



On The Air -The Pushkin Theme for 2018-19

'Sensing a new wavelength'

The Pushkin Theme for this year is '**On the Air**' and is derived from the element of Air, the most fundamental of all our needs.

The Pushkin spirit is 'an air', charged with the positivity of creativity. It is a way of 'sensing a new wavelength'.

In the search for well-being and care for our minds Air is the element we should focus on.

The importance of taking time and finding space to breathe is emphasised and actively promoted throughout the theme.

Study of this theme also requires the exploration of the physical concept of the air, of breathing and of the essential need for oxygen.

Through the media of the Environment, the Arts and Writing all those participating in the Pushkin programmes this year should have diverse and motivating opportunities to investigate, to explore and to make this theme real.

The suggested activities in these supporting materials are designed to act as starting points or as sparks to inspire the ideas and the imaginations of the teachers and children.

Experiencing the environment through the senses is always an essential aspect of any Pushkin theme and this theme is no different. Children should explore the world of nature, getting outside where possible to experience, and explore the air around them, the air in their lungs and their need to breathe, deeply and consciously.

This theme focuses on the creative and environmental aspects of learning as this is the Pushkin approach, however, it could easily be extended to

incorporate aspects of Science, Technology, and some related activities and suggestions have been included.

Planning Activity

During this activity the teacher will introduce all the potential aspects of the theme to the class. The suggested planning activity is a Carousel activity.

For this activity the class should be divided into groups and each group should have time to move around a set of stations which are set up in the classroom.

At each station the teacher should provide a variety of stimuli to introduce the concepts which the theme will cover and to inspire the children's thinking, ideas and questions about the theme.

The teacher could provide poems, books, posters, film clips, images, printed information, websites and real objects, etc as the stimuli. These things focus the children's thinking as well as motivating them.

The teacher can of course choose whatever contexts they feel are appropriate to the age and interests of their pupils, suggestions about content are made below. The stations could include:

Station 1: On the Air: 'But by the force of airy breathing,' Alexander Pushkin

- Emotions and thoughts- Taking time to breathe
- Opening space to express and to deal with our feelings
- Receivers and transmitters, a new wavelength within ourselves
- Breathing consciously and for well being

Station 2: On the Air - Science

- Breathing and the Respiratory System, how it all works
- How our lungs work? Are our lungs trees?
- How trees and plants 'breathe'

Station 3: On the Air - Artist

- Painting the Air
- Painting 'en plein air'

Station 4 Lights, Camera, Action; On the Air

Note: Artists include E. Seagoe, J.M.W. Turner, John Singer Sargent and Joseph Zbukvic

Poets include: A. Pushkin, Dee Daffodil, Charlotte Druitt Cole and Andrew Blakemore

Once the children have had time to think about and discuss the materials at each station and to record their ideas or questions then the teacher should lead the class in a feedback and sharing session during which all the children's work can be collated.

Out of this work the teacher could guide the children to create key questions which will underpin the learning during the course of the theme. The children's thinking and some of the images they used could all be displayed as the Planning Board.

Section 1- On the Air

***'But by the force of airy breathing.'* Alexander Pushkin**

In this section we will be inspired by this short quote taken from the poem, The Bronze Horseman by Alexander Pushkin. We will learn how to let 'airy breathing' become our sanctuary and our healer!

Taking a breath is the very first thing that every human being does. Breathing is essential for life. Taking time to breathe is essential for health and mental wellbeing. Yet in today's world, we are all too often caught up in so much that we are not breathing properly! For strong and healthy minds, we need to focus on breathing and taking time out to breathe.

We draw strength and well being from all the elements.



In this section we are going to explore some times when we need to breathe, to take time. How breathing is related to our emotions and our state of mind. We will explore ways to control breathing and ways to still our minds and our feelings. We will think about times when we physically 'hold our breath' and see what we can do to cope with these times or overcome the feeling of not being able to breathe.

Activity 1 -We are all breathing

Part One

The teacher should ask the class to make a list of all the things they have done that day, before and during school. The children could use a strategy like, Think Pair and Share to collate all their thoughts and ideas. These could be feedback to the whole class and a brainstorming or record of all that the children say could be made.

The teacher should wait to see if the children mention 'breathing'. It is the one thing that every single one of them have been doing, since they were born. Yet we take it so much for granted.

Allow the children time to create simple images or digital presentation to show how we are breathing all the time, regardless of what else we are doing.

Part Two

Then the teacher should ask the children to consider the following emojis.

Firstly they should identify what the emoji stands for...which feeling or emotion does it represent? Then the teacher should ask the children to consider what this feeling does to our rate of breathing...so if we feel like this how is our breathing affected?

The children should have time to consider their thoughts and ideas and record them on the following proforma. This work can be carried out as individuals or as groups, depending on what the teacher deems to be most appropriate.



When the children have had ample time to think about, discuss and record the teacher could ask them to now consider what things happen in their lives to make them feel these emotions. To do this part of the activity the teacher may wish to plan a circle time or similar sharing activity.

Alternatively, the children could write these events down anonymously and they could be collected and discussed in a teacher led discussion.

Next...

The children could be asked to add another emoji/ emotion to the table...what other feelings do they think affects their breathing pattern? They should discuss how their breathing is affected.

Emojis for Part Two

Which emotion?	Does it affect our breathing?	How does it affect our breathing?
 <p>.....</p>		
 <p>.....</p>		
 <p>.....</p>		
 <p>.....</p>		
 <p>.....</p>		
 <p>.....</p>		

When I feel...	I normally...	How could breathing calmly help me...

Activity 2 Reactions

The children should consider how these emotions make them feel and what sort of things do they do as a reaction to these feelings and emotions.

They should make a list of all the negative ways they react to situations of stress, anxiety or worry, anger or jealousy (on the proforma provided above).

They should consider what more positive reactions would be. They should reflect on **how calming down and breathing could help them too**.

There are many well known techniques for breathing to relax and calm us down. The following link takes you to a website where three such techniques are very simply outlined.

<https://www.drweil.com/health-wellness/body-mind-spirit/stress-anxiety/breathing-three-exercises/>

The teacher should read through this material and see if any of the three suggested short breathing activities could be used with their particular group of children. The techniques are simple and only take a couple of minutes to complete.

Carry one of the breathing activities out with your class. Alternatively, play some music and ask the class to sit still and ask them to breathe slowly. Guide their breathing so they calm down and take in air slowly and fully into their lungs. Encourage them to exhale slowly too.

Once they have completed the breathing exercise or your guided breathing session ask them to consider how they feel, consider both physical and mental benefits of what they have just done.

Create a display of all the words the children come up with to explain how they feel after the breathing exercise. Use colours to denote all the positive and negative responses they have and see which response is 'the winner'!

Help the children to consider words such as **calm, peaceful, relaxed, stable, settled, and content** as they think about how they feel when they have had time to take a breath.

Extension

Use the breathing strategy to start (or finish) the school day for a week. Discuss with the children the impact this has on them as they begin (or finish) their day.

