

Art Lesson: 'I am special' – Year 2

OBJECTIVES

<i>Art Content:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Recognize similarities and differences in people's physical appearance, abilities and interests. • Realize the value of diversity in their class. • Mention artists who created self-portraits. • Experiment with different materials. • Choose the right materials to create artworks. • Recognize and use elements of art: line, colour, size and texture. • Express their ideas and feelings through various forms of self-expression.
<i>Language:</i>	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • Express ability ('I can ...', 'He/she can ...'). • Say what they like ('I like ...'). • Say what other people like ('He/she likes ...'). • Follow basic instructions.

LANGUAGE

<i>New language:</i>	Action verbs (play, swim, dance, sing, run, walk, jump, read, draw)
<i>Recycled language:</i>	<ul style="list-style-type: none"> ➤ Colours ➤ Parts of the face and body ➤ Food items ➤ Animals
MATERIALS	<ul style="list-style-type: none"> ➤ 'Personal' box (a collection of personal items) ➤ Self – portraits of famous artists. ➤ Watercolour, oil pastels, cloths, papers ➤ Pictures for action verbs (swim, sing, dance etc).

PROCEDURE

PRESENTATION	<ul style="list-style-type: none"> ➤ Getting ready for Art: Routines (Good morning children, How are you?, Get in line, Take with you ...) ➤ Pupils sit in a circle and sing the song 'Good morning, how are you today?' Then the teacher introduces a new song (Tune: <i>Frere Jacques</i>): <div style="text-align: center; margin: 10px 0;"> <p>I am special I am special, I am special (point to self) If you look, you will see Someone very special, someone very special It is me, it is me (point to self).</p> </div> ➤ "I Can" Chart: The teacher asks the children to say something that they know how to do and then lists what each child says on a chart ("<i>I can dance</i>", "<i>I can run</i>" etc). ➤ 'Personal' box: The teacher shows her 'personal' box and introduces herself. ("<i>My name is I like football. I can draw. I like books. etc</i>").
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	<p>Pupils do the same using their ‘personal’ boxes. Each time they don’t know a word the teacher offers help introducing new vocabulary. Emphasis is given for action verbs. (The teacher shows a picture of an action verb, e.g. ‘swim’ and writes the word on the board).</p> <ul style="list-style-type: none"> ➤ Mirrors: The pupils are given small mirrors. They look at themselves and the teacher asks them to talk about their faces. For example: “<i>My eyes are brown/ blue/ green</i>”, “<i>My ears are small/ big</i>”. ➤ ‘Ideogram’: Pupils make an ideogram about themselves (sketches, words, symbols).
PRACTICE	<ul style="list-style-type: none"> ➤ The teacher presents self-portraits of famous artists (Van Gogh, Frida Kahlo). The children express their thoughts and feelings about those paintings. The teacher asks them to look carefully at the paintings and see if there is any information given by those paintings about the artist. (Van Gogh’s easel, Kahlo’s pets/ necklace). They also say what they think about those artists’ feelings. The teacher provides children with some more information about the two artists (nationality, information about their lives). <i>L1 can be used where needed.</i> ➤ The teacher presents artworks of children who have created their self-portraits. The pupils say what information they get about the children from the paintings and they express their thoughts and feelings about the children’s self-portraits. “It’s a boy/ girl.” “His eyes are blue.” “She likes ice-cream.” “He can play football”. ➤ The pupils sketch a draft of their self-portrait. Then they choose the materials they are going to use for their artwork.
PRODUCTION	<ul style="list-style-type: none"> ➤ Pupils work to create their self-portrait. They experiment with different materials for their artworks (watercolour, oil pastels, cloths, papers).
EVALUATION	<ul style="list-style-type: none"> ➤ Evaluation takes place by observation throughout the lesson. While pupils work the teacher goes round and chats one-to-one about their drawings (colour, likes, abilities, parts of the face, food items, animals). ➤ When the pupils finish their drawings they present them to their classmates. The children say what they think about each other’s artworks. “I like Stella’s painting. I like the colours.” “Panayiotis can swim. I can swim too.”
END	<ul style="list-style-type: none"> ➤ The children sing the song “I am special” while they clean up.