of the whole unit for assessment.</p>	
<p>EXTENSION ACTIVITIES</p>	<p>INDIVIDUAL OR PAIR</p>
<ul style="list-style-type: none"> - Speech bubbles . Imagine a conversation between two characters . Write the speech bubbles with a nice letter using felt-tip markers. Draw them or add their pictures. - Hundertwasser’s humus toilette. http://www.hundertwasser.de/english/oeuvre/eco/oeko_humustoilette.php. Following this link, show children how Hundertwasser created a toilette. Ask them to design some useful invention by recycling materials, by drawing it on a DINA4 paper. 	<p>Worksheet 3.3.7 Pictures of the characters (optional)</p>