Use a simple strategy, such as, Dot Voting to record how the children feel after they have done the breathing. To do this a simple sheet could be displayed which has following comments written on it:

I feel no different	I feel much calmer
I feel ready to begin my work	I feel relaxed and calm

The children can use a marker to put a dot under the relevant comments for them. The teacher can lead a quick discussion based on the responses the children make. Hopefully the responses are positive.

Opportunity for Writing

Use the words that the children suggest throughout this work to create poems. Perhaps simile poems. The children could create similes for how they feel after they have taken time to breathe. So, they might say they feel:

as calm as still waters as peaceful as a cloud as relaxed as a sleeping baby

The children could create similes in groups. They could read and share with each other and then use their ideas to create a poem in pairs or as individuals.

Activity 3 Transmitters and Receivers

We are 'transmitters'. We generate and send signs, signals and messages. We do this by our looks, our body language and our actions.

We are 'receivers'. We receive signs and signals from others.

We communicate with others in many unspoken ways. Sometimes we need to 'clear the air' between others and us. At certain times, for some reason we are **transmitting or receiving** ill feeling between each other. Perhaps someone has been hurt or there has been an argument. Even if we try our calming techniques and breathing, in these cases we are only sorting the problem within ourselves. Sometimes we need to address the problem or issue with others. Raising such things can be stressful and needs to be done carefully.

The Poem, '**Clearing the Air**' by Dee Daffodil looks at how a conflict was resolved amicably. How two people, 'cleared the air'.

The teacher could read the poem with the children. Then the class could consider times or events which happen when two or more of them need to resolve an issue.

They could consider how it would be easy to see that the air was 'not clear'! What sort of looks, vibes, actions or emotions would be visible? The children could use drama techniques here, such as Freeze Frame or Hot Seating to explore these scenarios and to help them consider and express these feelings. They could stage scenes to recreate some of the scenarios they are exploring.

The teacher could provide large templates of thought bubbles for the children to write down the thoughts and emotions they would be having. Large speech bubbles could be provided for them to record things that may be said in scenarios where there is an issue between two people or a group.

Then the teacher could move the children on to think about what the writer or poet and their friend did to help resolve their issues, outlined in the poem. The teacher could help the children identify the key words within the first two verses that tell us what they did to 'clear the air'. The children could consider why there was a need for 'facts and for honesty'. They should consider why and how the action taken in the poem was successful.

They should consider how the writer felt at the beginning of the poem and how they felt at the end. They could write a plan for resolving issues and conflicts based on the actions of the writer and their friend in the poem.

The plans created by different groups could be shared with the whole class.

Opportunity for Writing

The children could write imaginary diary accounts outlining events that led up to them needing to clear the air with a friend, the process of clearing the air and the outcome of the situation.

Alternatively, they could write a poem with two verses. Verse one could be based on the emotions felt when there was an unresolved issue. Then verse two could be based on the emotions felt when the issue was resolved. When the air was clear.

Poem for use throughout these activities:

Clearing the Air

Whew!
After what seems like an eternity
Of avoiding our issues...
We've finally had that 'talk' today
And now the air seems clearer

Facts were stated...
Straight and true
With very little feeling
The honesty between us...
Was certainly revealing

I can breathe a little easier now...
The air is looking clearer
The fog has lifted...
Winds have changed
And peace of mind is nearer

Dee Daffodil (HW) 11 April, 2008

Activity 4 - Receivers and Transmitters 2

We live in a world dictated by screens. Our children are receivers of so much that is transmitted to them! In a way this material is 'on the air'. They communicate, play and interact in a virtual world where sometimes reality is suspended or where the unreal takes over!

What is this doing to them? How is this affecting their wellbeing?

Ask the children to collate the names of all the social media platforms or online websites and games that they use.

Ask them to make a list. Use the list to create some graphs or tables to show how many people in the class are using these interactive media.

Similarly make a list and present findings in graph form to detail what type of 'screens' the class are using on a daily basis. This can be from TVs to ipads etc.

Present these images to the class and discuss with them what they think about the message behind them. What do they say about the effect of screen time and phones etc on our lives as, individuals, families and society in general.

Get the children to write slogans and captions for the images.





The teacher should ask the class to consider if they are addicted to being 'on the air' using screens for pleasure, to interact or to play. The children could keep a log of how much time they spend a day on screen/ using a screen.

The class could design and create a sheet to collect this information. They should create a display to show how many hours they spend on average, per day, per week and per year using screens of some sort.

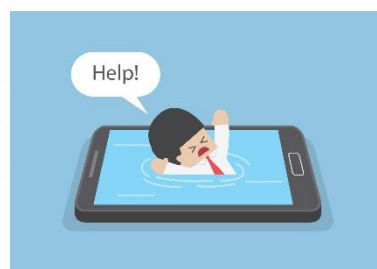
Then the children should be asked to consider how good or how healthy this is for them? They should create a collage or display to depict all the things they are missing out on by being in front of a screen.

The children could source images, write captions and slogans to depict all their thoughts and ideas.

The teacher should encourage them to consider how much they are missing out on:

- Face to face communication
- Proper play with friends
- Real life chat
- Family time
- Being outside
- Nature
- Time to just chill and not have your mind racing
- Time to breathe
- Real life because life is not always what it appears on the screen/ on the air

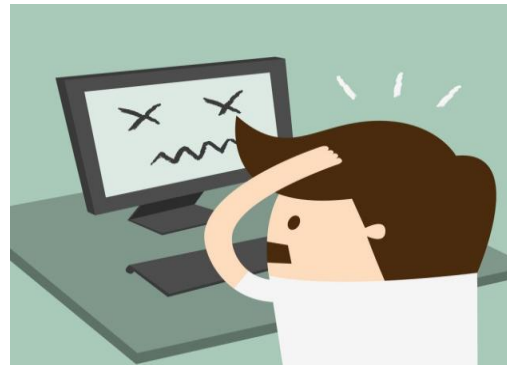
Opportunity for Writing In this activity the children could be asked to complete two imaginative diary accounts, recounts or narratives. One based on the day they were sucked into the screen. Images could be used to help stimulate thinking and planning these pieces.





Then the children could write a second diary account, recount or narrative based on all the things they did on 'The Day All the Screens Were Broken'.

The children could plan and write an account of a day when they could not use screens. They should be challenged to consider and include as many different activities as they can in their work.



Images like these or similar can be used as stimuli for the piece.

Plenary

Children could consider all the ways that too much screen time is impacting negatively on their lives and they could create a pledge or promise to reduce their use and to increase the positive interactions they have considered. Such as spending more time with friends or family or out in nature.

Activity 5 – Sensing a New Wavelength

Wavelength (pronounced 'weɪvlɛŋ(k)θ,'weɪvlɛn(t)θ/)

noun

plural noun: **wavelength**

1. From Physics

the distance between successive crests of a wave, especially points in a sound wave or electromagnetic wave.

"a range of wavelengths"

- a wavelength as a distinctive feature of radio waves from a transmitter.

