



Arts Award Takeover!

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

The simple version: a class discussion with prompts (if needed) identifying different art forms: music, TV, drawing, painting, dance etc then the learners find the matching stickers in the log book and stick them in to the Part A section.

Variations:

Wooden Spoon puppets.

This is my go to for a lot of early years evidencing approaches which works if you've got time in the schedule. I can provide a wooden spoon each with pre-glued googly eyes and the learners then decorate with pipe cleaners, felt, paper etc. These puppets then perform – they dance, they draw, they sing, they act in a drama, they design cars... so the discovery of different art forms is through the life of the puppet.

If you were interested in this method, the puppets could be used throughout the week – after each workshop for Lesson Plan 2 the puppets could come up with one word which describes the learner's experience. Maybe the puppets could act out being the artist who led the workshop.

We would need a photo of each puppet with their learner stuck in log book for each section you used the puppet for.

An alternative to this could be paper plate people or animals.

Or using a craft pack like this: https://www.artmediums.co.uk/store/product/4_craft-materials/58_collage-packs-and-kits/4595_25xx-people-pack/

Music

NB there will be music students helping out on the Monday and Tuesday so you could do the below with their support, accompanying on the ukulele or similar.

Taking an existing song and changing the lyrics focused on discovering the art all around you. For example, (disclaimer – I am definitely not an accomplished musician!):

Taking the turn of Frere Jacques...

Look a-round you

Look a-round you

What do you see?

What do you see?

I can see some drawing

I can hear some music

That's the arts

That's the arts

Look a-round you

Look a-round you

What do you see?

What do you see?

Somebody is dancing

Somebody is acting

That's the arts

That's the arts

Maybe as a group exercise the class could think up more verses or different art forms to add in.

Plasticine sculpture

Making some plasticine shapes in response to a painting, a sculpture, some music, a story or other stimulus. The actual creations don't have to achieve anything more than being a fun, creative process.

Lesson Plan 2

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

What: Each class will get to take part in at least 2 different arts activities. 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.

The Simple Version: a photo of each learner taking part in each workshop is stuck in the log book.

Variations:

Changing the game

The ideas/themes/art form in each workshop is taken back into the classroom so the learners can carry on creating, playing and experimenting. For example, there might be a game from a drama workshop that the learners can play again, maybe adding in new rules. I'm not defining what each artist does in their workshop so I can't give concrete examples right now, but adapting games to suit a theme is my speciality so can do that during the week. Here's an example to give a flavour:

An artist warms the group up by playing the traffic light game. When they shout "red" everyone must sit down, "yellow" everyone freezes standing up and "green" everyone moves about the room. Obviously this game works well in the hall but not in the classroom so it could be adapted to something for sitting at your table: "red" means hands on heads and grumpy faces, "yellow" means hands in laps and surprised faces, "green" means hands in the air and happy faces. If this is an exercise that is working, it could be extended then, changing words or actions. For example, it could be used to explore art forms: "Music" means everyone pretends to play an instrument, "drama" means everyone must act – be very serious, be very happy, be very cross and "sculpture" means everyone must freeze like an interesting statue.

Lesson Plan 3

Aim: watch a performance in the school and find out about the people who are in the performance and what they do as artists.

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.

Simple version: A carpet time discussion and a photo of that discussion is stuck in log books

Variations:

Discussing first what we found out about the performers then...

- Puppets re-enact the performance
- Draw a picture of the performers
- Make up a story about the performers

- Create a colourful picture/sculpture on how the music made you feel
- A line drawing whilst listening to similar music moving your pencil/pen with the music
- Go back to one of the adapted games (if you've done one), for example the traffic light game could be adapted to have the names of 3 of the performers and each one has an action which describes what they did in the performance
- Make a music shaker and shake along to similar music: see <https://www.youtube.com/watch?v=cWXJVvY0Ytc> for some inspiration