

Hi Everyone,

We hope you are all safe and well.

This is the second home learning pack for Creative Curriculum. We hope that we found some creative and inspiring activities and challenges for you to do. Every activity can be done at your level. So, if you choose to do the music challenge, if you are in Key Stage 2 you can think back to the learning we have done about duration of notes and rhythms. (Year 3 think of "square; circle" when you make up your rhythm. Year 5 and 6 you could try to get rests, crotchets, quavers and maybe even semi quavers in your composition.)

We have put a poem in this pack for you. If you are in key stage 1 you could make a drawing about the poem or make up actions when an adult read it to you. If you are in key stage 2 you can learn the poem by heart and make up actions; if you are in upper key stage 2 you can write your own poem.

Have a look through all the activities and have a go!

We now have an email address that you can use to send us your pictures and videos of your work. Please send us lots of work. It would be so nice to see it. Mrs Florence has agreed to choose the best ones and I will give you a prize when we get back to school! So, get creative and show off your fantastic work!

The email address is: homelearning@greenlane.ngfl.ac.uk

Mrs Siddique

Mrs Tiemens

Note for parents: All the activities that are offered in this pack are suitable for all ages. They can be done at your child's level.

Please make sure that if you use the internet to look for images or find music to inspire your children's creativity, you are there to supervise! Even the most innocent of searches can bring up images that may be inappropriate.

In this pack you will find activities in different artforms. There is some drama, music, drawing, painting and poetry.

Drama games:

One Word At A Time

The game is to make up and tell a story with two or more people. The story is started, with each person in turn adding one word. It usually starts with 'Once - upon - a - time'. Don't try to guess what the other might want to say. Try to be creative and come up with strange or exciting words or plots.

Try playing the game in pairs, where both of you act the story out as it is told. In this case, tell the story in the present tense and as 'we'. For example, 'We - are - climbing - a - mountain. - Look - a - giant -spider - coming - towards - us. Quick - run!' You can soon create an adventure story in this way.

Sound Pictures:



The leader or one member of the group acts as conductor, whilst the rest of the group are the 'orchestra'. Using your voices (and body percussion if appropriate!), the group paints a sound picture of a particular theme, for example the seaside, a city, a jungle. The leader controls the shape of the piece by raising her hand to make it louder, lowering the hand to make it quieter or touching the floor for silence. You can hear a sound picture of a jungle created by a group of teachers if you click [here](#).

- One way to do this is to allow everybody to choose their own sound - discuss what types of sound might be good before you start.
- Can you create different sounds? Can you make it quieter at some points and louder at others?

Record the sound scape your family has made and send it to:
homelearning@greenlane.ngfl.ac.uk



Drawing and colouring:

We hope that you are all reading lots of books.

On the next page are some book marks for you to colour and cut out.

You could also design your own. Cut a piece of card or paper in the shape of a book mark. It doesn't have to be a rectangle. It could be a different shape, as long as it will fit in a book.

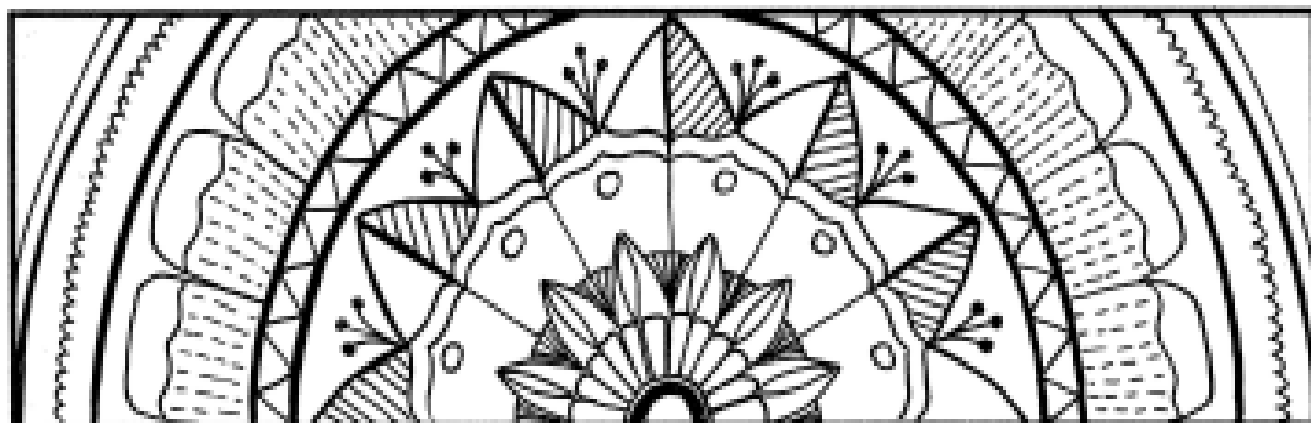
Decorate your book mark. You can draw a pattern; draw your favourite book character; draw your favourite story or anything else you can think of.