2.

a person's ideas and way of thinking, especially as it affects their ability to communicate with others.

"when we met we hit it off immediately—we're **on the same wavelength**"

At Pushkin we focus on the second definition. We encourage and support individuals to communicate! In a world where the air is congested with radio waves, sound waves, screens and technology, Pushkin offers the chance to take a breath. It opens up the outdoors and the fresh air. It opens up communication with self and others.

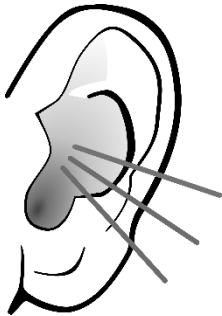
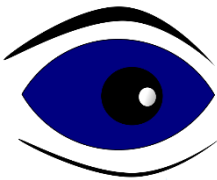
We have forgotten how to use our senses in a world of the indoors and of passivity. Things simply happen to us! We are becoming more and more removed from real social interaction, especially children. We need to find 'new wavelengths' to communicate on and to help us get back to a more natural way of life. Everything we experience is experienced through our senses.



For these activities the children should be working outside, they should be in the air, considering what is, 'On the Air'.


The teacher should take the class outside. Perhaps to a forest or beach or a park. Somewhere where the children can open up their senses to the air around them. They are going to use their senses to explore what is 'on the air' around them. The teacher should encourage the children to use their senses to record what they experience on the air in the place they are. Examples are given. Each child should record their own personal experience.

On the Air - Opportunity for Writing

Stop! Breathe! Be still! Use your senses to record what you experience .

Sense:	Experience:
Hear 	<i>I can hear the birds singing. I can hear the traffic in the distance.</i>
See 	<i>I can see birds flying. I can see leaves floating.</i>

Sense:	Experience:
Smell 	I can smell the grass being cut. I can smell the fragrant flowers.
Taste 	I can taste the grass. I can taste the sweetness of the air.

Sense:	Experience
Touch 	<i>I can feel the crisp cool air. I can feel the dampness in the air.</i>

Stop! Breathe! Be still! Use your senses to record what you experience.

- 1. Listen with care...what do you hear? Sounds are carried on the air.**
- 2. Take a good look around you...what can you see on the air?**
- 3. Breathe in! Smell! Smells are carried on the air too.**
- 4. Sometimes we smell things so strongly we can almost taste them. How does the air taste?**
- 5. How does the air around you feel?**

Now work in pairs or small groups. Share all your ideas. Look for ideas that you had that were the same or similar. Look to see how you were on the same wavelength as each other. Use the ideas you have in common to create short pieces of descriptive writing based on your experience of using your senses. Share your work with the rest of the class.

Create a display of your words and drawings or paintings to depict your experience using your senses outside in the environment.

Explore how we feel better when we are outside and include these positive feelings on your display. Think about how they worked together and used their senses

Section 2 Science - On the Air

Activity 1 Breathing

Humans breathe using a system called the respiratory system. This system is made up primarily of our lungs and windpipe. Our ribs protect these organs which are found in the part of our body called the thorax.

Why do we breathe?

Our body is a very complex system. One of the main things it needs is energy. When we eat our body digests the food to get complex molecules like glucose, which it can use for energy. However, food alone is not enough. The cells also need [oxygen](#) to react with the glucose to create the energy. We get the oxygen to our cells with the respiratory system and by breathing.

Breathing In

We breathe in using a large muscle called the diaphragm. It flattens out making our lungs expand and fill with air. When we breathe in, air gets forced through our nose or mouth, down our windpipe, and into bronchi tubes in our lungs. These bronchi tubes branch out and get smaller and smaller, like the roots or branches of a tree. The smaller branches are called bronchioles.

Alveoli

No, these are not a kind of pasta! At the end of the smallest branches of the

bronchi are tiny air sacs called alveoli. These air sacs have a very thin, one cell thick wall that allows oxygen to be passed to red blood cells as they are passing by. There are hundreds of millions of these tiny sacs in our lungs.

Breathing Out

The alveoli do not just pass oxygen to our blood, they also help to clean out waste gas from our blood cells. This waste gas is carbon dioxide. When we need to breathe the carbon dioxide out of our lungs, the diaphragm bows up and pushes the air back out, getting rid of the carbon dioxide. This makes room for fresh air with new oxygen to come back in on our next breath.

Point for Discussion and Exploration

Make a model of the lungs and demonstrate how we inhale and exhale.

Materials you will need:

2 litre plastic bottle **with the bottom cut off**

2 bendy drinking straws

3 small rubber bands

1 large rubber band

1 small sandwich bag (strong)

Clay or plasticene

Method:

1. Cut off the bottom of 2 litre plastic bottle
2. Attach balloons to the bendy part of the straws using a small rubber band, **be cautious not to make the bands too tight, as the straws (airways) would be closed and the model wouldn't work**
3. Tie the straws together with another small rubber band, again making sure that the straws aren't pinched closed
4. Place the straws in the neck of the bottle and close off with plasticene/clay
5. Take the sandwich bag (you might need to trim it down a little bit) and place it over the bottom of the bottle, attach with a larger/thicker rubber band
6. Make your model breathe by pushing in and out on the produce bag (aka the diaphragm) making sure the bottle is air tight. The "lungs" will fill with air, but do not expect them to be blown up like party balloons.

It might take a little adjusting of the bag and pulling on the bag to fill the lungs the first time, but then it should work well. If it does not work, begin troubleshooting. The airways are most likely clogged somewhere along the lines. Using your fingers to pull the produce bag in and out for breathing works just fine.



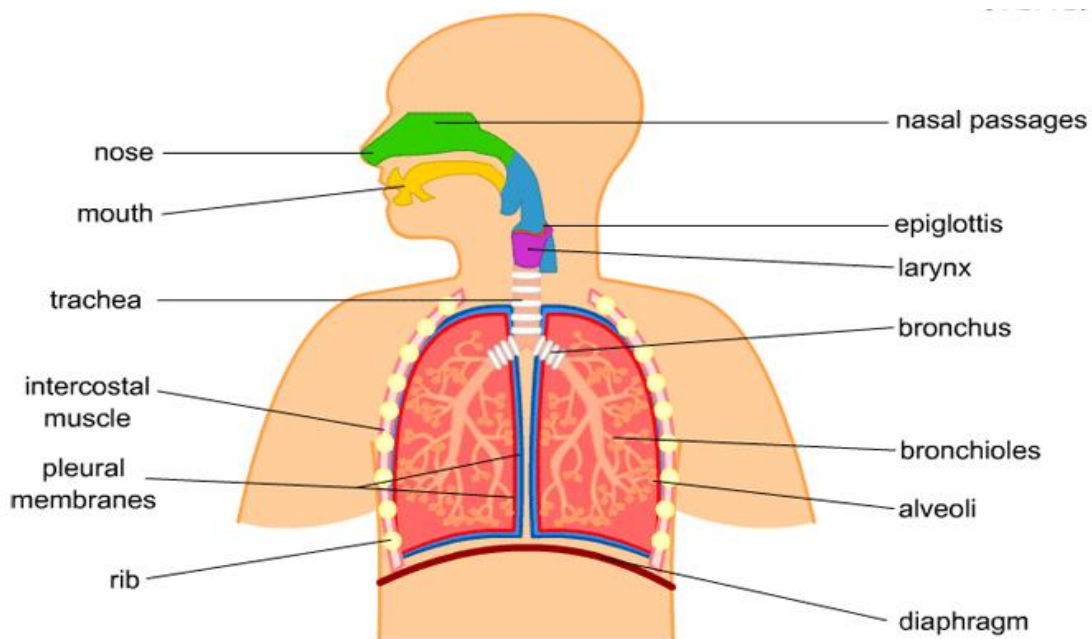
Exhale



Inhale

Allow children the chance to feel their own breathing and to see if they can identify where in their body they can locate all the parts of the respiratory system.

