



Lesson Activities

Let's Plan



What does an Artist do?

Prompt children to suggest answers to the question 'what does an artist do?'. Ask them to think about the types of tools and materials an artist might use (eg – paints, pencils, paper, etc). Make a note of these suggestions on the board.

Organise the children into pairs and assign each pair one of the 'How to be a...' videos from the Kids Tate website (<http://kids.tate.org.uk/films/>) to research. While they are watching the videos, ask them to make notes about the featured artists in their Artist Research Sheet (Resource 1). When the children have made their notes, ask for feedback from the children about what they found during their research. Add their contributions to the board.

Ask the children for any other types of artists they know of that haven't been mentioned so far (for example, sculptors, painters, performance artists). Talk through the types of art these artists create and the tools and materials they use. Add these suggestions to the board.

Ulster-Scots Artists

Show the children the 'Our Artists: An Ulster-Scots Legacy' website www.ourartists.com.

Introduce the artists:

- William Scott
- William Conor
- Anne Crawford Acheson
- Mercy Hunter
- Frank McKelvey
- John Luke

Ask the children in pairs to look at one of the featured artists and complete the Artist Research Sheet as best they can. Ask students to feedback their research to the class, and add any new information to the board.



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What is an Artist?

By now, you should have a board with lots of suggestions about what artists produce, what sorts of tools and materials they use, and what children found interesting or surprising about their work.

Ask children to look at the board and think about all the different types of artists that they've encountered so far and all the different types of work they do. Prompt the children to think about things that all these artists have in common, for example, they all use their imagination, they all create something, they all try to communicate thoughts or ideas without using words.

Arrange children into groups of four or five and give them a sheet of A3 paper. Tell children that in their group they must think of an answer to the question: 'What is an artist?' They can display their answer on the A3 paper. Their answer may take the form of a couple of sentences, or a word cloud, a collage or a drawing.

When the groups have answered the question on the A3 paper, get someone from each group to explain their response to the question to the class.

What is Heritage?

Remind children that all the artists featured on the 'Our Artists' website are from the Ulster-Scots heritage. Ask children to look the word 'heritage' up in a dictionary. Explain to them that 'heritage' refers to historical events that have a special meaning in group memory. It can refer to features of a culture such as traditions, languages or buildings which were created in the past and which still have historical importance. Working in groups, give each group a large sheet of paper and ask them to draw a spiral, which should cover the whole page.



Give the groups the opportunity to draw images and write key words which they feel show their 'heritage' or 'culture'.



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What is Ulster-Scots?

Recap on the previous discussions that the children had when they were thinking about the terms 'heritage' and 'culture'. Talk to them about what the Ulster-Scots heritage is and what it means for them and the area in which they live.

Depending on the familiarity that the children in your class have with Ulster-Scots heritage, set the children either a research or a homework task prior to starting this topic on Ulster-Scots artists. Ask the children to carry out a 3-2-1 activity and find out the following:

- 3 common Ulster-Scots words that they or their families use regularly
- 2 typical Ulster-Scots surnames among their friends or in the school.
- 1 other fact about Ulster-Scots

KWL: I Know; I Want to Know; I've Learned!

Create a large class KWL grid and display it where it can be seen by all of the children. You may wish to do this electronically or on a large A1 sheet of paper.

K I Know	W I want to know	L I've learned

A KWL grid can be used as a way of recording the present level of knowledge that the children have about art and about the artists from the Ulster-Scots heritage. It will also show what gaps may exist in that knowledge, to structure progress in their learning and to analyse what new information has been learned after research.



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Working in small groups, give the children A4 copies of a KWL grid. Ask the children to take turns to tell their group their research from the previous 3-2-1 activity. On a small A4 KWL grid or on whiteboards, ask them to record what they now know about Ulster-Scots in the 'K' (Know) section of their grid.

When they have had some time to do this, ask for feedback from each group and record a summary of their research on the large class version of the KWL grid. Save the grid and add to it as the lesson and the topic develops. When you have finished the topic, as well as at suitable points throughout the topic, return to the grid and add to the 'L' (Learned) section of the grid. This is a good way of recapping on the progress they have made in the topic.

Assessment for Learning Idea

Reflection

Reflection is an important skill in self-evaluation. Ask the children to complete sentences such as:

- It surprised me when I learned that...
- I learned new facts about...
- What I found surprising was...
- I learned best when we...

Connected Learning Opportunities

You may wish to have a look at the CCEA Thematic Unit 'Being and Belonging' (Section 2: How Am I Connected To This Place?), available in the Key Stage 1 & 2 section of www.ccea.org.uk