Take a picture of your book marks and send them to:

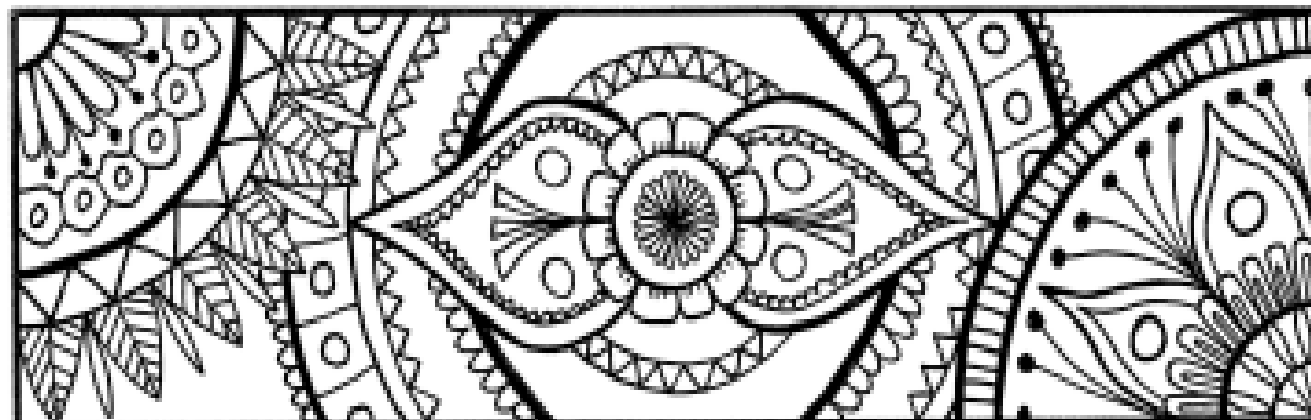
homelearning@greenlane.ngfl.ac.uk



I ♥ Books!