The children could use an image of the respiratory system and identify on it what part each of the materials in their experiment represent. An image such as this could be used.



Once the children have done this they could look at what happens when our respiratory system stops working in an emergency case. They could research CPR and learn how to administer it to someone in need. They could explore the impact of diseases which affect the respiratory system and the lungs, such as asthma. They could also investigate the impact of smoking on our lungs and design posters to promote a healthy non smoking lifestyle.

The work could be extended by carrying out simple lung function tests. They could measure how long they can hold their breath. They could explore how our lungs have to work faster and harder when we exercise and test what happens to our lungs when we run.

The children could find out how people breathe if there is no air. For example how do astronauts breathe in space or divers under the sea? Children could use junk materials to create breathing apparatus for someone in space or under water.

Activity 2- The Lungs and Trees

The children could be shown this information on the following pictures or slides. They should have time to discuss the statement:

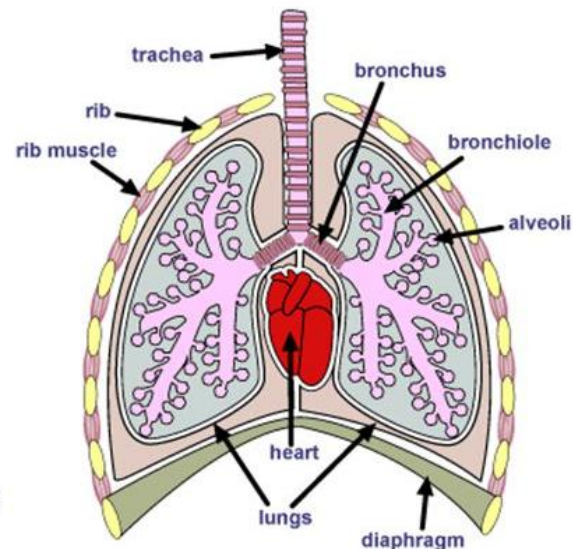
‘Our lungs really resemble upside down trees.’

Anatomy of the Respiratory System

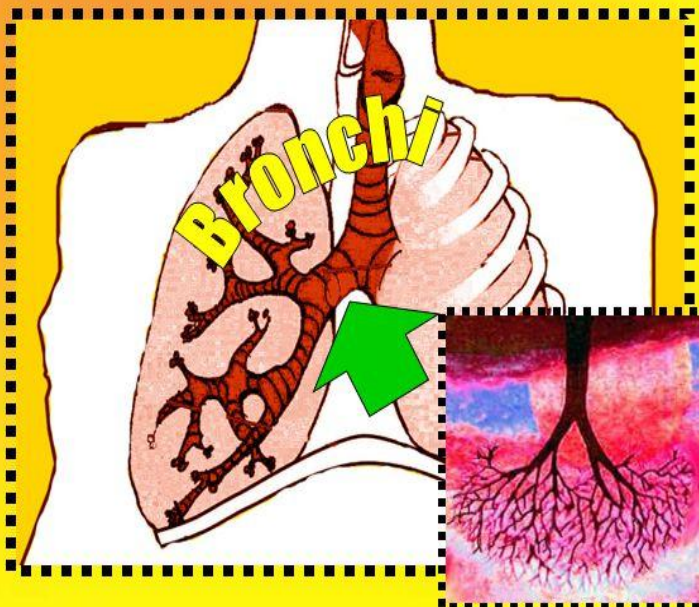
- Analogous to an upside-down tree.
- Components:

- ☐ Nose
- ☐ Nasal & oral cavities
- ☐ Pharynx
- ☐ Larynx
- ☐ Trachea
- ☐ Bronchi & bronchioles
- ☐ Alveoli

[Respiratory Basics - Learning Activity - Flash Player Installation](#)



Branches and Leaves



The insides of your lungs are like an upside down tree. The windpipe is the trunk, and the two big branches are called the **bronchi**. The many smaller branches are the **bronchioles**.

Discussion and Exploration

The children should have time to look at, compare and contrast the pictures above or similar images of the lungs and trees. They should record similarities and differences that they can see between the lungs and an upside down tree. They could label the parts of each which they think resemble each other.

They could extend the information and discussion by deciding/ suggesting what part of a tree the alveoli resemble.

They could carry out a simple experiment to show that lungs 'breathe' too. One idea is suggested below.

PLANT EXPERIMENT TO DEMONSTRATE CREATING OXYGEN

These plant experiments on creating oxygen are fun and easy to do. After we breathe in oxygen we exhale carbon dioxide. Plants need carbon dioxide for them to live. In these experiments about plants you will see how a leaf creates oxygen from sunlight. Plants take in Carbon dioxide and produce oxygen. The children should understand that we breathe the oxygen plants make.



MATERIALS

- Green leaf
- Clear glass
- Water
- Sunlight
- Small hand lens optional

DIRECTIONS

1. Cut a green leaf from a plant and fill a glass with water.
2. Place the leaf in the glass and put glass containing the leaf in a sunny location.
3. Make a prediction what you will see in an hour. Write down your prediction on a piece of paper.
4. After an hour carefully look at the leaf and side of the glass.
5. You should be able to see lots of tiny bubbles that have formed on the edges of the leaf and on the side of the glass. If you are having a hard time seeing the bubbles you might get a small hand lens to observe the edges of the leaf.

Extension plant experiments

1. Leave the plant in the sunlight for several more hours. Do the bubbles increase or decrease?
2. Take two glasses of water and place a fresh leaf in each one. Place one leaf in a dark area and the other in sunlight for two hours. Then observe both, are there bubbles in each? Has the light affected how many bubbles there are? What can you say about how much oxygen each leaf produced in relation to where they were kept.

SCIENCE BEHIND THE EXPERIMENT

The bubbles you observed on the leaf and sides of the glass were oxygen. Leaves take in carbon dioxide and through the process of photosynthesis; they create food for the plant.

Oxygen is a by-product of this and goes into the air. The air we breathe contains 21% oxygen produced by plants. Without plants, we not have enough oxygen to live. This is why protection of the forests of the world is vital for life on earth.

