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| **Background information**  The painting which hangs on the wall as Little Beauty and the gorilla fly through the air hanging onto the lampshade is called *Landscape and the Fall of Icarus* and was painted by *Pieter Brueghel the Elder*. Icarus was a character in Greek mythology who attempted, with the help of his father, to escape from Crete. His father built him some wings but Icarus being too curious ignored his father’s warnings and flew too close to the sun. His wings burnt and he fell and drowned in the sea below. The painting depicts Icarus flying off the cliff and drowning. The farmer doesn’t notice. The shepherd doesn’t notice either. The poem of the same title written later by William Carlos Williams was based on Brueghel’s painting and explains how the landscape and the people around remain unchanged and unaffected as Icarus falls to his death in the sea. The gorilla and Little Beauty whizz through the air holding onto what could be seen as a symbolic sun. They are living life dangerously but having so much fun doing it together. The painting here acts like a warning to what is to follow.  This link provides background information to the poem *Landscape with the Fall of Icarus*written by William Carlos Williams (1883-963)  <http://benignopx.wordpress.com/2008/11/17/the-fall-of-icarus/>  NB: Anthony Browne enjoys and uses pictures in his storybooks which you have to look at for a long time to see all the detail. |

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| **Name/type of activity** | **Aims** | **Procedures** | **Materials** | **Time** |
| **Display session aims** | **Session aims:**   * Learn about famous artists * and designers * Write a poem inspired by a piece of personalised art * Draw a picture in the style of a famous artist | Display the aims on the board before the start of the session. Go through the session aims with the learners and answer any questions about today’s session or about what they learnt in the previous session. | W/B | 5-10 mins |
| **Warm up**  **Hide and Seek** | * To introduce the words hide/hidden in preparation for the William Morris Rose and the hidden face(s) * To review classroom language * To introduce the idea of getting close to something to make reference later to the Brueghel painting. | * Brainstorm names of different objects from around the classroom. * Explain that the class are going to hide an object and someone has to find it. * Ask a volunteer to leave the room. * The class chooses one of the objects and hides it in the room. * The volunteer returns and the class say together ‘We have hidden a/the + object’. The class then have to say *hot* and *cold* as the volunteer gets nearer to or further away from the object. * When they find the object the volunteer has to say the name of the object. * Repeat a few times. | Classroom objects | 10 mins |
| **Famous designers** | * To draw the learners’ attention to the William Morris designs used in the storybook *Little Beauty*. | * Show the picture of the gorilla sitting in the armchair and ask the class what the gorilla is doing. * Ask them what they can see in the picture:   *a chair, a cup, a hamburger, a lamp, a television, flowers, leaves*   * Ask them what they think of the pattern on the armchair and the wall.   *Do you like it?*   * Say that the person who made the pattern is called William Morris.   *Would they like to have the same pattern in their sitting room? What does their sitting room look like at home?*  *How many times can we see the William Morris pattern in the storybook*? (10 times if you include inside the image inside the television set.)   * Tell the class that some flowers have the name of famous people and that there is a rose called William Morris. * Show the William Morris Rose on the worksheet. Check if they remember the name of the colour. (pink) * Ask them if they can remember seeing a rose in the story and if they remember what was in it. (the gorilla – at the beginning and both the gorilla and Little Beauty at the end of the story) * Show them the picture at the beginning of the book and ask what they can see. | Worksheet | 10 mins |
| **Designing a rose** | * To integrate active lexical knowledge (classroom language) with an activity related to the art in the storybook * To enable learners to look at and appreciate the art work of their peers | * Ask them to choose an object from the start of the lesson and design a rose which is similar to a William Morris Rose with the object hidden in the middle. * When they have finished put the pictures up on the wall and let everyone have a look at them and try to find the hidden objects. * Feedback as a class what objects did they see? * Add the worksheets to their folders / class files / books | Wall for temporary picture exhibition | 20 mins |
| **Famous artists** | * To introduce famous artists and their paintings to the learners * To draw their attention to the inclusion of a famous painting in Anthony Browne’s book – a recurring theme in his books | * Brainstorm any famous artists they know – their prior knowledge may depend on your teaching context and you may find it is limited. You could start from famous paintings such as Mona Lisa and work back to the artist. * Show them the worksheet and ask if they recognize any of the pictures. They may recognise the *Landscape with the Fall of Icarus* from the storybook. If they don’t then ask them to look as you turn the pages and tell you to stop when they see the picture in the book. * Distribute the first worksheet to the learners which has the pictures of the famous artwork. * Ask the learners to react to the pictures; how do they feel when they look at the pictures?   *Scared, happy, sad, bored, angry*…   * Get the learners to think of and say the emotions. * Ask them to think of possible titles for each of the pictures – first in pairs then as a class. You can translate in English any titles they provide in their L1 and write them all up on the board next to enlarged copies of the paintings. * Distribute the second page of this worksheet and ask the learners to cut out the titles along with the artists. * In pairs they can try and match the titles to the pictures. They should only stick the paper after you have done a whole class feedback. | Worksheet with famous pictures | 20 mins |
| **The Shape Game** | * To replicate the creative strategies of a famous author/illustrator * To create a picture which has been influenced by two different people encouraging team work and exchange | * Listen to Anthony Browne explaining the shape game. You can do this yourself before the lesson if you feel the explanation too advanced for your learners.   <http://www.youtube.com/watch?v=RlZdiooc0CY>   * Watch Emily Gravett, another famous author and illustrator, playing the shape game with Anthony Browne.   <http://www.youtube.com/watch?v=zfFGg78kVII&feature=related>   * Put the learners into pairs and let them play the shape game to form the basis of their story-inspired pictures. | Internet connection | 20 mins |
| **Write a poem** | * To give learners the opportunity to explore their creativity | * As William Carlos Williams did, the learners are going to write a poem that is inspired by the drawing they have done. * Do an example poem as a class describing a picture you have drawn on the board from a shape poem. Draw a picture frame around it and once you have decided on the poem write it in ‘neat’ into the picture frame starting at the top left corner and working your way round. The poem should be four sentences long. The first sentence describes the weather or season and the other three use the present continuous to describe the picture. * Using the poem structure to guide them, the learners can complete the poem, basing it on the picture they have drawn. * They write it onto the picture frame leaving space to decorate afterwards. | - Worksheet on poem  - Worksheet with picture frame | 30 mins |
| **Make a picture frame** | * To use the famous pictures as inspiration for a personalised design * To concentrate learners’ attention when looking at art | * When they have completed their poem then they can decorate the frame using one or more of the pictures on the worksheet as inspiration. * Get them to think about shapes, colours, themes, place, seasons etc * Once they have decorated their frames and stuck their shape pictures into the centre of the picture frame they should stick them onto their pictures and display them on the wall. | Wall to display shape pictures and picture frame poems. | 15 mins |
| **Writing a picture/poem title** | * To encourage learners to reflect on the relationship between titles of poems and pictures * To consider how a title can help communicate your ideas to someone else | * Refer back to the titles seen earlier and discuss which are easy to match to the picture and which are more difficult. * Ask the learners to decide on a title for their picture. They must decide if they want to make it easy or difficult to match the picture and the title without forgetting that the title must have a special meaning. * Monitor and help with extra language learners might need for their titles. They should write it somewhere on their pictures and sign their pictures |  | 10 mins |
| **Rehearse** | * To prepare for the story presentation in session 5 * To give learners equal opportunity to act out part of the story * To challenge the learners and reiterate the clear end-of-course objective of presenting the story | * Split the class into two groups.   *The gorilla, Little Beauty, three keepers and narrators*   * Divide the narration so that everyone is involved. The only person who doesn’t get to speak aloud is the gorilla. * Allocate parts so that there is a fair distribution of roles and so that learners are challenged without feeling too nervous. Get them to highlight the sentence or expression they have to say. * Once everyone knows what they’re saying and have a copy of the words * An alternative to the above is to brainstorm first what different situations the story could be in and what different characters you could have in place of the gorilla and the kitten. You could refer back to the picture of the frog and mouse in session 1 as an example. Let the learners decide on their own framework for the story by changing the character names and the place and to take it even a step further you could change the reason why the two friends find it difficult to communicate. This last alternative should be reserved for classes that need much more of a challenge. * Decide before the session on the stage management and how you want to place the learners. This will largely depend on the space you have available. It’s important though to give learners enough space to move and interact with each other and to aim higher than just having them stand in a line and read the story. * Assist with pronunciation difficulties as they arise and drill as a class each time so as not to focus on an individual. If you only ask the person playing that role to drill the pronunciation they will be less likely to retain the correct pronunciation and will only feel added pressure. If you drill as a class the focus is taken away from them and they can safely practise saying and hearing the word several times before having to say it again on their own. | Story scripts - 1 per learner | 20 mins |
| **Vocabulary dictionary** | * To record effectively new words learnt for use after the course | * Learners can choose 8 words they have learnt and record them in their vocabulary dictionaries. * You will have to write up the spelling to remind learners. The record they have of new words should always be accurate for future reference. | Vocabulary dictionaries | 10 mins |
| **Session review** | * To consolidate the learning that has taken place throughout the session * To allow learners to reflect on what they have learnt * To allow learners to predict what they will learn next. | * Display the lesson aims again * Ask the learners to say;   + what the subjects were in session 4.   + what words they have learnt in the session.   + What picture did they see in Little Beauty and can they remember the names of any of the famous pictures, famous artists or famous designer.   + what they think they are going to do in the final session.   Tell students that for the presentation they can choose which colour makes them feel happy and that all their clothes they wear for the presentation should be in that colour. |  | 5 mins |

