

Animal Magic

Overview

Children are fascinated by animals. These creative tasks will enable them to learn more about animals and help them develop empathy. Children will also be able to explore and experiment with a variety of artistic techniques and materials and have opportunities to plan, design, model and reflect on their own work. Children will:

- Find out more about animals
- Make a magical animal model
- Write their own animal story
- Make a shadow puppet theatre
- Dress up as an animal
- Dance in an Animal Parade

Enrichment

Possible collaborations with visual artists, storytellers, photographers, filmmakers, costume-makers, dancers, musicians.

Curriculum links

- **LNF**
- **Language, Literacy and Communication Skills**
- **Knowledge and Understanding of the World**
- **Creative Development**
- **Art, craft and design**
- **Digital Literacy**

Resources that need to be made available

- clay (buff earthenware)
- Card
- gathered natural materials such as sticks, pine cones, feathers, willow
- **Shadow puppets** – black card, chalk, coloured tissue paper, barbecue sticks/ lolly sticks, sellotape/masking tape, scissors,
- **Theatre**– large cardboard box, paint and brushes, coloured fabric, staple gun
- **Dressing up**- animal faces photocopied, fabric and material for dressing up, string, rope, newspaper, masking tape
- Digital cameras and tripod
- Animal sounds audio eg <https://www.youtube.com/watch?v=h8Q-jlHBcXM>

Preparation

Source the images suggested for Task 1 (see collaboration column on page 5)

Gather together materials for model making and dressing up

Task 1: Finding out more about animals	Collaboration & Resources	Possible LNF progression pathways
<p>EXPERIENCE - Meet an animal In the classroom, either arrange for an animal / bird handler to visit or bring in a pet. Alternatively, the class can look at the classroom pet (if available). Outside the classroom, visit a local animal / bird sanctuary, farm or zoo. Put up bird feeders in the playground for bird watching.</p> <p>DISCUSS – What would you like to find out about the animal?</p> <ul style="list-style-type: none"> ○ Can you describe the animal/bird? ○ Is it big or small? ○ What are its features? ○ What does it eat? ○ What sound does it make? <p>WRITE Create a fact file on the animal / bird</p> <p>WATCH - Animals in Art Look at images of animals by artists and illustrators; historical, contemporary illustrations, drawings and paintings</p> <p>DISCUSS -</p> <ul style="list-style-type: none"> ○ How does the picture make you feel? ○ What is the animal / bird doing in the picture? 	<p>Visit a local animal sanctuary and / or invite animal handlers and artists whose work focuses on animals into school.</p> <p>Free Range Learning http://www.free-range-learning.co.uk/about-us/</p> <p>The Guardian Top Ten Animal Artists http://www.theguardian.com/artanddesign/ionathanionesblog/2014/jun/27/top-10-animal-portraits-in-art</p> <p><u>Suggested specific images</u></p> <ol style="list-style-type: none"> 1. Tiger in a Tropical Storm by Henri Rousseau, (1891), 2. The Durham Ox by John Boulton, (1802) 	<p>Literacy Oracy OS1: expressing an opinion OS2: explaining information and ideas OS3: extending talk OL1: listening to others OL3: asking questions OC1: taking part in discussions</p> <p>Writing:</p> <p>WM1: communicate in writing WM2: communicate to a reader WM3: talk for writing WM4: on-screen WM5: develop writing</p> <p>WS1: follow a structure WS3: different types of writing WS4: sequence</p> <p>WL2: use specific words WG3: use capital letters and full stops WG4: spelling strategies WG5: spelling correctly WG6: practice writing</p>

- What do you think the artist was thinking when they made the picture?

MAKE a timed drawing

What shapes can you see in the animal? e.g. Is its body like a square, triangle or circle?

Make a quick sketch of the animal. Have a timer and set it for buzzer to go off after 5 mins.

DOCUMENT- Photograph the animal visit or experience. Encourage the children to take photos themselves.

GALLERY –Display the children’s sketches on the wall alongside the photo documentation of the animal(s).

