



Curricular Area: L e a r n i n g Expedition	Topic: ‘Walt Disney’	Term: Spring One 2016  			
Class Two Years One and Two Miss Sigsworth	<p>National Curriculum References: <i>History</i>: Changes within living memory, The lives of significant individuals in the past who has contributed to national and international achievements.</p> <p><i>Geography</i>: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas , Use world maps, atlases and globes to identify the United Kingdom and its countries, Use basic geographical vocabulary to refer to key physical and human features</p> <p><i>Art</i>: Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space, Know about the work of a range of artists,</p> <p><i>DT</i>: Design purposeful, functional, appealing products for themselves and others based on design criteria, Generate, develop, model and communicate their ideas through talking and drawing, Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing, Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>				
Week	Teaching Activity	Objectives	<i>Vocabulary</i>	Outcomes	Assessment Opportunities

1	<p style="text-align: center;"><u>Main Input</u></p> <p>Share Learning Objectives. Using <http://www.youtube.com/watch?v=IEqccPhsqqA> share with pupils a first motion picture and encourage pupils to compare similarities and differences. Explain that this is an example of one of the first films ever made. Generate questions such as ‘Is this film the same as the film as we may watch in the cinema?’ ‘What is similar about this film?’ ‘What is different?’ Talk about the image, colour and sound on the film.</p> <p>Share with pupils an image of Walt Disney and ask pupils ‘Do you know who this is?’ Then share some images of familiar Disney characters such as Elsa, Mickey Mouse, Donald Duck and Disney films such as Frozen, Pinocchio and The Lion King. Now ask pupils: ‘Who do you think this man might be?’ Explain that this is Walt Disney who was a famous artist who created cartoons. These cartoons were then turned into films.</p> <p>Using the ‘Walt Disney powerpoint’ and <http://www.biography.com/people/walt-disney-9275533> tell pupils how Walt Disney changed the film industry. Identify that he was born in 1901. Show this date on a timeline of British History timeline and compare to other historical events e.g. 200 years after The Great Fire of London, 13 years before the First World War, over 100 years ago from today, so pupils have an understanding of the historical context. Talk about how Walt set up a company for people to enjoy the cartoons he drew. He drew Mickey Mouse and made a cartoon of him. It was one of the first cartoons ever. Walt even did Mickey’s voice. Discuss his early films such as Snow White and Pinocchio and the different characters he created for his cartoons. Explain how he made films without cartoon characters, using real actors. He also built Disneyland so people could come and meet the characters from his films.</p>	<p>To know who Walt Disney was</p> <p>To know when Walt Disney lived</p> <p>To identify similarities and differences beyond living memory</p>	<p>Walt Disney, cartoonist, film, film maker, famous, history, character, setting, theme, animation, motion picture, actor, sketch, drawing, cinema, Disney land, country, the UK, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, capital city, land, landscape, building, similar, different, achievement,</p>	<p>I know that Walt Disney was a famous cartoonist and filmmaker</p> <p>I know that Walt Disney was born over 100 years ago</p> <p>I talk about films have changed and improved over the years</p>	<p>Direct questioning</p> <p>USE WILF and WALT during the main input and plenary to enable self-assessment</p> <p>Observation- annotations of observations recorded in Learning Expedition Big Book</p> <p>Photographic Evidence</p> <p>Focus Marking</p>
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Main Activity

Pupils to work in mixed ability groups to place a series of Disney films in chronological order. They will stick their ordered films on to A3 sheets. They will then discuss how they have changed/ improved and annotate their sheets with their comments.

TA to support CS to work with peers to order the films and discuss how the characters, settings, themes etc have changed/ improved.

Plenary

Recap Learning Objectives. Pupils to share how they have ordered the films and what they think has changed/ improved in the films over the years. TA to record pupils comments in the Learning Expedition Big Book.

Planning and Assessment Notes

Resources

- *Interactive Whiteboard*
- *Learning Expedition Big Book*
- *'Walt Disney powerpoint'*
- *Walt Disney biography*
- *Images of Walt Disney's films and their dates of release*
- *4 x A3 sheets*
- *Digital cameras*

