

Primary Arts

Box of Creative Materials: Activity Ideas!



As part of the Primary Arts In-Schools Touring programme, your school will have received a Box of Creative Materials, containing a wide range of items that we hope will bring creativity to life in your classroom in many different ways.

The materials are for your school to use how you like! We suggest that they be used for the class/es that took part in the Primary Arts In-Schools Touring workshop and show for some extra creative activities, but if you prefer to use them differently or with a different group of pupils, please do.

We have suggested some activities that you could do with these materials below. They have been created to tie in with five themes linked to the 10 performances and workshops on offer this year: Circus, Carnival and Music Spectacular | Letters and Other Interactive Storytelling | Self-Confidence and Finding Your Voice | The Environment and Recycling | Trust, Spies, and Lies.

We hope you and your pupils enjoy exploring them.

In-Schools Touring: Schools' Resources

**Themed activity ideas to accompany
the Box of Creative Materials**



Circus, Carnival and Music Spectacular:

Make your own musical instruments

Create mini shakers with objects to hand to show that music can be created from basic beginnings and doesn't require complex instruments.

Time: 1 Hour

Materials from the box:

- Coloured cellophane rolls
- Coloured tissue paper
- Safety pins
- Wiggly eyes
- Modelling string
- Lollipop sticks
- Paper plates
- Tissue paper
- Scissors

- String
- Glue
- Fabric
- Pens and pencils
- Coloured or white card

You may also want to use:

- Sticky tape
- A3 or A4 paper

Before the lesson:

- Cut out large squares of cellophane and tissue paper
- Lay out the other materials for the class to use for their invented instruments



Circus, Carnival and Music Spectacular:

Make your own musical instruments



Step 1 (10 mins)

- Read *Once Upon a Rhythm: The Story of Music*, by James Carter and Valerio Vidali (included in the box of books) to the class. Ask if the class if they play any musical instruments – which ones? Explain that they are going to make some instruments of their own.

Step 2 (10 mins)

- Using a large square of colourful cellophane or tissue paper, place some safety pins, wiggly eyes, or other small objects in the middle and pull up each corner up, securing with modelling string or tape to make a musical shaker.
- Ask the children to test out the sounds at their table group, which objects made the best shaker sound? Can they shake them all to the same beat?

Step 3 (10 mins)

- In small groups, using a sheet of paper for ideas, ask the children to design their own musical instrument. What would it look like? How would you use it – would you tap it, shake it, blow into it? Ask them to write and draw their ideas on the paper.
- If they finish quickly, ask them to discuss if there could be a small version and a big version of their instrument. What would these look like? Would they be played by one person or lots of musicians at once?

Circus, Carnival and Music Spectacular:

Make your own musical instruments



Step 4 (10 mins)

- Ask the groups to use the materials on offer to build a 'prototype' of their instrument. Explain that this will not be a working version of it but will allow the class to see what it might look like or how it might work. For example, rolling up paper to create a tube that you might blow into.

Step 5 (15 mins)

- Ask the groups to present their musical instruments and the ideas behind them to the class.

Reflection: Can anything be a musical instrument? Is there any musical instrument they would like to learn how to play?

Go further: Look at *Around the World in 80 Musical Instruments*, by Nancy Dickmann and Sue Downing (included in the box of books) as a class and select a few instruments to look at. Ask them which ones they would like to find out more about. For older pupils, ask them to research it and find out about someone who plays it.

KS1/ SEND: Some shakers of different sizes with varying materials inside could be made in advance before testing and thinking about which make the best sound.

Creative Skills: In this activity children are being imaginative by playing with possibilities and making connections.

Environment and Recycling:

The Giant Footprint

A way of visualising our carbon footprint and thinking about the ways that we can reduce our impact on the planet.