- 3 .The Lion and the Snake by Eugene Delacroix, (1847),
4. Prometheus Bound by Peter Paul Rubens, (c1618),
5. The Nubian Giraffe by Jaques-Laurent Agasse, (1827),
6. Agnus Dei by Francisco de Zurbaran, (1635-1640),
7. The Forest Fire by Piero di Cosimo, (1505),
- 8 Horse Attacked by a Lion by George Stubbs, (1769),
- 9 The Threatened Swan by Jan Asselijn,
- 10 The Goldfinch by Carel Fabritius, (1654),
11. The Hare by Albrecht Durer, (1502),
12. Man Proposes, God Disposes by Edwin Landseer (1864),
13. Painting by Congo the Chimpanzee,
14. The Crossed Bison in the Lascaux Cave
15. Whalers (The Whale Ship) by J. M. W. Turner, (1845),
16. Bullfight, Suerte de Varas by Francisco Jose de Goya y Lucientes, (1824),
- 17.The Unicorn in Captivity from the Unicorn Tapestries, (c1495-1505),
- 18 .The Dream of the Fisherman's Wife by Hokusai, (1814),

	<p>19. Clara the Rhinoceros by Pietro Longhi, (1751), 20. American Flamingo by John James (1832), 21. Julian Opie Escaped Animals 2002 22, Eadweard Muybridge Animal Locomotion (1870) 22.Cat Sketches Gwen John</p>	
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Task 2: Make a magical animal model	Collaboration & Resources	LNF progression pathways
<p>DISCUSS - What would your imaginary animal look like? (Think about its head, legs, fur/skin, wings, legs, body).</p> <p>LOOK AT images of animal sculptures and models.</p> <p>COLLECT- Hunt for materials: Use an outside area with trees to collect sticks, leaves, pine cones etc. Alternatively, provide items for the class to choose from in the classroom. Order and match objects by counting in twos- 2 legs, 2 wings, etc.</p>	<p>Find locally-based artists/ makers/ animators to collaborate with. Here are some suggestions of artists to google to get you started:</p> <p>Catrin Howell Delyth Jones Meri Wells Susan Halls David Cleverly Zoe Whiteside Beatrix Potter Henry Moore</p> <p>Craft in the Bay http://www.makersguildinwales.org.uk/</p> <p>CSAD (students)</p>	<p>Literacy Oracy OS1: expressing an opinion OS2: explaining information and ideas OS3: extending talk OL1: listening to others OL3: asking questions OC1: taking part in discussions OC2: completing activities</p> <p>Numeracy Developing numerical reasoning FP1: transfer mathematical skills Use number facts and relationships N1: Counting</p>

MAKE- Build an animal model and make a place for them to be displayed.

Start with a body - a ball of soft clay (hand size), press in materials to create add eyes, horns and legs.

Create a space in the classroom or outside to install the models. Decide on a variety of positions and places and photograph them.

DOCUMENT

Using a tripod and camera, create a stop motion film.

Take a series of photos from the same spot while the creatures move around. Then play the images as a slideshow or on a loop.

Editing/Extension – review the slideshow. How can you improve it? Should some slides last longer than others? Can you add a voice over?

<http://cardiff-school-of-art-and-design.org/baceramics/links/>

Ruthin Craft Centre

<http://ruthincraftcentre.org.uk/>

Aberystwyth Arts Centre

<https://www.aberystwythartscentre.co.uk/craft-design-shop>

Oriel Davies

<http://www.orieldavies.org>

Arts Alive (powys)

<http://www.artsalivewales.org.uk>

Mission Gallery /

<http://www.artsalivewales.org.uk>

Oriel Myrddin

<http://orielmyrddingallery.co.uk>

Ffilm Wales

<http://www.ffilmcymruwales.com/index.php/en/>

University of South Wales (students)

<http://courses.southwales.ac.uk/courses/1582-bahons-animation-2d-and-stop-motion>

Task 3: Write your own animal story	Collaboration & Resources	Possible LNF progression pathways
<p>LISTEN Read aloud the story of the Lion and the Mouse. http://topicbox.net/english/text_fables_myths_and_legends/1377/</p> <p>REFLECT / DISCUSS How did the mouse and the lion help each other?</p> <p>IMAGINE /DISCUSS Ask the children to think of an animal. What problems do animals have? (They could be hungry, thirsty, lost, lonely or in danger). Ask the children to imagine their animal has a problem.</p> <p>DISCUSS How can we solve the problems animals have? (e.g. People can look after them, feed them, make the world safer and cleaner).</p> <p>IMAGINE Ask the children to solve their animal’s problem. Now they have a story.</p>	<p>You may want to work with a storyteller or writer for this task.</p> <p>http://www.literaturewales.org/writers</p>	<p>Oracy:</p> <p>OS1: expressing an opinion OS2: explaining information and ideas OS3: extending talk OL1: listening to others OL3: asking questions OC1: taking part in discussions OC2: completing activities</p> <p>Reading</p> <p>Rs6: text features RS6a: key words RC2: retell events RC3: identify information RC6: use experiences</p> <p>RA1: express views about text RA2: make links</p> <p>Writing:</p> <p>WM1: communicate in writing WM2: communicate to a reader</p>

<p>COMMUNICATE In pairs, the children tell their stories to each other. Then using drawings, words and recordings, pupils capture their own animal story on paper and /or digitally.</p>		<p>WM3: talk for writing WM4: on-screen WM5: develop writing</p> <p>WS1: follow a structure WS3: different types of writing WS4: sequence</p> <p>WL2- use subject related words WG3: use capital letters and full stops WG4: spelling strategies WG5: spelling correctly WG6: practice writing</p>
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<p>Task 4: Create a shadow puppet theatre and stage a performance</p>	<p>Collaboration & Resources</p>	<p>Possible LNF progression pathways</p>
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WATCH

Look at images of artists who use silhouettes.
Look at images of shadow puppets from around the world.
Watch a short film of a shadow puppet performance.