Writing Opportunity- Lungs or Trees

In this activity, the children are going to use the word 'like' or the word 'as' to create similes that they will then use to make a poem. They are going to use the idea that the lungs resemble trees as the basis of their work.

The children should have the chance to observe pictures of trees or they should go outside to look at trees. They could be allowed to take photographs of trees and parts of trees. Then they should work in groups or pairs. They should also have a chance to revise or become familiar with the words associated with the parts of the tree and the parts of the lungs.

The teacher should encourage the children to ask themselves the question...what does this part of a tree remind me of? What is it like?

For example are branches... like long arms reaching down

Boughs are... like a meeting of roads

Is the trunk like...a proud man standing tall

The trachea is	Use Like/ as	A tree trunk... Proud like a man standing tall
The bronchi are	Use Like/ as	Boughs of a tree... Like roads meeting on a map Like strong pipes holding water
The bronchioles are	Use Like/ as	Branches... Like arms reaching down Like skinny fingers grabbing the sky
The air sacs are	Use Like/ as	Leaves... Like green 'post its' hanging on

When the children have come up with their ideas they can select their favourites and order them to make a poem of 4/8 or 12 lines, depending on how many ideas they wish to use.

Extension work- The Environment

To extend this work the teacher could help the children to research the statement that 'Rainforests are the lungs of the World'. The children should be allowed to find out what the statement means and how it is true, as we need the oxygen produced by the billions of trees in the rainforests of the world. The children could have time to find out about the impact of some global issues on the trees of the rainforests. They could explore:

- Logging and deforestation for use in making paper or furniture etc.
- Palm oil farming
- Slash and burn clearing for cattle and others

The children could create posters or digital presentations promoting the protection of the forests as the lungs of the world.

Alternative idea for Science- Evaporation

The teacher could choose to explore how the process of evaporation takes place.

To begin with the teacher should discuss how we know evaporation happens. For example: our clothes dry on a line, or rain disappears.



The children could be helped to set up a basic investigation to show how water becomes vapour and is found in air. There are many ideas and examples online. To prove, an investigation or experiment could be set up to demonstrate evaporation.

The children could also look at the water cycle.

To extend this work the children could read the Poem below and use as a stimulus for their writing.

The Clothes-Line

Hand in hand they dance in a row,
Hither and thither, and to and fro,
Flip! Flap! Flop! and away they go—
Flutt'ring creatures as white as snow,
Like restive horses they caper and prance;
Like fairy-tale witches they wildly dance;
Rounded in front, but hollow behind,
They shiver and skip in the merry March wind.
One I saw dancing excitedly,
Struggling so wildly till she was free,
Then, leaving pegs and clothes-line behind her,
She flew like a bird, and no one can find her.
I saw her gleam, like a sail, in the sun,
Flipping and flapping and flopping for fun.
Nobody knows where she now can be,
Hid in a ditch, or drowned in the sea.
She was my handkerchief not long ago,
But she'll never come back to my pocket, I know

Charlotte Druitt Cole

The teacher could ask the children to identify all the verbs in the poem. These could be written on one half of a board or large sheet.

Then all the adverbs in the poem could be collected too and recorded on the other half of the board or sheet.

These can be used as 'starters' for the children who have to try to come up with as many more similar verbs and adverbs that they can. These can be added to the two lists.

Then all the possible objects that could be found on a clothes line could be identified. The children could match objects with verbs and adverbs to create the lines of a poem. This could be written as a group activity. Each group could, write their lines on strips of card, decide the order of their lines, by reorganising the strips. Then they could create a title for their poem and perform it for the class.

Section 3 The Artist - On the Air

Painting The Air

Activity 1 Colour of Air

How can we paint something which we cannot see? There are four elements, these are:

- Earth
- Air
- Fire
- Water

In the world of art and symbolism:

Earth is generally associated with the colours brown and green.

Air is associated with blue, white, yellow or grey.

Fire is often red or orange.

Water is mostly associated with the colour blue.

Point for discussion:

The teacher could discuss with the class why they think the 'air' is depicted as the colours suggested. Compare the colours of air to those of the other elements.

Why would the air be seen as:

- White?
- Blue?
- Grey?
- Yellow?

The children could be asked to create colours to represent air. Alternatively, they could use colour cards from paint ranges to select colours which they think represent the air.



The children could name the colours that they suggest. They could try to create a colour range for fresh air.

They could look at how air changes when it is colder or hotter and they could paint a range of colours to depict these changes.

They could create 'air colour ranges' for different environments or places around the world.

To extend this work the children could use some poems as stimulus for Writing and Painting. Here is an example:

As I Breathe the Sweet Air

As I breathe the sweet air all around me,
And I gaze at the beautiful sky,
Far over the valleys and mountains,
An eagle is soaring so high.

As I see all the sights of the country,
And drink from the rivers and streams,
I feel such a strong sense of freedom,
For this is the place of my dreams.

As I hear all the wonderful bird songs,
That float through the woodland I roam,
I gaze at the trees all around me,
And know that this place is my own.

As I smell all the scents of the flowers,
Their colours so vivid and strong,
And knowing wherever I wander,
My heart here shall always belong.

ANDREW BLAKEMORE

The teacher could lead discussion:

What colours do the children think the air in this poem would be. What other things affect or add colour to the air in this poem. Could they 'colour the air'?

If so what colours would it be. Match colours to particular lines or phrases in the poem.

The poem is full of scents which are not visible but carried 'on the air'. What colours might these scents be if they were visible in the air? Paint or draw an image of these to illustrate the poem which makes the scents visible.

Blakemore's poem is full of scents. What scents do we like to smell carried on the air? Make lists of the scents we can smell in the places we are familiar with.

Opportunities for Writing

Write a short description of a place which means so much to you that you can actually think of it and its smell comes to you.

Where is the place?

What smells do you associate with it?

Write about the 'place of your dreams'. Use your senses to describe this place and in particular what you sense 'on the air' of the place. Describe the place by detailing all your senses and what you experience here.

Activity 2 – Artists Painting the Air

Why is the Sky Blue?

Blue light is scattered in all directions by the tiny molecules of **air** in Earth's atmosphere. **Blue** is scattered more than other colours because it travels as shorter, smaller waves. This is why we see a **blue sky** most of the time.

A clear cloudless daytime **sky** is **blue** because molecules in the **air** scatter **blue** light from the sun more than they scatter red light. When we look towards the sun at sunset, we see red and orange colours because the **blue** light has been scattered out and away from the line of sight. So the air causes our blue sky!

There is a direct connection between air and the sky. Artists fill their work with air when they paint vast skies. In these activities we use the work of artists known for their amazing paintings of air and sky.

