

Year Five Express Summer Term

During this project, the driving subjects are Art and Design, Music and PSHE & Relationships Education. We learn about the ways music and art can be used to communicate feelings and ideas and share these with others. We explore themes of identity, community and wellbeing as we get to know and express more of ourselves.

Project Launch: Religious Education
Humanism and beliefs about a 'good life'

We begin our project by finding out about the beliefs of Humanists and how these are different to the beliefs of religious people in lots of ways. We consider how being a Humanist can affect how people choose to behave. We find out about Humanist teachings about living a good life and how to treat other people. We consider the impact on someone's life of not believing in an afterlife and find out how Humanists answer big questions.

Music

In Year Five, we share and explore the music that we love and musical that lifts our spirits. We explore how music can support mental health and wellbeing and how music can be linked to long-term memory and be used to treat people suffering from dementia. We listen and appraise different types of music and use the vocabulary we have learnt to do this: pitch, duration, dynamics, tempo, timbre, texture, silence, staff, treble clef, bass clef, octave, time signature, adagio, andante, allegro, accelerando, ritardando, legato and staccato. We learn about the Bass Clef for the first time and use tuned and untuned instruments to read and play music from the musical staff. We learn about the length of notes: semibreves, minims, crotchets, quavers and semiquavers and their relationship to one another, as well as their equivalent rests. We also begin to explore the time signatures 2/4, 3/4 and 4/4 through practical and written activities.

We use all of this musical knowledge and skill to then create our own mini-compositions linked to emotions and create these with a range of instruments. We then use these to create our own songs promoting a positive message. We record our compositions in pictorial and staff form using timings, rests, notes of different lengths and dynamics.

Project Launch

FOCUS 1

FOCUS 2

FOCUS 3

PSHE & Relationships Education: Naming, recognising and managing big emotions
Where the Wild Things Are

We explore the story and film **Where the Wild Things Are** by Maurice Sendak. We use it to help us recognise big and challenging emotions, seeing what we can learn from the character, Max, about how to manage our feelings and when to seek help with them. We use Max's experiences to consider why it is sometimes hard to ask for help and how we can overcome the barriers to this when we need to. We reflect on how our own choices and habits can affect our mood and how we can tell if what we are feeling is proportionate.



Religious Education: Pentecost

We mark the celebration of Pentecost with a day in school focussed on learning about this important event in the Christian calendar. We find out about the significance of this story and represent it in different ways.



Art and English: The Red Tree by Shaun Tan

In our English and Art lessons, we explore the book **The Red Tree** by **Shaun Tan** and identify examples of Surrealist artwork within it. We build our vocabulary to help us describe the way the artwork makes us feel and link this to our learning about recognising emotions. We use the story to reflect on the power of art work to connect with people and use it to inspire our own artistic creations.

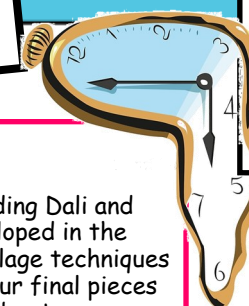


FOCUS 5

FOCUS 4

Art: Surrealism

We begin our Art focus by finding out about Surrealism. We learn about important artists including Dali and Magritte and identify key features of Surrealist artwork. We think about how Surrealism developed in the aftermath of WW1 and the emotions the artists are communicating through their work. We use collage techniques including layering to construct our own Surrealist images, exploring details through viewfinders. Our final pieces are created with paint and pastels as we capture the style of the artists we have learnt about.



FOCUS 6

Art and PSHE & Relationships Education
The Artist Who Painted a Blue Horse by Eric Carle

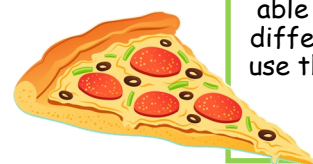
Through this story, which is a No Outsiders text, we consider why it is so important that artists have the freedom to express themselves. We find out about times in history when artistic expression has been banned how people have responded to this. We explore how Eric Carle wants to teach young children about the importance of artistic creativity and have a go at creating our own work in his style.

FOCUS 7

FOCUS 8

PSHE & Relationships Education and DT: Healthy Eating

What foods help us to feel calm, happy and able to manage our emotions? Which foods can affect our feelings and make us less able to manage big emotions? We find out about the affect of different food groups on our mood, energy levels and sleep. We use this learning to design and cook our own pizzas with healthy ingredients.



Answering the Project Question:

We wrap up our project by reflecting on all of our learning in order to answer our project question. We reflect on how and why knowing our own emotions and being able to express them can help our own wellbeing. We also think about how being able to spot the emotions of others can help us to be empathetic and supportive.

How can empathy for others and self-knowledge nurture personal wellbeing?