Time: 1 Hour

Materials from the box:

- 10m rolls of sugar paper
- Pencils and pens
- Scissors

Before the lesson:

- Draw a giant footprint on a large paper roll

Step 1 (10 mins)

- Bring out the large footprint and ask: 'Who do you think made this footprint?' Let everyone's imaginations run wild!
- Next, ask do you know what a 'carbon footprint' is? Elicit or explain: this is a term we use to describe our impact on the climate based on the how much carbon or energy we use.
- Ask the class, 'In what ways do we add to our carbon footprint?' Elicit: flying, driving, eating meat, using gas and electricity in our homes, anything that uses a lot of energy.



Environment and Recycling:

The Giant Footprint



Step 2 (20 mins)

- Ask the class to think about the character they imagined had made this big footprint, maybe it was a giant or a yeti!
- Working on their own or in pairs, ask them to think about the giant and its character. Who are they? And why do they have such a huge carbon footprint? Are they famous? Does that mean they fly around the world to see their fans? What food do they eat? And how much do they eat? Ask them to draw a picture of a typical week for the giant doing lots of things that add to the carbon footprint.
- When they have finished, ask them to stick their picture to the giant footprint. They can cut it out to make it fit better if that helps.

Step 3 (10 mins)

- Hold up the giant footprint artwork and discuss as a whole class. Elicit stories from some children about what their giant character is doing.
- Next, ask the class what the giant could do to reduce its carbon footprint.
- Introduce the idea of 'reduce, reuse, recycle'. Elicit or explain that this means the best way to have a small carbon footprint is to use fewer things that use lots of energy: eg eat less meat, buy fewer things (most things we use every day take energy to make). The next best thing is to reuse rather than throw away. And if we can't do that, we can recycle.

Environment and Recycling:

The Giant Footprint



Step 4 (10 mins)

- Put pupils in pairs and give them three sheets of paper.
- Ask them to think of ways that they or the giant could reduce their carbon footprint.
- Then ask them to help one another draw their own footprint and then cut it out.

Step 5 (5 mins):

- Tell the class that giants, as well as big companies and powerful people, don't always see everyone else. So, they are going to make some 'footprint placards' with a slogan about what we can do to reduce our carbon footprint. Give them felt tips for the slogan and lollipop sticks and glue to attach onto them.
- When they have finished ask them to hold them up to show each other as a class and on the count of three to chant what they have written.

Environment and Recycling:

The Giant Footprint



Reflection: Do you think you would get through to the giant? Do you think it is easy to reduce your carbon footprint? Why / why not? Will you try anything written on the placards?

KS1/ SEND: You could use paper plates, felt tips and wiggly eyes to make the giant. You could also read *Errol's Garden*, by Gillian Hibbs (included in the box of books) and discuss how plants and trees also reduce our carbon footprint. The class could paint their fingerprints in different colours to be arranged together into a 'footprint' plant.

Go further: Read *One Plastic Bag: Isatou Cessay and the Recycling Women of the Gambia*, by Miranda Paul and Elizabeth Zunon (included in the box of books). In groups, ask the children what other creative solutions, like Isatou's, they can think of to reduce our carbon footprints. Ask them to present these ideas to the class.

Creative Skills: In this activity children are being persistent by daring to be different.

Letter Writing and Interactive Storytelling:

'Banana, Banana' Letters

Taking inspiration from a story to develop letter-writing skills.

Best for KS1.

Time: 1 Hour

Materials from the box:

- A6 white card
- Bumper pack of A6 greeting cards
- Pens

Before the lesson:

- Select a letter from the book you will be reading, make a copy and remove some key words (nouns, verbs, adjectives)

Step 1 (10 minutes)

- Read *Meerkat Mail* by Emily Gravett (included in the box of books). Then, elicit who the author of each letter or postcard is and who the recipients are (Sunny the Meerkat writes to his Mum and Dad)



Letter Writing and Interactive Storytelling:

'Banana, Banana' Letters



Step 2 (10 minutes)

- Read the first postcard that Sunny the Meerkat sends home again to the class.
- Now put the postcard up on the board with blocked out words.
- Tell them that you are going to read it again replacing the gaps with the phrase, 'Banana, Banana'.
- E.g. 'To Mum and Dad, It's a lot like being at home here. (Except that I am the Banana, Banana, hooray!)
- Ask the class to discuss in groups, what words they could put in the gaps.

