

Teacher's Notes

Q1: Art and Literature - Teacher's Notes

Depending on the age of the children, the following lessons can take place over more sessions than are outlined in the notes. The lessons are pitched at Lower Key Stage 2 but can be adapted across the primary curriculum to suit the needs and ages of the children in their school.

Learning in this area is not designed to be specially taught, but to create flexible cross curricular opportunities.

By using this book and following the suggested activities, children will begin to understand and be able to:

Develop positive attitudes to reading and understanding of what they read by:

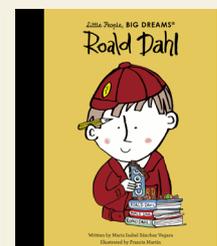
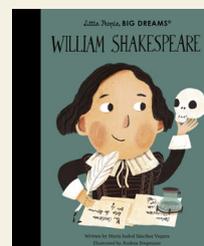
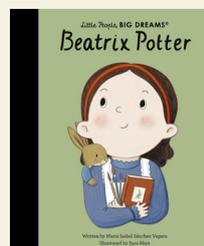
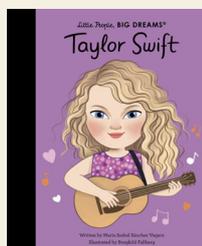
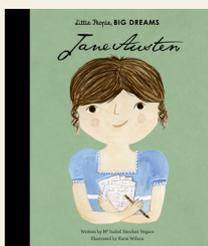
- listening to and discussing a wide range of fiction
- identifying themes and conventions
- discussing words and phrases that capture the reader's interest and imagination
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Plan their writing by:

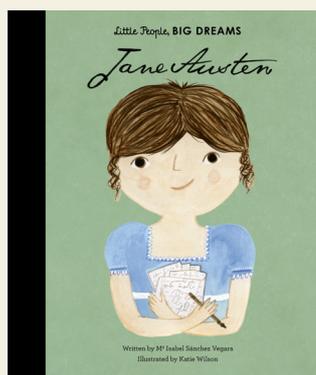
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- creating settings, characters and plot
- using simple organisational devices

Evaluate and edit their writing by assessing the effectiveness of their own and others' writing and suggesting improvements

Improve their mastery of art and design techniques, including drawing



Little People, BIG DREAMS



Session 1: Jane Austen

Introduce the book Jane Austen by looking at the front cover together. Ask the children to share what they notice. They might say that Jane Austen is holding a pen and writing. Ask if there is anything unusual about her? Tease out that her dress and pen are old fashioned. Ask when they think she may have been alive. Ask why she might be famous? Explain that Jane Austen lived 250 years ago, was born in 1775 and is a well-known fiction writer.

Ask what genre they think the book is? Explain that it is a biography which is when someone writes about another person's life story. Look to the back of the book and read the overview of her life. Why do they think Jane called herself a lady? Ask the children if they agree or disagree that Jane had a good sense of humour. Discuss and look for evidence in the text to support their reasoning.

Comprehension

Read the whole book and prompt discussion by asking the following questions, encouraging readers to take turns and give full answers. Offer support by turning to the appropriate pages of the book.

- Why did Jane and her sister Cassandra find being a girl a bit of a pain?
- What is the illustrator showing the reader about the way Jane and Cassandra worked at school? Why might the sisters work extra hard?
- Why do you think Jane and her siblings wrote and performed plays?
- Why didn't Tom's family want him to marry Jane?
- How is Lizzy's life like Jane's? How is it different?
- What was the theme of Jane's stories?
- Why do you think Jane keep her name a secret?
- How does the author describe Jane's writing skills?
- What would Jane be happy about if she were alive today?

Reflection

What did you like/dislike about Jane's story? What surprised you about what happened to her? What lessons can you learn from Jane's story to help you in life?

Little People, BIG DREAMS



Session 2: Taylor Swift

What do the children know about Taylor Swift? Draw out information and record on the board in a mind map. What don't the class know about Taylor Swift? Write questions around the mind map of things the class would like to know about her. Read the book and see if they can answer any of the questions.

Discussion

What might the theme of Taylor Swift's biography be? Record the children's ideas, for example: beliefs, being yourself, following your dreams. Ask them to explain their reasons for the themes mentioned or ask the class why might "beliefs" be a theme of Taylor's story?

Comprehension

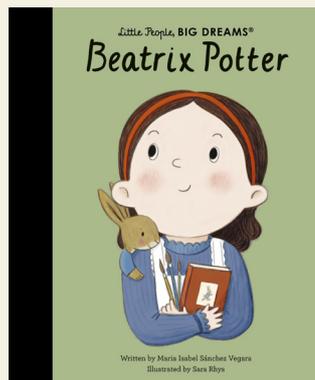
- Where did Taylor grow up?
- How was Taylor "moved" when she went to her first concert with her mum and dad?
- Why was school a lonely place for Taylor?
- What did she learn in Nashville?
- What was Taylor the youngest person to do?
- How did Taylor make her fans feel like friends?
- What lessons did she learn when she faced criticism?
- In what way did Taylor make history?

Activities

Look at the questions the class would still like to find out about Taylor Swift. Using the Internet show the class how to do a search using a search engine. Teach them which key words to use to find the best websites. How do they know if a website is trustworthy? Talk about how anyone can write on Wikipedia and that they need to check their facts carefully. Compare websites and their reliability. Ask the class why some people may write things that are untrue on the Internet.