In these art based lessons the children are going to use the works of these artists as stimuli for their artwork. The artists are:

- Edward Seago 1910-1974

- J.M.W.Turner (William)1775- 1851

The teacher should source as many of the works of these artists as they wish. Some are provided here(below). The idea is to observe how these artists have represented 'Air' or the sky in their work. The children should not be expected to replicate these drawings, rather to use them in a series of activities, such as:

- The children could explore/ investigate what kinds of marks the artists used in their paintings. The children could also have to mix colours to try to recreate some of the colours used in each painting. Then they could use paint and small pieces of card on which they could make marks in the style of each artist. These can all be displayed.
- Watch the YouTube presentation by local artist Grahame Booth and use his water colour techniques to create skies like the artists they have observed.
https://www.youtube.com/watch?v=A_Ys6oo8H_k
- Paint a picture of their home, school or somewhere in their locality using watercolour techniques as seen in the paintings they have studied.
- The children could work together to create a large painting on silk or paper as a collaborative piece to capture the idea of painting the air or the sky. This work could be used as a backdrop to form a display of other work they produce in the course of the theme.
- Bubble Painting includes adding AIR to paint! So let's try this fun activity to create skies or pictures of air. This YouTube video is a very child friendly presentation which can be replicated in classrooms. Children can have fun deciding what colours to use. They could use different colours to portray the sky or air of different seasons or of different weather types. <https://www.youtube.com/watch?v=Ai6GxOB4tbw>
- To extend this art activity children could go 'On the Air' to create their own videos to demonstrate how to make bubble paintings and to talk about what they made of the outcomes of their work. What do they 'see' in their paintings.

Examples from the artists they are studying:

Edward Seago, Pollard Willows on the Marsh, Norfolk



Seago Sky, very typical of his work. He liked to play light and dark colours off against each other.

JMW Turner, A wet day in Dordrecht



JMW Turner, Norham Castle Sunrise



Writing Activity 1 Using Turner and Seago:

In this writing activity, the children are simply going to think about and discuss all the features and colours of **the vast skies** typical of these two artists. Each group could have one of the images or all of the images to use as stimulus/stimuli for their writing.

The children could work in their groups to brainstorm their ideas and suggestions. A simple record sheet could be created on large sheets and each group of children could be given one. Alternatively, the ideas could be suggested in a whole class session and the teacher could collate the outcomes of the discussion on a similar template.

Some examples have been provided.

Words to describe the sky/ colours in this painting:	Verbs to tell us about movement in the painting: ('ing' verbs only)
Blue Brown Black Yellow Grey White	Dripping Weeping Raining Blowing Hanging
Purple	Dropping Seeping Running
Misty Foggy Dim Bright Dull Intense	Bleeding Sopping Flowing
Sombre Dark Watery Muddy Colourless	Dribbling Leaking Soaking Merging
Colourful Drab Pale Gloomy Light Sharp	Fusing Absorbing Blending Uniting
Vivid Shining Shiny Dazzling Sparkly	Combining Joining Mixing Meeting Mingling
Glaring Shy Bold Twilight Murky	Pooling

To aid language development the teacher may like to give some of the starter words and give these to the groups. Children could check definitions, discuss where they see the word in the image, and then decide to keep or discard the words they have investigated. Groups can read and share their ideas and be allowed to steal or borrow words they like from each other.

Once the children have all the words they need they can begin to create their poem. To do this they will need pieces of paper to write the ones on individually. They will also need two colours of markers. One set of words from the table, for example, '**Words to describe the sky/ colours in this painting**' could be written on to the pieces of paper using a red pen. The other set,

‘Verbs to tells us about movement in the painting’, could be written on pieces of paper in a different colour.

Then the Air is going to help the children create their poem. The words could all be placed into a box or similar, mixed up together and thrown as high into the air as possible. When they fall to the ground the group can pair up the words that fall closest together to form pairs or phrases. The pairs will be of words of different colours. So, the pairing is completely random. This activity will generate pairings such as:

<i>Blue</i>	<i>Seeping</i>
<i>Dull</i>	<i>Bleeding</i>
<i>Gloomy</i>	<i>Running</i>

The teacher should then give the children more pieces of paper to write on. They should write the word **‘sky’** on each piece that they use. The word sky should be placed in between the first and second word of each pair so that they become:

<i>Blue</i>	SKY	<i>Seeping</i>
<i>Gloomy</i>	SKY	<i>Running</i>

The children can then make decisions in their groups as how to order their statements to describe one or more of the paintings they have viewed. When they have done this, they can give their ‘Painting Air’ poems a title. The poems can be performed and displayed.

Writing Activity 2 using Turner and Seago

The teacher could also give each group a particular type of air or sky to write about. To do this they could provide each group secretly with a prompt word...written on a piece of paper and hidden in an envelope. One group may be given the word 'stormy' and another, the word, 'Snowy'...the groups must describe this type of sky/ air in their poem.

Initially the group should work together to collect and collate words to describe the type of sky they have been given. They could research their artists and find examples of the way they have painted that particular type of sky. Once they have identified relevant paintings they can use these for stimuli. They could also have time to find other examples of artists who have painted skies of the type they have to describe. These images could also be used as stimuli. When enough examples have been collected the children could begin to share and brainstorm words which they think are useful.

They could then make lists of their words and try to make phrases or similes up

When the poems have been written they should be read out to the class who must guess what each of the other groups were writing about.

Writing Activity 3 Using the work of Joesph Zbukvic:

The children are going to view the works of the artist and describe them through what they think he was seeing with his eyes when he painted them. The children should be given a little information or be given time to find out a little information about the artist. They should have a chance to view his works and asked to pick out those where they think we can see him...paint the air!

Joseph Zbukvic is an Australian artist who was born in Zagreb Croatia and moved as a teenager to Australia. He is well known for his paintings of atmospheric street scenes and of horses. Here are two examples of his work.

Many more of Joseph's works can be viewed online.



The children could pick one of these or a similar composition by the artist. The questions they should ask are how has he painted the air and what did he see in the air?

How can we see the air in his paintings...is it because ***the horses breathe can be seen or that the air is foggy and misty*** in the paintings of the horses.

Is it because the ***lights hang in the grey air or shine like reflections in the street scenes.***

The teacher should discuss such examples with the pupils and then give them time in pairs or groups to come up with similar descriptions.

The children should view the painting, make their descriptions and then write out their ideas using the tagline:

Joseph Zbukvic saw...

Horses breathing white air

Joseph Zbukvic saw...

Jockeys galloping in frosty air

Joseph Zbukvic saw...

Fences standing in pale, foggy skies

Poems can then be created by shortening the taglines or arranging them into a verse. Different groups could use a different piece of work by Joseph they can then display the piece they picked and read their description to their classmates. Alternatively, the taglines can just be used as descriptive phrases to describe the work of the artist. They could be filled out into prose.

The Air changes with the Seasons

In this activity the children will use this poem by Dee Daffodil as the stimulus for their own writing.

The Nip In The Air

I love this time of year!
I absolutely adore this time of year!
It makes my heart sing!

I love the smell of woodsmoke
As it wafts it's way
From chimney tops
Through the Autumn air

I love the crispness
Of the air...
As well as
The crispness of the leaves
That have fallen from the trees

I love the wondrous sunsets
And how they seem to be so lively!
Even better with spooky trees
In front to add a little character!