Step 3 (10 mins)

- Work in groups to create a 'helicopter' postcard from Mum and Dad back to Sunny, where each pupil in turn adds to the story. Any staff members working with the groups can write them down to read back at the end.
- Select the first person to speak in each group and tell them to start their postcard with 'Dear Sunny'. Tell them it does not matter if they do not follow the story of the book, they should just try to keep the letter going. If they run out of ideas before everyone has had a turn, encourage the last pupil to end their postcard, 'Love from, Mum and Dad'.

Letter Writing and Interactive Storytelling:

'Banana, Banana' Letters



Step 4 (20 mins)

- Give each pupil a postcard. Ask them to write or use drawings to create a new postcard from Sunny – which animals is he living with this time? Keep the picture of the postcard on the board and remind them of where the address should be.
- When they have finished the writing side, ask them to turn the card over and draw a picture of where Sunny is now.
- When both sides are finished, ask them to show and describe what is happening in their postcard to someone else in the class.

Step 5 (5 mins)

- Ask a few pupils to share something about their partner's postcard. What did they like about it?

Letter Writing and Interactive Storytelling:

'Banana, Banana' Letters



Reflection: Which activities did you like in this lesson? Is there anything that you would like to do again?

SEND: Pre-prepare pictures or widgets that they may want to use for the 'Banana, Banana' gaps.

For older pupils: Take a favourite story and ask them to write a card or postcard from one of the character's perspectives. Encourage them to think about secondary characters and what their perspective might be. These new cards could be read aloud or put in envelopes to be 'sent' across the room to another pupil in the class to write a reply.

Go Further: Ask the class to think of something different that they would like to try like Sunny. Could they try to do it for a week? Afterwards, they could write a postcard home or to a friend to tell them all about it.

Creative Skills: In this activity children are being imaginative by playing with possibilities and making connections.

Trust, Spies and Lies:

In Disguise

To explore how costumes and masks can 'change' people.

Best for KS2

Time: 1 Hour

Materials from the box:

- Fake Fur fabric
- Calico
- Pens
- Glue sticks
- Pencils
- Pipe cleaners

- Lolly sticks
- Paper
- Safety pins
- Wiggly eyes
- Scissors
- String

Before the lesson:

- You may wish to cut out circles for pupils to use for the stick puppets faces if your class may have difficulty cutting these out themselves.



Trust, Spies and Lies:

In Disguise



Step 1 (10 mins)

- As a whole class, discuss different reasons why you might wear a disguise or a costume. Elicit: for a party, as a spy, as an actor, as a superhero or villain.
- Tell them that some people that wear costumes like 'Superman' have two 'personas' (they seem like two different people). Elicit or tell the class that Superman also goes by Clark Kent – he is a journalist and less confident than Superman.

Step 2 (20 mins)

- Ask your pupils to work individually or in pairs to create a character – this should be a regular person like Clark Kent. Write down their name, their job or something they do most days, what things do they like or care about, what do they not like or care about.
- They can then create a stick puppet for their character. Using a lolly stick for its body and pipe cleaners which can be wrapped around the middle to create arms. Cutting out a circle in paper, they can draw their character a face which can be attached with glue. They may also want to add string or pipe cleaner hair.

Trust, Spies and Lies:

In Disguise



Step 3 (15 mins)

- Ask pupils to create a costume for the character to put on and take off in order to 'become' someone else. This could be a cape from the fur fabric or calico (which is easy to draw on with felt tips to be customised). They could also make fabric or paper clothes, hats or even moustaches.
- Ask the class to go back to the name, job, likes and dislikes of their character. Does the costume change them? Decide if you character in costume has a new name, job, likes or dislikes and write these down.