Week	Teaching Activity	Objectives	Vocabulary	Outcomes	Assessment Opportunities
2	<p style="text-align: center;"><u>Main Input</u></p> <p>Share Learning Objectives. Remind pupils that Walt Disney was a cartoonist. Share with pupils some old Mickey Mouse black and white cartoons from https://www.youtube.com/watch?v=BYXIMmD3zeM Then share with the class the video which explains how Walt Disney's drawings came to life from <https://www.youtube.com/watch?v=mhfp6Z8z1cI></p> <p>Explain that we are going to sketch the cartoon character of Mickey Mouse. Introduce pupils to sketching pencils and explain that for fine details you need H pencils whereas B pencils have a softer lead and leave a blacker shade. Identify that HB pencils are standard sketching pencils and what we will all use to begin with to create our characters' shape. Display the character Mickey Mouse on the interactive whiteboard and talk about the shape and colour needed to sketch this character. Model sketching the character and using the techniques of shading and smudging to add further detail.</p> <p style="text-align: center;"><u>Main Activity</u></p> <p>Pupils to use a variety of different sketching pencils to sketch, shade and smudge the character of Mickey Mouse. CS: To work with TA support to complete her sketch</p>	<p>To understand how Walt Disney's early cartoons were made into films</p> <p>To sketch a Disney Character</p> <p>To use a range of sketching pencils to create different effects</p>	<p>Walt Disney, cartoonist, film, film maker, famous, history, character, setting, theme, animation, motion picture, actor, sketch, drawing, cinema, Disney land, country, the UK, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, capital city, land, landscape, building, similar, different, achievement,</p>	<p>I can talk about how Walt Disney's early cartoons were made into films</p> <p>I can think about the shape of my character</p> <p>I can use pencils and my hands to shade and smudge</p>	<p>Direct questioning</p> <p>USE WILF and WALT during the main input and plenary to enable self-assessment</p> <p>Observation- annotations of observations recorded in Learning Expedition Big Book</p> <p>Photographic Evidence</p> <p style="text-align: center;">Planning and Assessment Notes</p>

Plenary

Recap Learning Objectives. Generate a class art gallery and pupils' to peer assess the sketches against the success criteria.

Resources

- *Interactive Whiteboard*
- *Learning Expedition Big Book*
- *Sketching pencils*
- *Sketching paper*

Week	Teaching Activity	Objectives	Vocabulary	Outcomes	Assessment Opportunities
3	<p align="center"><u>Main Input</u></p> <p>Share Learning Objectives. Explain that we are going to be thinking about the different characters Walt Disney created. Ask pupils: 'Can you name a Disney character?' Thought shower pupils' responses on the interactive whiteboard and display images of familiar characters. Discuss similarities and differences between characters e.g. animals, Princesses, good characters, nasty characters etc. Compare the characters Walt Disney created in his early films such as Snow White and Pinocchio to recent Disney characters e.g. Olaf, Tinkerbell etc. Support pupils to understand how animation and graphics have changed and how recent Disney films have adapted characters from fairy tales and famous plays e.g. Tangled, Gnomeo and Juliet,</p> <p>Share with pupils a clip from Walt Disney's film Pinocchio from https://www.youtube.com/watch?v=b-vkrGq-n9E Talk about how the main character in this film is a puppet. Explain that we are going to make a puppet. Display their challenge on the interactive whiteboard: 'Disney would like you to design and make a new Disney character in the form of a shadow puppet.' Support pupils to think of possible characters and materials they could use. Share with the class an example of a shadow puppet and briefly model how to create the puppet. Talk about the importance of carefully cutting out the shape of the character to ensure the shadow puppet looks like the character. Identify that today they start by planning their puppet design.</p>	<p>To consider the different characters in Walt Disney's films</p> <p>To identify similarities and differences between characters</p> <p>To plan a shadow puppet</p>	<p>Walt Disney, cartoonist, film, film maker, famous, history, character, setting, theme, animation, motion picture, actor, sketch, drawing, cinema, Disney land, country, the UK, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, capital city, land, landscape, building, similar, different, achievement,</p>	<p>I can name a range of Disney characters</p> <p>I can talk about things that are similar and different in Walt Disney's characters</p> <p>I can think about the shape of my shadow puppet</p> <p>I can identify what materials and techniques I will use to make my shadow puppet</p>	<p>Direct questioning</p> <p>USE WILF and WALT during the main input and plenary to enable self-assessment</p> <p>Observation- annotations of observations recorded in Learning Expedition Big Book</p> <p>Photographic Evidence</p>

<u>Main Activity</u>		Planning and Assessment Notes
Pupils to use a puppet planning template to design their new character as a shadow puppet. They should label the key features of the character and the materials they will use. <i>CS to have a pre-prepared shadow puppet template. TA to support CS to begin to cut out the template and attach the template to a lolly stick.</i>		
<u>Plenary</u>		
Recap Learning Objectives. Pupils to share their puppet designs with a partner and will explain how they will make their puppets.		
	Resources	
	<ul style="list-style-type: none"> • Interactive Whiteboard • Learning Expedition Big Book • Digital cameras • Puppet planning template • Shadow puppet template 	

