

# What are the different parts of a poppy? Practitioner's notes.



## Introduction

Using prior knowledge and experiences children may have seen people wearing poppies around the time of Remembrance Day.

The purpose of this challenge is to enable children to explore and discover how a poppy is constructed. Red corn poppies are the poppies which are used as the symbol of remembrance. Real poppies will be required for this task but may be complemented with detailed photographic images. These can be freely accessed on the internet, which children could be encouraged to do for themselves.

Through observation and discussion, the learning intention is to de-construct the flower examining the constituent parts for colour, texture, transparency, etc. Discussion could also take place around the function of different parts of the flower head.

The second purpose is to enable the children to re-create the flowers choosing from a range of art materials. Where appropriate, children may wish to experiment with different media. Finished work could be mounted or framed and be used for an art exhibition at a local gallery or library. Alternatively, with the children's permission, the art work could be auctioned to raise funds for Poppyscotland.

## The Big Question

What is the significance of the poppy?

### Level

Early

### Experiences and Outcomes

Learning in the sciences will enable me to develop curiosity and understanding of the environment and my place in the living, material and physical world.

#### SCN OA

I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them.

#### SCN 0-03a

Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes.

#### SCN 0-15a

Learning in the technologies enables me to gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community.

#### TCH OA

I enjoy taking photographs or recording sound and images to represent my experiences and the world around me.

#### TCH 0-04b

Through discovery, natural curiosity and imagination, I explore ways to construct models or solve problems.

#### TCH 0-14a

My learning in, through and about the expressive arts allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities.

#### EXA OA

I have the freedom to discover and choose ways to create images and objects using a variety of materials.

#### EXA 0-02a

### Experiences and Outcomes

I can create a range of visual information through observing and recording from my experiences across the curriculum.

**EXA 0-04a**

Working on my own and with others, I use my curiosity and imagination to solve design problems.

**EXA 0-06a**

I develop and extend my literacy skills when I have opportunities to communicate, collaborate and build relationships.

**LIT 0A**

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.

**LIT 0-02a**

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.

**LIT 0-10a**

### Additional Resources

What are the different parts of a poppy?

'A chat with . . . Poppy Scotland' film is available on our website.

[www.poppyscotland.org.uk/education](http://www.poppyscotland.org.uk/education)

Red Corn poppies

Wikipedia (for info and images)

Google images

Poppyscotland website