Step 4 (10 mins)

- Working in groups, ask pupils to show their stick puppet and share information about who their character is with and without their costume.
- As a whole class, ask a few children to talk about one of their classmate's characters that they found interesting.

Trust, Spies and Lies:

In Disguise



Reflection: How do you feel in costume? Do you like taking on different personas? Why do you think costumes can change how we feel or even behave?

KS1/SEND: Instead of writing, children can act out how their character feels with or without their costume.

Go Further: Work in small groups to create a play using their characters. What might happen to make them put on their costumes? How do they talk to each other when they are in disguise? Perform the play using the puppets or taking on the characters themselves.

Creative Skills: In this activity children are being inquisitive by wondering and questioning.

Finding Your Voice and Self-Confidence:

Collage of Me

Building a confident self-portrait by including positive things about yourself and the way your classmates see you.

Time: 1 Hour

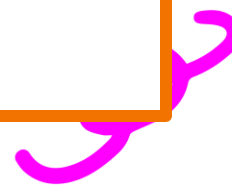
Materials from the box:

- Coloured card and white card
- Scissors
- Paper plates
- Wiggly eyes
- Modelling string

- Pencils and pens
- Coloured tissue paper and coloured cellophane
- A6 envelopes (for Go Further)

You may also want to use:

- Magazines to cut up



Finding Your Voice and Self-Confidence:

Collage of Me



Step 1 (5 mins)

- Explain that in this lesson, the class will be making pictures of themselves.
- In their notebooks or on a piece of paper, ask the children to draw a picture of themselves.

Step 2 (5 mins)

- Working in pairs, ask the children to describe what they drew to the person next to them.

Step 3 (10 mins)

- As a whole class, elicit some of the words that they used to describe themselves and their picture. Ask them what other words they could use to describe themselves or each other. Examples could include kind, happy, good at sport.
- Ask them to think by themselves for one minute about their partner and some nice things about them. When the minute has passed, ask them to tell each other about their nice traits.

Finding Your Voice and Self-Confidence:

Collage of Me



Step 4 (5 mins)

- Look at some examples of collage portrait by artists like [Brianna McCarthy](#) and [Eileen Agar](#). Ask the children to describe how they think the artists made the pictures. Elicit or explain that collages are made by cutting up pictures, paper, words and putting them together.

Step 5 (20 mins)

- Tell them that they are going to make their own collage self-portrait. Ask them to include what they look like and colours, words, shapes or pictures from magazines to include nice things about themselves and the way their partner described them.
- Using the A4 card or paper plates as their canvas ask them to draw, use cut-out paper or magazines, pens, and even wiggly eyes to create their collage self-portrait.

Step 6 (10 mins)

- Put the self-portraits on the tables and do a walk around the room to see them. As a whole class, ask some of the children to talk about their own portrait or someone else's.

Finding Your Voice and Self-Confidence:

Collage of Me



Reflection: How did you add the words that your partner used to describe you when you made your portrait? How did it feel to hear those nice things? Are they words you would use to describe yourself?

SEND: Magazines and pieces of coloured paper could be pre-cut to support pupils in making their collages.

Go Further: Write the name of each child in the class on a different envelope and lay them out somewhere the class can access them. Write their names in the same order on the board. Ask each pupil to write something nice about each of their classmates. When they have written each nice comment, they can go up and post it into their envelope. Once all of the envelopes are filled, they can be given to the pupils to take home and look at whenever they wish to.

Creative Skills: In this activity children are being imaginative by making connections.

Thank you!

We hope that your school enjoyed the activities!

Please share your experiences with other teachers in your network and encourage schools to sign up for information about next year's Primary Arts programme at:

www.anewdirection.org.uk/primary-arts

**A NEW
DIRECTION**
We create opportunity



About New Direction

A New Direction is an award-winning charity (1126216) working to enhance the capacity and agency of children and young people in London to own their creativity, shape culture, and achieve their creative potential.

Primary Arts is supported by The City of London Corporation City Educational Trust Fund (29084), a City of London Corporation charity. We are extremely grateful to them for their support.



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