Week	Teaching Activity	Objectives	Vocabulary	Outcomes	Assessment Opportunities
4	<p style="text-align: center;"><u>Main Input</u></p> <p>Share learning objectives. Explain that today we are going to be focusing on the settings Walt Disney has used in his films. Share with the class short clips from the following films: ‘101 Dalmatians’ ‘Winnie the Pooh,’ ‘Mary Poppins’ and ‘Brave.’ After viewing each film, ask pupils to think, pair and share what the settings of the film were like and where they think this might be. Talk about how some of the settings are animated and some are live action. Display a map of the UK and locate where each film was set and why the films were set here.</p> <p>Remind pupils of the four countries and capital cities of the UK using the map and ask pupils: ‘Which two countries haven’t had films set in them?’ Identify that Wales and Northern Ireland haven’t had Disney films set in them. Share images of the physical and human geography of these two countries. Then ask pupils to work in small groups to think about what films could be set in Wales and Northern Ireland and why- linking to characteristics of these countries. Pupils to record their ideas on mini whiteboards before feeding back to the class.</p> <p>Explain that we will now finish making our shadow puppets which we began to make last lesson.</p>	<p>To consider the different settings used in Walt Disney’s films</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK</p> <p>To make a shadow puppet</p>	<p>Walt Disney, cartoonist, film, film maker, famous, history, character, setting, theme, animation, motion picture, actor, sketch, drawing, cinema, Disney land, country, the UK, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, capital city, land, landscape, building, similar, different,</p>	<p>I can name some of the settings used in Disney films</p> <p>I can explain what the countryside/ buildings are like in the four countries and capital cities of the UK</p> <p>I can make a successful shadow puppet</p> <p>I can use cutting and joining skills</p>	<p>Direct questioning</p> <p>USE WILF and WALT during the main input and plenary to enable self-assessment</p> <p>Observation- annotations of observations recorded in Learning Expedition Big Book</p> <p>Photographic Evidence</p>

	<p style="text-align: center;"><u>Main Activity</u></p> <p>Pupils will construct their shadow puppets. Ensure all pupils have had their design checked before using their puppet planning template to help them make their shadow puppet. <i>CS to have a pre-prepared shadow puppet template. TA to support CS to cut out the template and attach the template to a lolly stick. TA to then support CS to use talker to identify words or phrases the character might say.</i></p> <p><u>Plenary</u> Recap Learning Objectives. Pupils to celebrate their shadow puppetry work by working in small groups to use their shadow puppet characters to create a short play. Challenge pupils to set their short plays in one of the UK countries-encourage them to think about the features of physical/ human geography they may include in their play e.g. Scottish castle, Seaside in England, Hills in Wales, fields in Northern Ireland. Pupils will work together to plan and practise their play before performing to the class. <i>Book ICT Suite for next lesson.</i></p>		<p>achievement,</p> <p><i>Resources</i></p> <ul style="list-style-type: none"> • <i>Interactive Whiteboard</i> • <i>Learning Expedition Big Book</i> • <i>Digital cameras</i> • <i>Puppet planning templates</i> • <i>Card</i> • <i>Lolly sticks</i> 	<p style="text-align: center;">Planning and Assessment Notes</p>	
<p>Week</p>	<p>Teaching Activity</p>	<p>Objectives</p>	<p><i>Vocabulary</i></p>	<p>Outcomes</p>	<p>Assessment Opportunities</p>

Main Input: ICT Suite needed for this lesson

Share Learning Objectives. Remind pupils that last lesson we thought about where Walt Disney set his films and focused on films that were set in the UK. Ask pupils: ‘Can you name a film that is set in the UK?’ ‘Which country in the UK was the film set in?’

Display with pupils the Walt Disney world setting map from < <http://www.dorkly.com/post/70383/the-world-map-of-every-animated-disney-movie-ever?>

Talk about how Walt Disney’s films are set around the world. Select different films from the map e.g. Aladin-Saudi Arabia and the Jungle Book India. For each setting, generate questions such as ‘What were the people wearing?’ ‘What jobs were people doing?’

To support pupils to understand both the similarities and differences between the UK and other countries, share profiles of children who live in these countries. Introduce pupils to their culture by taking about their language, Religion, clothes, food as well as what they learn at school and what they enjoy doing in their free time. Generate questions such as ‘This girl like to play football?’ ‘Who likes to play football?’ ‘Is this the same as other children in our country?’