DISCUSS - As a class, decide on which animal story you want to present as a performance.

MAKE a puppet theatre and puppets

1. Start with the Silhouette puppets and scenery:

- Decide which animal characters you want for the performance. Rank them in order of size and match different size paper to each animal for pupils to draw on.
- Carefully read the instructions on making puppets.
- Draw the outline of your animal characters with white chalk on stiff black card. This can be shared out amongst the class, with some drawing the animal characters and others the scenery.
Measure the puppets and check they are the right size (e.g. don't make an elephant the same size as a mouse).

Use the links below to explore the potential for a local artist /maker, puppet maker and / or performer to visit your school and talk about their practice

Puppet Theatre Wales

http://www.puppettheatrewales.co.uk/index.php?option=com_content&view=article&id=59&Itemid=76

Theatres in Wales

<http://www.theatre-wales.co.uk/venues/>

Small World Theatre

<http://www.smallworld.org.uk/theatre-and-puppetry.php>

National Theatre Wales

<http://www.nationaltheatrewales.org/>

CSAD (students)

<http://cardiff-school-of-art-and-design.org/baceramics/links/>

Watch a shadow puppet theatre

<https://www.youtube.com/watch?v=-hL28SkHf1g>

Here are some examples of artists/designers/makers who have worked with silhouettes

Literacy

Oracy:

OS1:expressing an opinion
OS2:explaining information and ideas
OS3:extending talk
OS4: speaking clearly OS5: role-play
OL1:listening to others
OL2: retell narratives
OL3:asking questions
OC1:taking part in discussions
OC2: completing activities

Numeracy

FP1: transfer skills
FP4: use strategies
FP6: estimate
FP11: use mathematical language

Using measuring skills

M1: compare objects

Stick coloured tissue paper onto the black card to make the hair, eyes, clothes. Attach sticks to the back of each image with clear tape.

2.Theatre: Use a large cardboard box to build your theatre. Measure the box to make sure it is big enough for the puppets. Open it out, and make it freestanding. Decorate the theatre, with paints, pastels, glitter. Create a fabric curtain at the front. Find out how much material you need. Measure the material to make sure it is big enough for the space. If you are feeling ambitious, you could also fix a light source at the back.

3.Narrator and puppet performers:

DISCUSS AND REHEARSE Assign roles to the class – narrator, animal roles, puppet operators, musicians. Get out the class musical instruments and collect any other props you may need. Practice telling the story as a puppet show.

4.Theatre Poster: Design and paint a poster for the story and put up on the door of the classroom.

5. PERFORM your play to the class and / or others

1. Auguste Edouart (1789-1861), 2. Engert-Michelangelo 1931, 3. Henri Matisse – Jazz 1943 4. Gary Hume – Four Feet in the Garden 1995, 5. Julian Opie – Escaped animals 2002. 6. Jan Pienkowski – Past Eight O’Clock 1986, 7. Christian Boltanski – Shadows 1985, 8. Cornelia Parker – Cold Dark Matter – an exploded view 1991, 9. Amelia Johnstone- Shadow Play

You can explore shadow puppets in other cultures – eg Egypt, China, Java, India, Germany, Japan

6. Display your puppets on the window of the classroom after the performance.

- **DOCUMENT** - Photograph and/or film the event.
Edit and present to parents or other classes.
- **REVIEW** – the processes and learning.

