

Birds and beasts

Day 3

NOAH'S ARK

The children work together using a reproduction of the painting *Noah's Ark* by Edward Hicks as a starting point for a large-scale painting.

Practice Guidance for the EYFS 2007

CD (Exploring Media and Materials) Work creatively on a large or small scale.

National Curriculum art and design objectives

KS1 & KS2 5b: Pupils should be taught the Knowledge, skills and understanding through working on their own, and collaborating with others, on projects in two and three dimensions and on different scales.

Cross-curricular linked activities

English

CLL (Language for Communication)

Geography

Works of art

Noah's Ark (1846) by Edward Hicks

The Entry of the Animals into Noah's Ark (1613) by Jan Brueghel the Elder

The Building of Noah's Ark (1493) by Michael Wolgemut

Group size: Whole class.

Length of activity: Half a day or longer.

Starting Points

- Read or tell the story of Noah building the ark and the animals going in two by two, without showing the children any illustrations. Stop the story at this point.
- Ask everyone to close their eyes and see a picture in their heads of the ark and the animals with the stormy sky above. Ask them to keep that picture in their heads and



Provide the children with red, yellow and blue powder paints and remind them how to mix secondary colours

- **The ark:** The picture that includes the ark is the focal point of the art work. Make it dramatic and as large as space allows. You may decide to paint the entire picture, or add texture by adding collage to some parts, for example using corrugated card for the sides of the ark, gluing layers of tissue paper to create the water or gathering black voile to make the stormy sky.

Younger children: Support younger children when drawing on a large scale. If children find this difficult, you can enlarge a smaller drawing to A3 size using the photocopier. If a larger picture is needed, cut the A3 drawing into quarters and enlarge each piece and reassemble.

Older children: After drawing the animal, ask children to experiment with different paint techniques such as using light colour washes and then building up more layers of paint, or creating different effects to show the texture of the animal's skin or fur.

Plenary

Pin all of the artwork completed by your class to a wall and ask the children to stand back, look at their own work and comment on the finished result. Ask them to explain any particular features, such as how they achieved a certain effect or made a certain colour. Give the children time to walk around the 'gallery' commenting positively on each other's work. Talk together as a group about what they have learned, anything they found difficult, and any changes they would make if starting again.

When the whole project is displayed, take time with the children to enjoy, look at and evaluate the finished effect. Ask older children to compare the paintings of younger children with their own. How are they different? What qualities do they like about the younger children's work? Point out that the differences in the way the animals are painted adds character and reflects the ideas of all of the children in the school.

Look at the way other artists have painted scenes of Noah's Ark, for example *The Entry of the Animals into Noah's Ark* by Jan Brueghel the Elder and *The Building of Noah's Ark* by Michael Wolgemut.

Further Art Activities

1. Tell the children that they are going to design and make a sample page for a children's book about Noah's Ark. They can choose any scene from the story, but the page must include a moving part. Ask the youngest children to include something hidden under a flap and challenge older children to design three different moving parts. Show the children books that include flaps, levers and sliders, and teach or remind children how to make these. Provide card for the children to experiment in making various levers and

sliders, and paper or sketchbooks for them to plan their page. Use card for the book page and encourage children to be as creative as they like in the materials they use.

2. Make an outdoor picture of Noah's Ark that evolves over the period of the Art Week. Make a collection of materials that can be used on an outdoor play area, such as off-cuts of wood, twigs, shells, pine cones, pebbles or waterproof recycled materials. Make the picture as large as the space and materials allow. Let small groups of children work on the picture each day, making it clear that they can add to or alter the picture. Photograph the work during the week and use the photographs as a discussion point afterwards, giving the children the opportunity to talk about the way in which the picture changed over the week.

Cross-Curricular Linked Activities

CD/English

Practice Guidance for the EYFS 2007

CD (Developing Imagination and Imaginative Play) Play cooperatively as part of a group to act out a narrative. (40-60+ months)

Encourage the children to name the animals and act out the story of Noah's Ark as you read or tell the story. Later, leave out copies of the story, animal masks and lengths of fur fabric to encourage imaginative and role play.

National Curriculum English objectives

KS1 En3 1b: Pupils should be taught to sequence events and recount them in appropriate detail.

En3 1c: Pupils should be taught to put their ideas into sentences.

KS2 En3 9a: Pupils should be taught to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader.

Read or tell the complete story of Noah's Ark using a children's Bible. Ask the children to imagine what it would have been like to be one of the animals in the ark. Ask questions, adapting them to the age of the children. How would a particular animal tell the story? How did they feel when they were rounded up and driven into the ark? What was it like inside the ark? Were they hungry, frightened, excited? How did they feel leaving their friends behind? What was the journey like? What happened when they eventually came out of the ark? Ask younger children to draw a picture of a scene in the ark or of the animals leaving the ark and write a sentence or two about it. Challenge older children to write an account on paper or on screen from one of the animals' points of view.

CLL/Geography

Practice Guidance for the EYFS 2007

CLL (Language for Communication) Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions. (Early Learning Goal)

Share picture book stories, that include animals, set in other countries, such as *Handa's Hen* by Eileen Browne. Encourage the children to ask questions and talk about the place where the animals live.

National Curriculum geography objectives

- KS1** 1a: Pupils should be taught to ask geographical questions.
2c: Pupils should be taught to use globes, maps and plans at a range of scales.
- KS2** 1a: Pupils should be taught to ask geographical questions.
2c: Pupils should be taught to use atlases and globes, and maps and plans at a range of scales.

Make a box of A5 size cards and label the box 'Did you know?'. Provide access to the Internet, non-fiction books, pictures and CD-ROMs about animals around the world.

Challenge the children to find out facts about a particular animal and name the country in which it lives. Choose animals from contrasting parts of the world, such as polar bear, camel, kangaroo and macaw. Children should create a card showing a drawing or scanned picture of the animal in its environment, along with facts about it. Find the places on a world map or globe.

Older children should decide together on a format for the cards, provide more detailed information and make an index for the box.