A Good Read



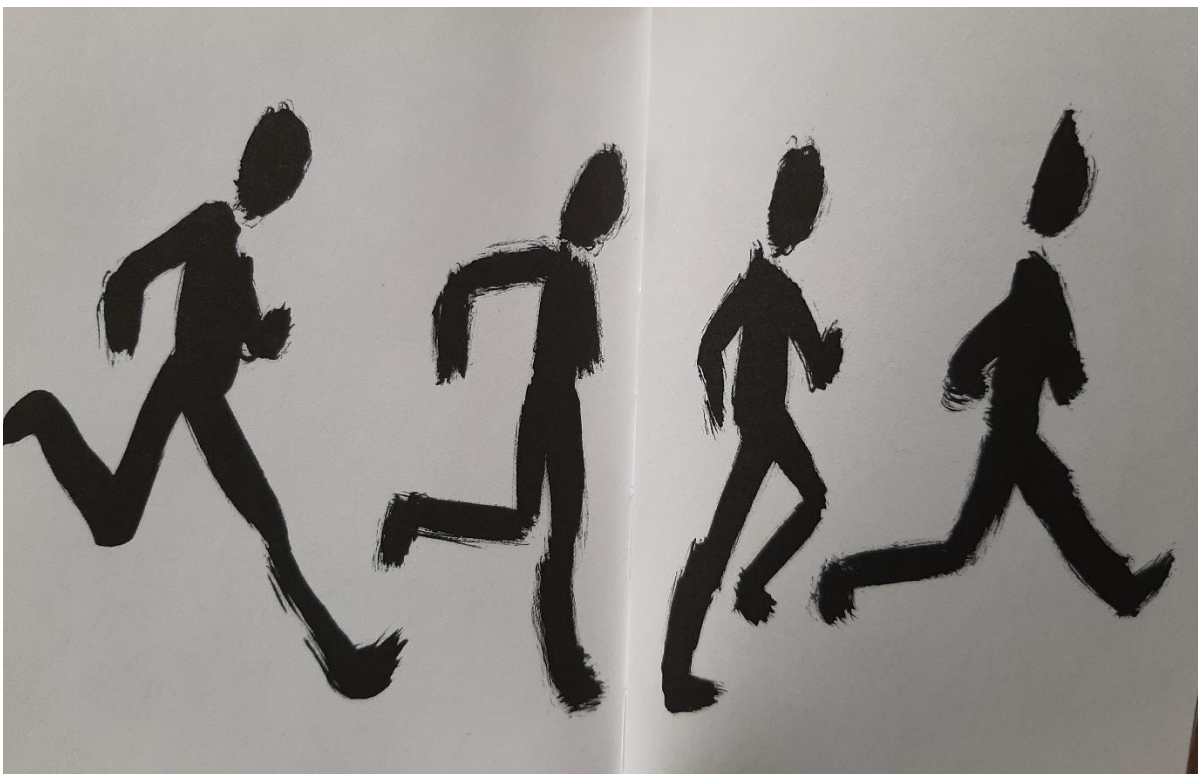
Drawing people.

There are many different ways you could draw people. Have a go at the following techniques. Share your pictures on: homelearning@greenlane.ngfl.ac.uk

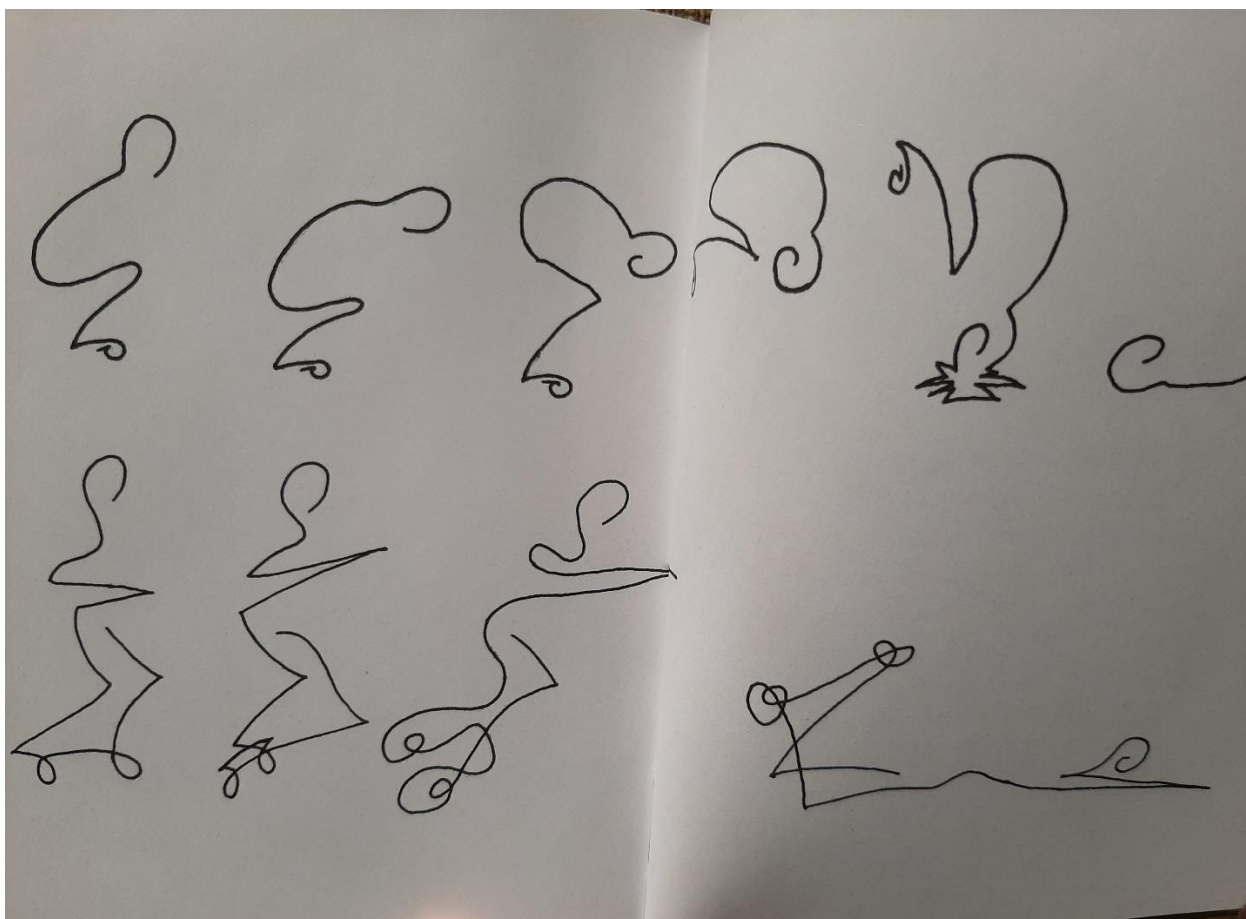
Break some matches into pieces for arms, hands, legs, feet body and head. You can make different body shapes and postures. Cover them with a piece of paper and rub over them with a pencil making sure you don't move the matches.