I love the apples picked
So fresh and with
Just the right amount
Of tartness in each bite

I love the fact that
I need to root my sweaters
Out of storage
For those chilly days ahead

I love planting bulbs for Spring
And lovingly
Putting my garden
To bed for the Winter

I love the cooking smells
From my kitchen
And the change of menu
To pot roasts and lasagna
(oh...and apples pies...of course!)

What I love most though...
Are the colours!
So vibrant, bright and lively!
Reds, oranges, rusts and golds!

How could you not
Love this time of year?

I absolutely....
Without a doubt...
Am in love...
With Fall!

Dee Daffodil (HW) 14 September, 2007

Having read and discussed the poem the teacher should then ask the children to identify all the signs of Autumn that they can find in the poem. The children could use images of the seasons to complete a proforma recording signs they can identify for each of the other seasons. This could be completed by filling in:

- Words and phrases
- Pictures and images
- Objects and other ideas

Basically any 'sign' of the season can be included as evidence about what it is like. When the evidence for each has been collected the structure of the poem by Dee Daffodil can be used to create a similar verse for the other seasons.

The children should therefore identify what smells, aromas or scents will be in the air during each of the other seasons. How does the air feel in these seasons and what things fill the air? What sounds fill the air in the different seasons?

Sample proforma:

Could be given on a large A2 sheet.

<i>Signs of a season</i>	
<i>Autumn</i>	<i>Winter</i>
<i>Spring</i>	<i>Summer</i>

The children could use the starting lines of Dee Daffodil's poem or use the point of each verse to replace her thinking about Autumn with their own ideas for one of the other seasons of the year. Then they could read their poems to each other. They could illustrate their poems with a collection of images and objects which symbolise the season they are writing about and display.

Activity 2 Painting En Plein Air

The French term 'en plein air' means out of doors, in open air, and refers to the practice of painting entire finished pictures out of doors.

This practice really only began in the 1800s and was popular with French artists such as, Monet. The English artist John Constable used the style too.

Painting outside comes with its problems and difficulties. Here is an example of such problems. The link below takes you to a page where a worker from the Tate Gallery explains how the artist Sargent created his famous work '*Lily, Lily, Rose*'. The video, on the page explains how this involved him painting every day at twilight in plein air for two summers in 1860 and 1861. The same scene had to be recreated every evening at the same time, taking hours to do! Then he had a brief time to continue with his composition. Video is on this page:

<https://www.tate.org.uk/art/art-terms/p/plein-air>

This is a very beautiful painting which is very popular in the Tate Gallery.



The children should have time to explore the video and discuss the painting made by John Singer Sargent. What is the air in this painting full of? The children could use their senses to answer this question and to respond the piece. The children could consider the following statement:

In the air around them the girls sense...

The teacher could extend the work already done on the senses to explore how this beautiful painting evokes so many responses.

The teacher could lead class discussion and brainstorming to consider as many of the aspects on the following grid as possible with their class.

P7s may be able to consider all the aspects on the grid whereas P5 may be more limited.

The teacher should try to complete ideas on all aspects of the grid. So the children should be asked to discuss, think about and record:

Nouns (Things the girls would see on the air around them.)	Adjectives (good words to describe the scene and the air around the girls)	Verbs (what are the girls doing/ other things in the scene doing?)

Adverbs (describe the verbs)	Simile (can you write a couple of similes based on the scene)	Metaphor (can you write a couple of metaphors based on the scene)
Alliteration (create some alliterative phrases to describe the scene)	Onomatopoeia (what sound words can you hear on the air in the scene?)	Personification (can you write on piece of personification based on the scene?)

Now use all the thoughts, ideas and planning you have to describe the painting in either a poem or prose.

Painting Opportunity

The teacher could organise some painting en plein air for the class. They could go out to plan what they will look at and they should have time to make plans about their work. What and where will they paint. The class should consider how they might need to recreate the scene over several days.

They could take pictures of the scene they choose to paint to ensure they set it up or paint it from the same angle each day.

The display of their work should include some thinking and learning about artists, their plans for their work, photos they take and their final pieces.

Section 4 Lights, Camera, Action; On the Air

The phrase 'On the Air' has connotations of film or programme making and recording.

To promote this the teacher may wish to record and present any of the learning opportunities digitally, using ipads or similar.

The children could create short presentations based on any aspect of their work. For example, they could explore the artists who painted, en plein air and create a short documentary style presentation on them.

The children could take the responsibility for choosing the focus of their 'programme' themselves.

Once they have decided on their focus they should create a brief plan on how they will go about making their programme. This could include;

- Roles and responsibilities
- Deciding on programme type
- Ideas collection
- Script writing
- Rehearsals
- Filming programme
- Editing programme
- Airing programme

Note: for the purpose of making a short programme, it is suggested that groups should be made up of 4 members where possible.

Roles and Responsibilities of group members

This is a short activity, it involves the groups deciding themselves who will take the certain roles and responsibilities required to create their short programme. The group will co-write the script however the roles of:

- Presenter
- Co-presenter
- Cameraman and
- Director

will need to be appointed. It is up to the teacher and the children as to how this is done. They may wish to audition for roles or simply have groups decide

among themselves. Once the roles have been decided the class will engage in a general discussion to decide what each role will entail. They will discuss and decide what each role should undertake in the making of their programme.

Script It!

The teacher should provide the children with books, plays, extracts of scripts whatever material is available. They should read over extracts and discuss what features a script has compared with other forms of text.

The children should consider how long their programme will be and roughly estimate the amount of text they will need to generate.

They should have an appropriate amount of time to create a short script. The teacher should remind the children about the elements of the programme they are creating and try to ensure groups include these in their work.

The children should produce a programme name as well.

Note: A suitable amount of preparation time and rehearsing time should be given to the class as they prepare their programme. Once ready a day should be selected for filming all the short programmes. The children who are cameramen and directors should also have had time to explore their roles- get used to using an ipad and be ready for filming.