Main Activity

Split pupils into mixed ability groups and ask each group to create a fact file about a particular country which is where a Disney film is set. Select countries such as China- Mulan, Australia- Finding Nemo, Africa- The Lion King, France- Beauty and the Beast, Pinocchio- Italy.

Pupils to use the Internet and non-fiction books to help them research the physical and human geography of their chosen county. **CS: TA to show CS a series of words linked to her group’s chosen country. CS to use talker to read each of the words and TA to support CS to add these words to her group’s presentation.**

To understand human geographical similarities and differences between the UK and other countries.

Global Learning theme Diversity

Walt Disney, cartoonist, film, film maker, famous, history, character, setting, theme, animation, motion picture, actor, sketch, drawing, cinema, Disney land, country, the UK, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, capital city, land, landscape, building, similar, different, achievement,

I know that there are things which are similar about my culture and the culture of children who live in other countries around the world.

I know that there are things which are different about my culture and the culture of children who live in other countries around the world.

Direct questioning

USE WILF and WALT during the main input and plenary to enable self-assessment

Observation- annotations of observations recorded in Learning Expedition Big Book

Photographic Evidence

Planning and Assessment Notes

Plenary

Recap Learning Objectives. Ask each group to share what their fact files with the class. Again encourage pupils to reflect on the similarities and differences they have found out between the UK and other countries. **Letter to be sent home explaining about next lessons Disney Ball**

Resources

- *Interactive Whiteboard*
- *Learning Expedition Big Book*
- *Digital camera*
- *Non-fiction texts*
- *Computers*

Week	Teaching Activity	Objectives	Vocabulary	Outcomes	Assessment Opportunities
6	<p style="text-align: center;"><u>Disney Ball Curriculum Day</u></p> <p><i>To celebrate pupils’ learning throughout the Disney topic, pupils will participate in a Disney Curriculum Day called the ‘Disney Ball.’ Pupils will dress up as their favourite Disney characters.</i></p> <p style="text-align: center;"><u>Curriculum Day Timetable</u></p> <p>Lesson One: Literacy- Encourage pupils to share what they have learnt about Walt Disney within this topic. Talk about the achievements of Walt Disney and share with the class his quote ‘If you can dream it, do it.’ Pupils to think about their dreams and aspirations for the future and record on star templates which will be displayed on our Learning Expedition classroom display.</p> <p>CS: TA to support CS record her hopes and aspirations by having a word bank of key words and scribing her ideas</p> <p>Lesson Two: Numeracy- Pupils to work in mixed ability groups to solve some Disney themed statistics Maths problems in a Big Sheet Maths activity such as ‘Investigate who is our favourite Disney character.’</p> <p>CS: TA to support CS 1:1 to work on interpreting differentiated pictograms which include Disney characters. TA to generate questions such as ‘How many people like Mickey Mouse?’ CS to count the pictogram symbols and respond using her talker</p>	<p>To reflect on and celebrate what we have learnt about Walt Disney</p> <p>To understand that Walt Disney was an inspirational person</p>	<p>Walt Disney, cartoonist, film, film maker, famous, history, character, setting, theme, animation, motion picture, actor, sketch, drawing, cinema, Disney land, country, the UK, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, capital city, land, landscape, building, similar, different, achievement,</p>	<p>I can talk about what I have learnt about Walt Disney</p> <p>I know that Walt Disney was famous because he changed how films were made</p> <p>I can work with others to solve statistics problems</p>	<p>Direct questioning</p> <p>USE WILF and WALT during the main input and plenary to enable self-assessment</p> <p>Observation- annotations of observations recorded in Learning Expedition Big Book</p> <p>Photographic Evidence</p> <p style="text-align: center;"><u>Planning and Assessment Notes</u></p>

Money House: CS to count the pictogram symbols and respond using her money.

Lesson Three: Shared Reading- Disney Shared story

Lunch: Pupils will enjoy party food and party games.

Lesson Four: Share with pupils a series of Disney film titles and pupils to vote on which film they would like to watch. Pupils will then watch this film.

To solve problems involving statistics

Resources

- *Interactive Whiteboard*
- *Learning Expedition Big Book*
- *Digital cameras*
- *Star templates for Literacy*
- *Disney Big Sheet*
- *Maths activities*
- *Disney text for Shared Story*

End of Unit Assessment

Exceeded:	
Achieved:	

Not made so much progress:	
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Rachel Sigsworth, Years 1 and 2 teacher, Carleton Endowed CE Primary School 2015/16