

Painting of a poppy challenge teacher's notes.



Introduction

Before the children are involved in the following activities, they should share and discuss their knowledge of the poppy. Along with children's prior knowledge the following should be discussed:

- It is a flower which grows wild outside.
- It grows from a seed and produces a red flower.
- It is used to remember people who have been in war or conflicts.
- Plastic replicas are sold in November to raise money for ex-service personnel and their families.
- It became a symbol for wars after it grew in a place called Flanders Fields in Belgium and France once a war had finished.
- It symbolises new life.

Painting of a poppy challenge. (Expressive arts)

In order to help children draw or paint a poppy picture, encourage them to break the poppy into basic shapes. Using several pictures of a poppy (poppy seeds resource P10), allow children to share in pairs. Then ask them to trace around the petals with their fingers and discuss the shape of the petals and the remainder of the poppy flower.

Model how to use the basic shapes to create the poppy shape. Introduce the visual element of proportion and discuss the size of the petals when compared to the leaves, etc. This will, therefore, help the children to think about sizes on their paper.

This activity can be developed over several lessons by widening the materials which the children use in order to develop their skills in using detail. Therefore, begin with paint and concentrate mainly on the basic shapes then move on to use handwriting pens to look at the line element. Finally, with the finished black and white line drawings, colour could be added using oil pastels to given texture.

The Big question

What is the significance of the poppy?

Level

First

Experiences and Outcomes

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

LIT OA

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.

LIT 1-02a

Using what I know about the features of different types of texts I can select ideas and relevant information from a variety of sources, organise these in a logical sequence and use words which will be interesting and/or useful for others.

LIT 1-06a, LIT 1-14a & LIT 1-26a

I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.

LIT 1-10a

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 experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

EXA 1-01a

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.

EXA 1-02a

Experiences and Outcomes

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.

EXA 1-03a

Learning in the social studies will enable me to engage in activities which encourage enterprising attitudes.

SOC OA

As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations.

TCH 1-03a

I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts.

TCH 1-03b

I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts.

TCH 1-04a**Additional Resources**

Painting of a poppy challenge.

Poppy seeds resource P10.