Home Learning TV - Segment submission

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| **Segment lesson planning details** |  | | | |
| Number and title for segment: | 2 – Creative circles (Enterprise theme) | | | |
| Year levels *(e.g. Yrs1 – 3)*: | Yr 2-6 | | | |
| NZC learning areas: | Arts / Mathematics and Statistics | | | |
| Purpose of lesson:  (What learners will learn) | Students will learn to:   * Describe what ‘creativity’ is and explore how to use it * *Explore the concept that there is more than one way of looking at something* * *Investigate and Develop visual ideas in response to a variety of motivations, observation, and imagination* * *Identify and describe the plane shapes found in objects* | | | |
| Success Criteria –  (how they will know when they have learnt it). | Students will:   * *Identify that humans are creative and express their creativity in a variety of different ways* * *turn a circle into many different things* | | | |
| **Segment content/context details *(as appropriate)*** | | | | |
| Māori specific content i.e. the learning draws on mātauranga Māori: | ‘tīpare’ a harakeke headband worn in kapa haka | Pacific specific content i.e. the learning is focused on Pacific knowledge: | | There ‘Tuiga’ although it used to be a symbol of chiefly ranking it is now also used as an artistic adornment that is an enduring symbol of cultural identity and fa’asamoa or ‘the Samoan way.’ It brings together the most prized materials and resources in Samoan culture. The assemblage of all these valuable materials which were alike to ‘crown jewels’ in Samoa prior to European contact, designated the tuiga as a measina (treasure) of the highest order. |
| **Segment production details** | | | | |
| Equipment requirements: | Powerpoint, paper, something circular to draw around, colouring pens/pencils | | | |
| Copyright requirements:  Please be specific: Source(*Seven Sizzling Sausages* by Sam Smith –url link to the source), intended use (to demonstrate alliteration), and length (timings for video clips) |  | | | |
| **Segment links and attachments *(list all links to recordings or attachments, the source and confirm that copyright permissions are granted)*** | | | | |
| Links to recordings /resources |  | | | |
| Attachments | Powerpoint (all images are copyright free from Getty) | | | |
| **Segment plan content** | | | | |
|  | Teaching and learning activities linked to purpose | | High level script (key points/questions) | |
| **Activate**: Activating prior learning, knowledge of contexts and relationships | *Making connections*  *3 mins*  *Set the scene for the new learning area Enterprise. Invite the audience to begin thinking about the new learning ahead.*  *3 mins*  *Introduce new learning area and key skills for this session*  *2 mins* | | *Bula Vinaka, Fakaalofa lahi atu, Fakatalofa atu, Kia orana, Mālō e lelei, Mālō nī,Talofa lava, Kia ora koutou katoa, a big Pacific welcome to you all.*  *Hello there again, it’s great to see you.*  *(Presenter yawns and stretches indicating they are tired) I had trouble sleeping last night, I just couldn’t find a comfortable spot. I ended up lying awake staring at my carpet. I noticed how the patterns were arranged. I then began to wonder lots of things about it. I wondered who designed the carpet and what made them chose those colours. I wondered how long it took to make and then I wondered how they decided what material to make it from. People are clever to invent things using their imagination, people design and make things all of the time. My curiosity made me think about how creative people can be. Have you ever been curious about how something was made?*  *Can you think of anyone you know who is very curious and asks questions about things?*  *Do you know of any histories or narratives that tell us about curious people?*  *People all over the world have lots of creativity and they use it for lots of things. Today, let’s have a look at some creative designs and objects made by people. While you are looking at the objects, I want you to notice the shapes and colours. You might even spot some things that are familiar to you. Ask the other people watching in the room with you to pick their favourite creation from the images, too.*  *(show PP slide #2 and #3)*  *Was anything familiar? I am sure I spotted the Sky Tower. Did you have a favourite object? Mine was the Taj Mahal, it was the building with a curved roof (close up of Taj Mahal image on slide #2). The Taj Mahal is a famous building in India. Did you know that it took 20 years to build? Just think all those beautiful things were created by someone. People create lots of things even if it is a very difficult task: from buildings to clothes, from sculptures to businesses. If you create something new and end up solving problems along the way, it is called Enterprise (write down the word on board and break it down as you say it). We will explore this idea in coming episodes. In te reo Māori you might be familiar with this word auahatanga which means creativeness.*  *(***write *auahatanga* on the** ￼**board** ￼**and help viewers pronounce it)***.*  *Do you have auahatanga?*  *When I looked at the shapes in those pictures earlier, I also noticed lots of curves and porotaka - circles. They say that a porotaka is a special shape, as it has no angles, and it also has no beginning or end (draw a circle on the board) See. I can start and end my circle anywhere I like (draw another circle starting and ending in a different place). Have a look around your room. Can you see anything that is circular in the house? (pause) See if you can find two circular objects. (pause) In my house I spotted these things (show slide #4) Table – tēpu, clock – karaka and can - kēne. What do you notice in your room? Look up, look down, look all around you. (pause)*  *I am beginning to get more curious now. I wonder how many things we can create from a circle shape. (Presenter models how to look up, down and around)*  *Time to think. Ko te wā whakaaro (inaianei).* | |