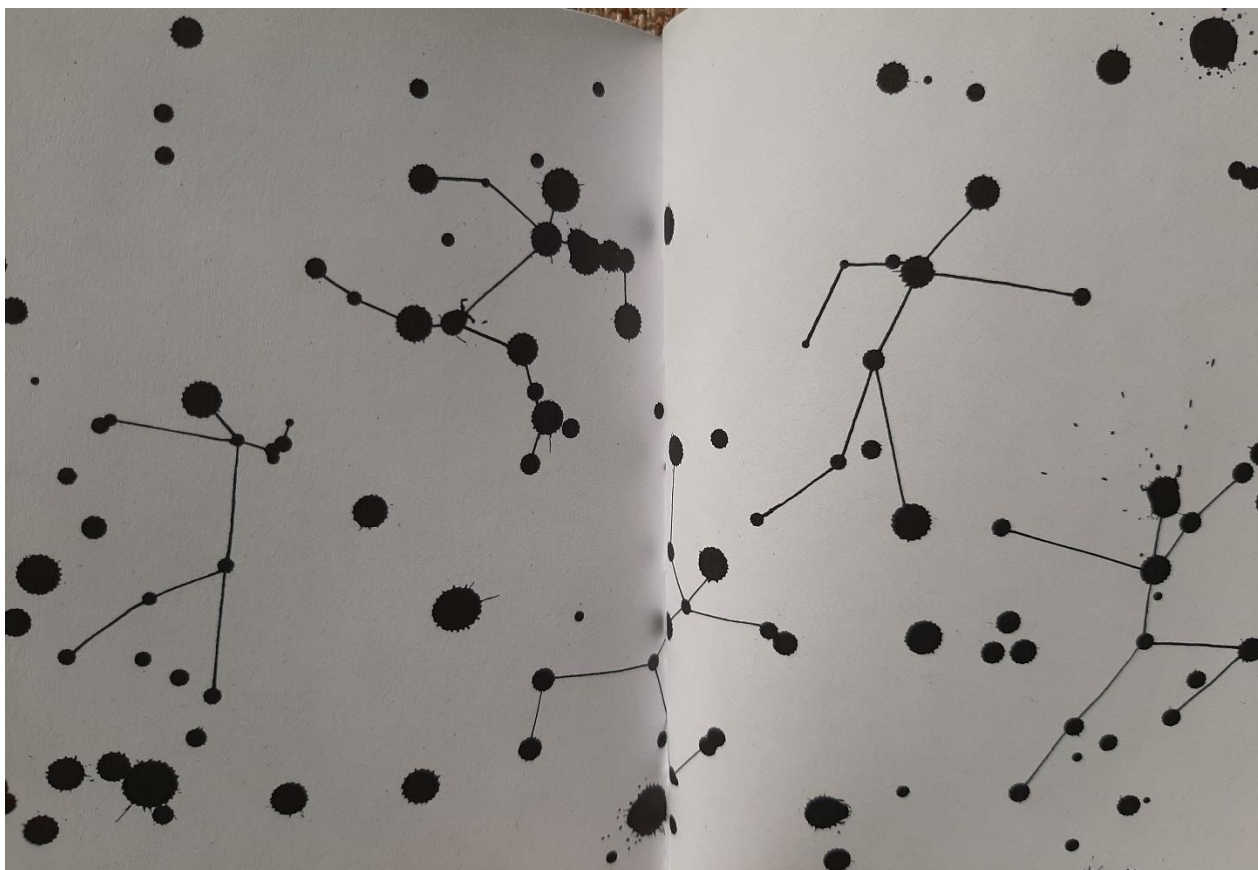
With just a few thick strokes with a paintbrush or a thick marker you can draw moving figures:



With a few squiggles it looks like someone is doing a forward roll or someone is falling over:



Finally, draw some blobs on a piece of paper and connect them with lines to create figures.



Take a picture of your art work and send it to: homelearning@greenlane.ngfl.ac.uk

POETRY:

Can you learn this poem about Spring by heart? There are lots of action words in this poem. Can you think of any actions you could do when you say your poem?

Perform your poem in front of your family or video it and share your performance on: homelearning@greenlane.ngfl.ac.uk.

REMEMBER: 1. SPEAK IN A CLEAR VOICE. 2. SPEAK IN A LOUD VOICE. 3. USE LOTS OF EXPRESSION. 4. SPEAK SLOWLY.

Extension: 1. Draw a picture to illustrate the poem below.

2. Write your own "action" poem about Spring or Summer and perform this.

Springtime Magic

Roaring in like a lion,
Bouncing out like a lamb,
Spring is making magic
Over all the land.
Pushing up the flowers.
Painting on the leaves,
Warming up the weather,
Waking up the trees.
Bringing back the bluebirds,
Spreading sunny cheer,
Spring is making magic
Making winter disappear!

Music:

You can use your body to make different rhythms and music. You can clap, tap your knees, click your fingers, tap your chest, stamp your feet, rub your hands together etc. You can also use your voice to make sounds. We call this body percussion.

Your challenge is: Make up a rhythmic piece using different sounds you can make with your body.

If you have access to the internet, click on the links below for two short videos about body percussion on YouTube.

<https://www.youtube.com/watch?v=IVsDoCN8ELo>








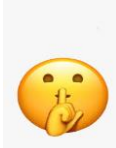

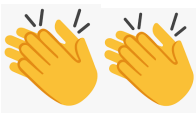


<https://www.youtube.com/watch?v=Mnt6O8N6eDg&list=PL2cT12KkPHIFC7Pglxldh2apD6JW8Q05&index=19>