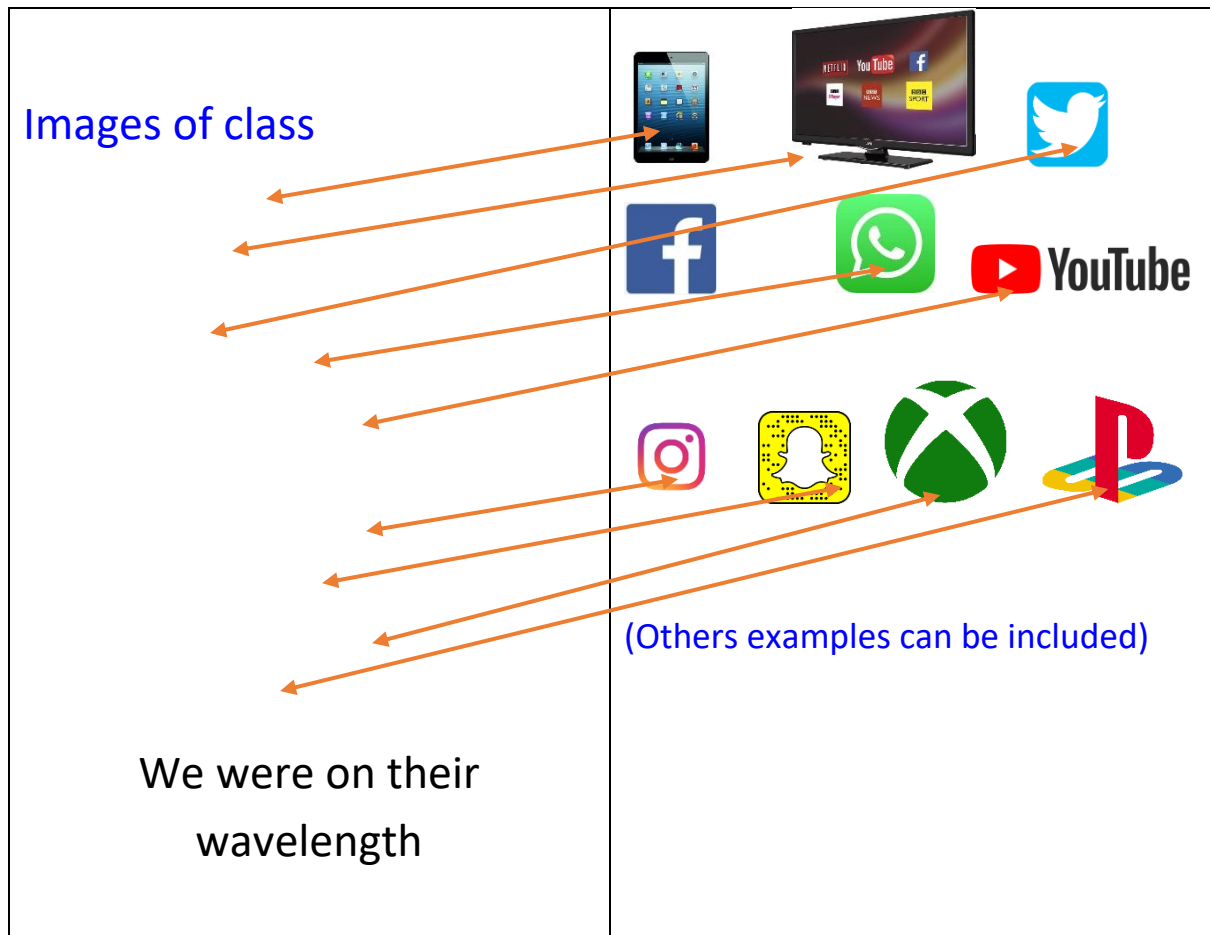
Plenary Activity (for the theme)

During this activity the children are going to create a visual representation of how they have found and sensed a 'new wavelength'.

They could use wool, string or similar.

Firstly they could display pictures, photos or paintings of themselves.

Then they should use lengths of string to 'connect' themselves to images or examples of screens, social media sites and games etc which they are usually caught up in. The things whose wavelength they seem to be on!



Then the class could consider their 'new wavelegth'. They should either cut the wavelengths above and surround their original display with the things they have explored in the theme. Alternatively they could create a whole new display.

Sensing new wavelengths

Communicating

switching off screens

Talking

Sharing

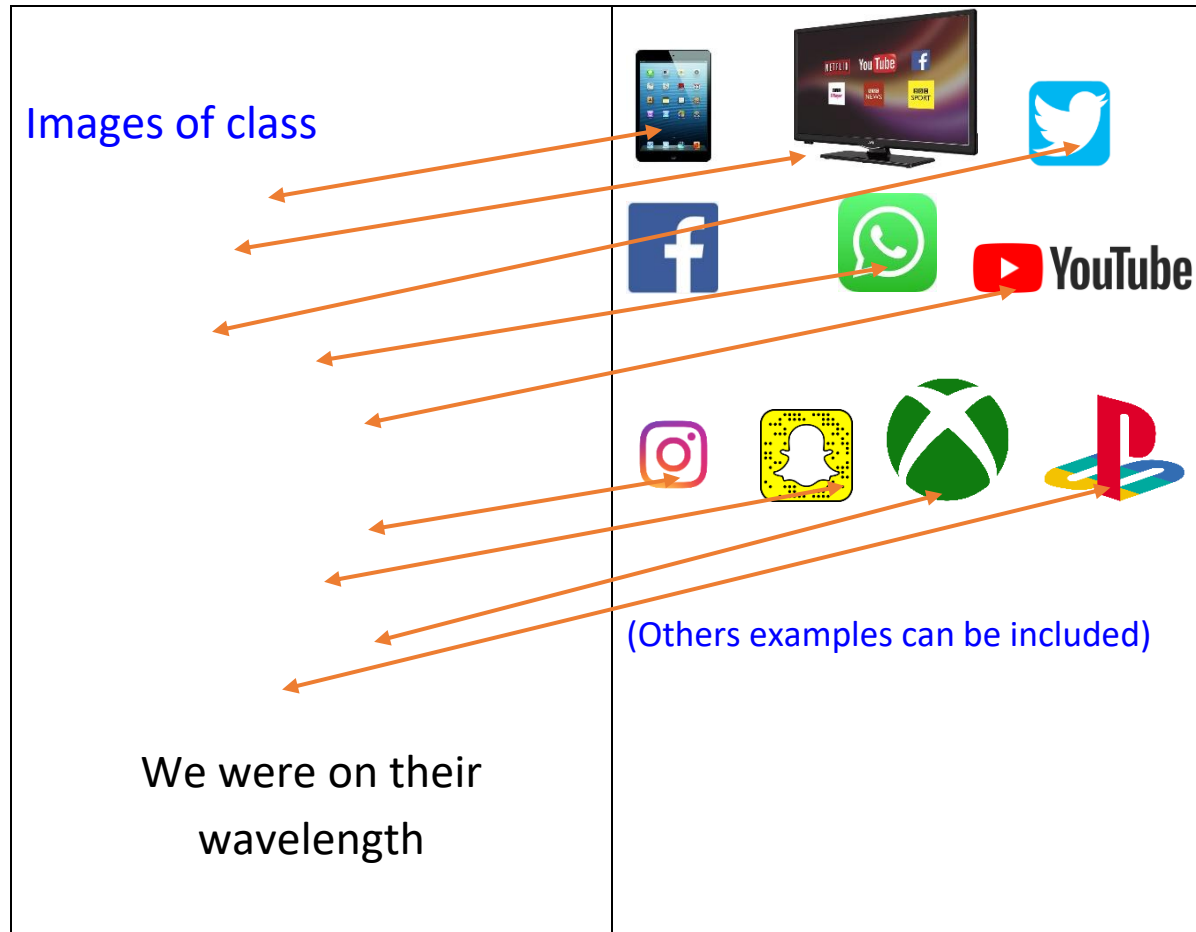
Writing

Writing Poems

Breathing

Getting outside

Painting en plein air



Using senses

Resolving conflict

Being mindful

Using nature

Painting

Group work