| **Learn**: Introducing learning  Reinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning | 6mins  *Music linked*  *Play from embedded slide 9 icon* | | *I wonder how creative you can be today. Let’s show auahatanga. I’d like to give you a wero - challenge. I am curious about how many creative ways we can look at a porotaka - circle and see something different. Are you feeling creative?*  *For this task I need you to get (show slide #5) a piece of paper, or something similar to draw on - like the inside of a cereal packet. You will also need a pen, or a pencil, and something circular to draw around. Something like a lid from a jam jar, or even a cup. Remember to ask for help from an adult. While you are getting your things, I will show you some more objects that are circular, see if you can spot anything you have at home.*  *(show slides #6, #7 and #8)*  *Great, have you got what you need? Now we are going to draw as many circles as we can on our piece of paper or cardboard. If you are having trouble keeping the cup or lid still while you draw around it just ask an adult or an older family member to help you. Great job!* Ka mau te wehi- fantastic!  *(Presenter draws two or three circles modelling how to draw around an object). Eventually you will have a page that looks like mine (presenter shows page of circles – slide #9)*  *Your next challenge is to spend three minutes drawing things inside and outside of the circles to make new creations. You can even link several circles together. What will you create? How many ways can you use the circle? (Play some music maybe…-see copyright free* [*MP3*](https://cognitioneducationltd.sharepoint.com/sites/APACHowtoguides/Shared%20Documents/Archive/COVID-19%20Distance%20Learning%20Support/Home%20Learning%20TV/HLTV%202021/Lessons%20%231-5/watermarked_Matt_Wigton_The_Sound_Of_Summer_instrumental_3_53.mp3) *file sound of summer- attached).*  *(Stop music) So how did you get on? Wow, so cool. I have drawn a………………………What do you think? (pause) Here are a few examples from tamariki in Northland (show slide #10). What do you think? (pause) Did they create the same things as you? Maybe you would like to send your work in to me to have a look at too? Take a picture of your creative circle designs and email it to us at info@hltv.co.nz* | |
| **Respond**: Providing opportunities to use and practice | Make connections to other places and cultures where creativity is part of their celebrations and fashion.  4 mins | | Whilst we are thinking about creativity, I have also been thinking about how we use our creative skills to make our appearance look unique or represent our cultures. Just look at these very different headdresses from around the world. There are so many different ways to create headdresses – just like our circle task, they are the same idea base for an object but created very differently. People also wear them for very different reasons too.  (show slide #11 and #12)  In Thailand, Manhora are actors, and they wear delicate and intricate headdresses for dance, these headdresses are called the Krabang Naa. In Breton, France, traditionally some women wear a *coiffe bigoudène for cultural events, they can be 30cm tall! In Russia you might see women wearing a Kokoshnik. The shape is designed around Russian architecture (buildings). Men around the world also wear headdresses too. This is an image of a ceremonial guard in India at City Palace, look at the delicate folds!*  I am curious about how beautiful headdresses like the ones we saw are made (presenter thinks and pauses). Do you know? Have you ever seen a headdress like those? Maybe you wear your own one to represent your culture? Ask your whānau. Maybe you have worn one for kapa haka? | |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next  Timing for this section  Be clear how long a video or audio is too | *Debrief prompts student’s reflection on learning outcomes and progress*  *Includes opportunity to share learning or learn together with whanau, HLTV or others*   * *Reiterates the task if done outside of the lesson* * *Introduces ‘independent learning’ through a provocation*   *Guide whānau*  *2 mins* | | *Today I explained how people use their creative skills to look at objects in more than one way.*  *We also had a look at the amazing creativity people have from around the world in buildings, clothing and headdresses that represent their cultural identity.*  Let’s look back at what we learned today:  We learned:   * That circles are everywhere * That creativity helps us to look at objects in more than one way – creating variety   We have also thought about how different cultures use their creativity to express themselves.  If you get chance to tune in, or watch again on demand, over the new few days we will be exploring how curiosity and creativity can lead to bigger ideas. Maybe you could even start thinking about where your own creativity and curiosity will lead you in the future? Will it take you on adventures, like Maui? Will you create items that other people can wear or that are useful for helping people?  Until then, look for inspiration around you and keep asking whānau how they show and express their creativity.  Ka kite anō e aku hoa | |