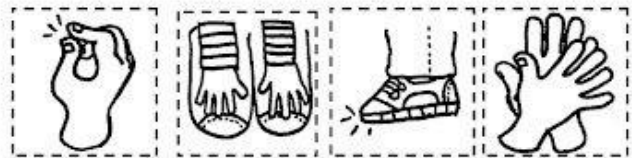
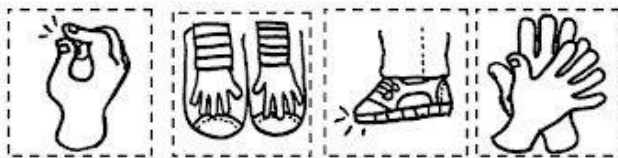
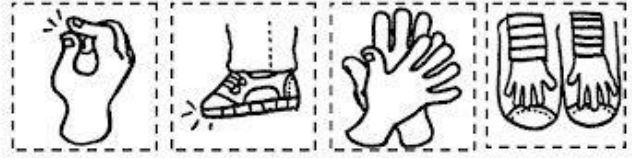
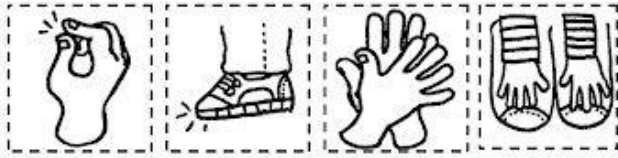
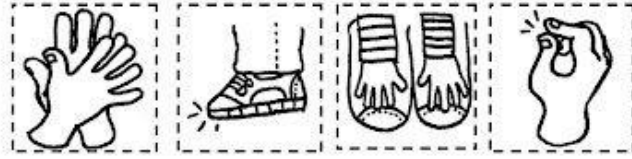
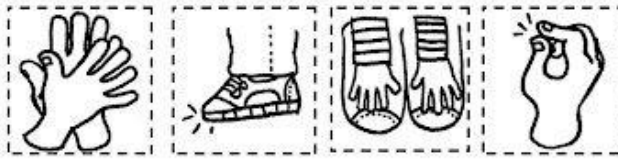
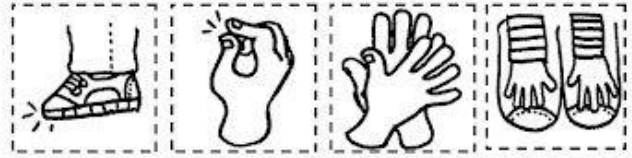
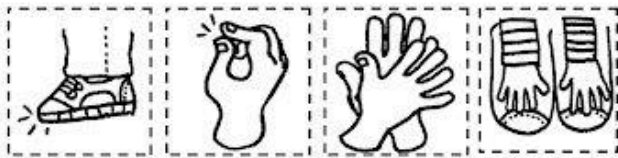
You can use a backing track to make sure you keep the pulse. (that means keep a steady beat). I have put a link to a slow pulse below.

https://www.youtube.com/watch?v=ZzWppy_MbBI

If you want to look for a backing track yourself you can go on YouTube and search for: **background rhythm tracks**

Here is an example.

1	2	3	4
			
Clap	clap	snap snap	clap
			
Snap snap	shh	snap snap	shh
			
Tap	clap clap	snap snap	tap



You can use the pictures above to make up your rhythm. Cut them out and put them in the order you like. Or you can make up your own.

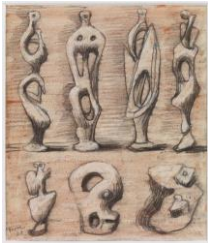
Share your body percussion pieces on: homelearning@greenlane.ngfl.ac.uk

Inspiring artists project <https://www.tate.org.uk/kids/explore/whos-who>

Below you find information on different artists. Choose one or more that you like the work of, and have a go at creating a piece of art inspired by your artist.

E-SAFETY MESSAGE FOR PARENTS/CARERS

Please ensure that you are with your child when searching for images. Even the most innocent of searches can bring up images that may be inappropriate. Safe sites, such as the one above, are designed for children. However, please be cautious when googling images of works of art – they may lead you to sites linked to suitable artists but not necessarily suitable images!



Henry Moore was born in Castleford, Yorkshire, in 1898. He was a teacher and joined the army before going to Leeds School of Art to learn to become a sculptor. Most of his sculptures are female figures, some are families and some just faces. He was also inspired by nature. He sketched the hills near where he grew up and collected interesting stones, animal bones and tree roots on his walks in the countryside. He used these bumpy, twisted natural forms to inspire his sculptures.



During World War II, he was commissioned by the War Artists Advisory Committee to make drawings of people in London using underground stations as bomb shelters. The scratchy dark drawings show clearly the feelings of anxiety that people must have felt.