**Story Script**

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| 1. **Once upon a time there was a very special gorilla who had been taught to use a sign language.** |
| 1. **If there was anything he wanted he could ask his keepers for it by using his hands to sign.** |
| 1. **It seemed that he had everything he needed.** |
| 1. **But he was sad.** |
| 1. **One day he signed to his keepers** |
| 1. **“I… want… a friend.”** |
| 1. **There were no other gorillas at the zoo and at first the keepers didn’t know what to do.** |
| 1. **Then one of them had an idea.** |
| 1. **They gave him a little friend called Beauty.** |
| 1. **“Don’t eat her,” said one of the keepers.** |
| 1. **But the gorilla loved Beauty.** |
| 1. **He gave her milk, and honey.** |
| 1. **And they were happy.** |
| 1. **They did everything together.** |
| 1. **They were happy for a long time…** |
| 1. **Until one night they watched a film together.** |
| 1. **The gorilla became more and more upset,** |
| 1. **and then very angry!** |
| 1. **The keepers rushed in.** |
| 1. **“Who broke the television?” said one.** |
| 1. **“We’ll have to take Beauty away now,” said another.** |
| 1. **The gorilla looked at Beauty.** |
| 1. **Beauty looked at the gorilla.** |
| 1. **Then she started to sign…** |
| 1. **“It… was… ME! I broke the television!”** |
| 1. **Everyone laughed.** |
| 1. **And do you know what happened?** |
| 1. **Beauty and the gorilla lived happily ever after.** |