Task 6: Animal Parade	Collaboration & Resources	Possible LNF progression pathways
<p>LISTEN Listen to recordings of animal sounds (see links opposite). Name / guess the animals. Can you make an animal sound?</p> <p>WATCH Watch clips from animal films eg Jungle Book; Lion King; Madagasca. Can you move like an animal? Invite the class to explore moving like a snake, a cat, a mouse, a giraffe. Do you move slowly / quickly? Do you move close to the ground? Are your movements smooth or jerky? Do you move on all-fours?</p> <p>READ / RESEARCH about Carnivals and parades from different cultures 1. St David's Day Parade, 2. SWICA (South Wales Intercultural Carnival Arts) Carnival, 3. Mexico - Tigrada Parade, 4. China - New Year Parade, 5. Brazil -The Rio de Janeiro Carnival, 6. Slovenia - Kurentovanje Festival, 7. India -Holi</p> <p>PERFORM</p>	<p>Animal Sounds for Children (20 Amazing Animals) https://www.youtube.com/watch?v=h8Q-jlHBcXM https://www.youtube.com/watch?v=yPdOfXqY5OM</p> <p>You could make contact with local actors, street artists, performance artists by contacting your local arts venue or theatre or the organisations below.</p> <p>National Theatre Wales http://www.nationaltheatrewales.org/</p> <p>Theatres in Wales http://www.theatre-wales.co.uk/venues/</p> <p>Small World Theatre http://www.smallworld.org.uk/theatre-and-puppetry.php</p> <p><u>Images from Parades and Artists</u> Photographer- Homer Sykes -Some Traditional British Customs Photographer Edward Sheriff Curtis 1895 -Native American Indian Costumes</p>	<p>Oracy: OS1: expressing an opinion OS2: explaining information and ideas OS5: role-play OL1: listening to others OC2: completing activities</p> <p>Reading: RS1: choose material RS2: reading strategies RS3: read accurately RS4: read aloud RS6: text features RS6a: key words RS7: visual features RS8: on screen</p> <p>RC2: retell events RC3: identify information RC6: use experiences</p> <p>RA1: express views about text RA2: make links</p>

<p>The whole class dresses up in their animal costumes and masks and parade together through the school, or around the playground. Learn some animal songs- I went to the animal fair; The animals went in two by two; Old Macdonald - to accompany the parade.</p> <p>Pupils can plan the best route, estimate the time, distance, and work out how many songs would they need to sing to last the whole route.</p> <p>DOCUMENT-make a short film of the performance</p>	<p>Hand Made Parade - https://www.flickr.com/photos/handmadeparade/sets/</p>	
<p>Teacher's Notes:</p>		
<p>The creative photographic documentation of art work</p> <ul style="list-style-type: none"> ○ As much of the work made is temporary, documentation is essential to capture evidence of the creative process and the finished work ○ Take repeated photographs from the same viewpoint as the work is progressing - this can be transformed into a stop motion animation. ○ Support the children's use of the camera as reinforcement of the value of the work and use a macro setting if available. ○ Take images of children at work as well as the finished piece on its own ○ Ariel viewpoint - stand on a chair/table ○ Kneel down and take from child's view point ○ Use of mini tripod to help keep image clear and still ○ Macro setting on the camera will allow for some clear close-ups, for texture, and to zoom in on the children's hands in action 		

- Use natural light rather than flash where possible

Useful sites for image resources

V&A <http://www.vam.ac.uk/page/t/the-collections/>

Amgueddfa Cymru -National Museum Wales Collection

<http://www.museumwales.ac.uk/art/online>

British Museum http://www.britishmuseum.org/research/collection_online/search.aspx

Metropolitan Museum of Art <http://www.metmuseum.org/collection/the-collection-online>

Tate Gallery <http://www.tate.org.uk/art/>

World Images <http://worldimages.sjsu.edu/>

Gathering the Jewels <http://www.gtj.org.uk/>

People's Collection <http://www.peoplescollection.wales>

Images of animals

Corbis <http://www.corbisimages.com/>

National Geographic <http://animals.nationalgeographic.com/animals/photos/>

Extra useful Resources

RSPCA Animal Lesson Plans <http://education.rspca.org.uk/education/teachers/lessonplanswales/walesfp#onSubmitSetHere>

Further Reading

Why Look at Animals - John Berger

Assessment against the LNF

Learners may demonstrate many elements and aspects of the LNF as they undertake this activity. The tables below show the main focus areas.

Literacy			
Strand	Element	Aspect	
Oracy across the curriculum	Developing and presenting information and ideas	Speaking	
		Listening	
		Collaboration and discussion	
Reading across the curriculum	Locating, selecting and using information	Reading strategies	
	Responding to what has been read	Comprehension	
		Response and analysis	
Writing across the curriculum	Organising ideas and information	Meaning, purposes, readers	
		Structure and organisation	
	Writing accurately	Language	
		Grammar; Punctuation; Spelling; Handwriting	

Numeracy		
Strand	Element	
Developing numerical reasoning	Identify processes and connections	
	Represent and communicate	
	Review	
Using number skills	Use number facts and relationships	
	Fractions, decimals, percentages and ratio	
	Calculate using mental and written methods	
	Estimate and check	
	Manage money	
Using measuring skills	Length, weight/mass, capacity	
	Time	
	Temperature	
	Area and volume; Angle and position	
Using data skills	Collect and record data; Present and analyse data; Interpret results	