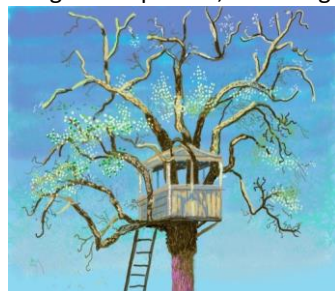
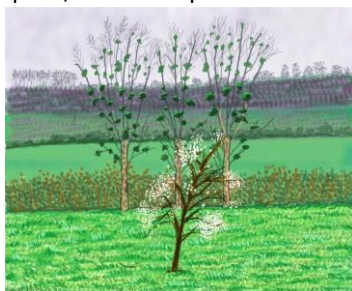
Try making your own sculptures out of plasticine, salt dough or clay, then draw them. You can create different effects by using pencil and chalk on coloured paper, or even old cardboard <https://www.tate.org.uk/kids/explore/who-is/who-henry-moore>



Laurence Stephen Lowry (1887 – 1976) was an English artist. Many of his drawings and paintings show Pendlebury, in Lancashire, where he lived and worked for more than 40 years. Lowry is famous for painting scenes of life in the industrial districts of North West England in the mid-20th century. He developed his own style of painting and is best known for his city landscapes with human figures, often referred to as "matchstick men". <https://www.bbc.co.uk/bitesize/clips/zc9jxnb>



David Hockney <https://www.tate.org.uk/kids/explore/who-is/who-david-hockney> was born in Bradford in 1937. He has many famous works of art - from his portraits and paintings of Los Angeles swimming pools, through to his drawings and photography. His Yorkshire landscapes are very bright and bold. He is now nearly 80 years old and he still makes works of art. His style has changed over the years, using photography and, now, his iPad. His most recent work (below) was made whilst on lockdown at his home in France. There are many ways you could respond to his work - create big bold colourful landscapes with pastels or felt pens, take photos to make a large scale picture, or even get busy with technology and use a computer program or a tablet.



Keith Haring, an American artist, born 1958, is known for colourful, cartoon artworks and certain characters such as crawling babies, barking dogs and spaceships. He got in trouble sometimes for drawing on the subway, but many people loved his art. He carried on drawing because he wanted everyone to experience art. Once he became famous, he often gave the money he made from selling his work to children's charities. He made murals in lots of children's hospitals and schools. He even worked with over a 1000 children to paint a massive artwork of the Statue of Liberty!

<https://www.tate.org.uk/kids/explore/who-is/who-keith-haring>

Try re-creating his colourful images using his symbols or create your own designs.

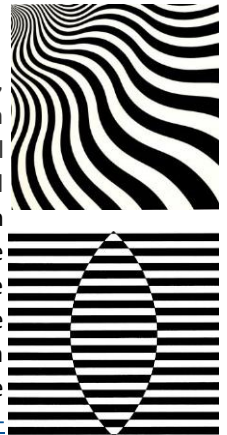
http://www.haringkids.com/lesson_plans/



Op Art <https://www.tate.org.uk/kids/explore/what-is/op-art>

When **Bridget Riley** first exhibited her black and white abstract paintings in the 1960s, people were amazed at how they seemed to move. It was like she was painting with electricity and the patterns were live wires. This style of painting is known as Op Art (optical art). Op artists put colours, shapes and patterns together in clever ways to create an optical illusion. This can make an image look like its moving. Bridget Riley was born in 1931 in London, but when World War II broke out she left the city and moved to Cornwall. She would walk along the coastline and explore the caves where she would sit and watch the reflections in rock pools. She also liked looking at the sea and how the light made it change colour during the day. Try exploring this genre by drawing parallel, horizontal lines, then wavy vertical lines, or even drawing a shape over the horizontal lines. Experiment with the different effects you can make.

<https://www.tate.org.uk/kids/explore/who-is/who-bridget-riley>



Banksy I'm sure most of you are familiar with the work of Banksy - from his trademark rats up to no good, to the girl with the balloon image. However, this is not the only type of art he creates. He also produces 'art vandalism' - often known as art appropriation - where he takes a famous work of art, or an iconic image, and then changes it. See these examples. Could you use a famous painting and add things to it, change it?