Reflection

Ask the children to compare Taylor Swift with Jane Austen. How are they similar and different? How were Taylor's songs and Jane Austen's stories similar in their inspiration?



Session 3: Beatrix Potter

Introduce Beatrix Potter by investigating the front cover and asking the class what they know about her. Read the book and ask children to work in threes reciting her life story. What was surprising about her story? Explain what legacy is. What was Beatrix' legacy? What are the themes of her life story?

Discussion and Comprehension

- What was unusual about the pets that Beatrix collected?
- What animals did she draw?
- Why do you think Beatrix wrote her diary in a secret code?

Activities

Beatrix wrote her diary in a secret code. Show the class a secret code and see if they can decipher a short message. Change each letter of the alphabet to a corresponding number or letter. Collaborate with a partner to create your own secret code. See if anyone else can break your secret message.

Look at Beatrix Potter stories. What types of characters are there? Where do the settings take place? What typically happens in the story plot?

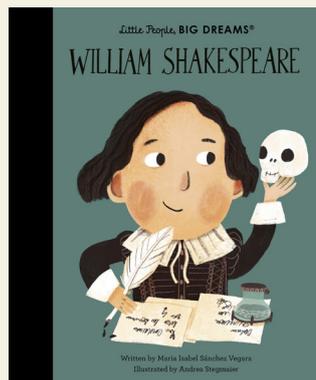
Ask the children what their favourite animals are? Task them with finding images of their favourite animals and draw them in the style of Beatrix Potter. Give them clothes and other human characteristics.

Create your own story inspired by Peter Rabbit or another Beatrix Potter character for a younger reader. Plan and draft the story out with a simple story structure. Edit and improve the story. Create a picture book.

Reflection

Ask the children to share their stories with a younger audience. Ask the younger children for feedback about what they liked in the story and what would make the story even better. Use the feedback to make changes.

Little People, BIG DREAMS



Session 4: William Shakespeare

Discussion and Comprehension

- What types of stories did William Shakespeare imagine when he was a boy?
- Who was in William's family?
- After he moved to London why did the theatres close?
- Name some plays that Shakespeare wrote.
- What does the author mean when he says William poured his feelings into his writing?
- How was Hamlet inspired by his own life?
- Name one of the sayings Shakespeare wrote that we still say today. Explain what it means.

Activities

Teach the children the key features of a biography. Look back at the four biographies studies so far. What features do the stories have? For example, they are past tense, written chronologically and are factual. Retell the life story of William Shakespeare orally, in notes and/or as a written biography.

Ask the class who has watched the Lion King? Explain that the Lion King was inspired by Shakespeare's story of Hamlet. Work together to create a story map highlighting the main plot points of Lion King. Find and watch a suitable short video comparing the Lion King with Hamlet two stories. Ask the class to compare the two stories.

Reflection

Compare William Shakespeare with Beatrix Potter. How are they similar and how are they different?



Session 5: Leonardo Da Vinci

Who has heard of Leonardo Da Vinci? Who is he? Thinking about all the people studied so far, for what might he be famous?

Discussion and Comprehension

- What questions did Leonardo ask about the natural world?
- What did he do at the age of 12?
- Why do you think he had to make paint from crushed plants and stones?
- Why did people say Leonardo's teacher 'put down his brush'?
- Why did he write backwards?
- Do you know what the painting 'The Last Supper' is about?

Activities

Leonardo Da Vinci was an artist, scientist and an inventor. He drew designs for futuristic inventions. Design an invention that would make life easier or better for you or someone else. Draw and label your designs.

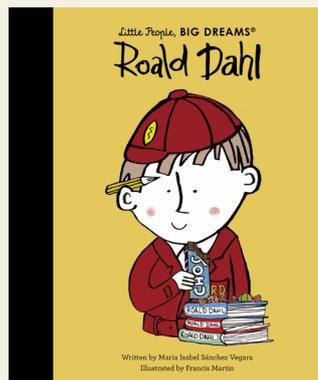
Research and look at some of Leonardo's famous paintings or sculptures. Write reviews by answering the following questions: what do you see? How does it make you feel? What does it make you think of?

Choose your favourite painting. Create your own piece of art inspired by the painting you have chosen. Create a class display with Leonardo's artwork and the children's written reviews.

Reflection

Leonardo would ask questions like 'how can a bat stay in the air?' and 'what makes the stars glow?' What questions do you have about the natural world?

Little People, BIG DREAMS



Session 5: Roald Dahl

How many Roald Dahl books can the class name? Which ones have they heard of. List some and think about how they are similar in story, character, themes and plots.

Discussion and Comprehension

- Who inspired Ms Trunchbull, one of Roald's characters?
- How were some of his schoolteachers not encouraging?
- Why did Roald dream about working in a chocolate factory?
- Why did Roald become a pilot?
- Why do you think the author writes that Roald never looked at the world in the same way again after he was blind?
- How did he start writing children's stories?

Activities

Roald Dahl invented words like 'lickswishy frobscottle' and 'uckyslush snozzcumber'. Try inventing your own words. Draw a disgusting vegetable and then create a disgusting sounding name for it. Or design a new delicious fizzy drink or chocolate bar and think of a delicious sounding name.

Read a book by Roald Dahl as a class. Stop at an exciting part of the story and ask the children talk about what might happen to the characters next. Ask them to plan the next chapter. Share story ideas with one another and give peer feedback. Write the chapter using the language features and simple organisational devices of an adventure story.

Reflection

Compare Roald Dahl and William Shakespeare. How are they similar and how are they different?