



## *Arts Award Takeover!*

### **For Discover level – All P1 P2 and P3**

Discover is an introductory award. It's not accredited so the process will be to complete each log book and then one of the Takeover team will submit the names to Trinity and everyone gets a certificate.

Each lesson plan is adaptable to suit age group

#### **Glossary:**

Evidencing – This means capturing what the child has done in some way. It could be writing but could also be drawing, photos, sound clips, a film or some other creative way of doing it.

Log Book – these are the Arts Award booklets that each learner will need to fill in to achieve their award.

#### **Schedule**

Throughout the week the learners will experience a mix of hands on workshops with artists, watch a performance, take part in a Takeover kick off assembly and a final celebration. Complimenting these activities is class room time, led by the class' teacher. This time is detailed in the lesson plans below. (NB: Full timetable is a separate document).

#### **Discover Arts Award**

Part A: Discover

Taking part in a range of arts activities where the learners will identify a number of art forms and participate in at least one of these (we'll be doing at least 3 in the week)

Part B: Find Out

Learners find out about artists and their work and record this (through workshops, performance and class room time)

Part C: Share

Learners think about what they have enjoyed and learnt, share this with others and record the sharing in their log book

#### **Lesson Plan 1**

Aim: An introductory session to think about what art is around us in everyday life and to decorate their front cover of the log book

What: identifying art forms and evidencing this in the log book

How: this could be done through a quiz or trying to spot as many different art forms in the class room

How many art forms have you seen or heard from getting up this morning to now?

Maybe each art form could have a movement or a gesture to it that the learners come up with – like in charades and there could be a guessing game with these.

## **Lesson Plan 2**

Aim: Participating in and evidencing taking part in arts activity & finding out about artists and their work.

What: over the first 2 days of the takeover, each class will get to take part in 2 different arts activity. Each log book needs some evidence of that learner taking part. As part of each workshop the artist will talk a little bit about their practice and learners will have the chance to ask questions – this also needs to be captured in the log book.

How: depends on facilities available and which activities there were – maybe a photo or a drawing. Maybe there's an artwork, a piece of music or another creation that could be put into the log book or somehow captured.

## **Lesson Plan 3**

Aim: watch a performance in the school and find out about the people who are in the performance and their artistic practice.

What: Learners take part by being an audience member for a performance and have the chance to ask the performers (and back stage people too) about their work as artists. What the learners find out is evidenced in the log books.

How: discussion back in class about the performance and the people who created it. What was good about it? What wasn't so good? How did those people become artists? Evidence could be all sorts of things – perhaps the whole class creates a graffiti wall of one word responses and a photo of this is stuck into each log book. Or the class work in groups to create a portrait or a puppet of one of the performers, thinking about their work as an artist as part of the making process – for example if it was a musician who played the violin, thinking about what the violin looks like, how did the performer hold it etc. A photo or drawing of the puppet/portrait is then added to the log book.

## **Lesson Plan 4**

Aim: Each learner should share with others what they have enjoyed and learnt this week.

What: This sharing could be 121, within the class setting, with other classes or even with parents if appropriate. They then need to record their sharing in their log through photos, notes, drawings etc.

How: This is very flexible depending on the age, confidence and needs of each class. It would be great if each class decided how to do this themselves – for example if they wanted

to invite another class in to share, or to invite Mrs Webster and that they took an active role in planning.

## **Experiences & Outcomes:**

### Expressive Arts

Participation in performances & presentations EXA 1-01a PART C

Arts & Design EXA 1-02a, EXA 1-03a, EXA 1-04a, EXA 1-05a, EXA 1-06a & EXA 1-06a through creation of portfolio and digital evidencing throughout the week

Drama EXA 1-13a & EXA 1-15a relates to PART C

Music EXA 1-16a, EXA 1-18a relates to PART A

### Technologies

Technological developments in society TCH 1-01a for the whole Takeover

ICT to enhance learning TCH 1-04a, TCH 1-04b for whole of Takeover

### Health & Wellbeing

Mental & Emotional Wellbeing HWB 1-04a through planning & delivery of PART C

Social Wellbeing HWB 1-11a, 1-12a & 1-13a also through planning & delivery of PART C

Planning for choices and changes HWB 1-19a – relates to all parts and whole Takeover week

### Literacy

Listening & Talking LIT 1-02a, LIT 1-04a, LIT 1-07a, LIT 1-08a, LIT 1-09a, LIT 1-10a – relates to all parts