






# 1 Bodies and shapes



## UNIT MAP

### RESOURCES

- Tracks 2 & 3 
- Digital story 
- Story script 

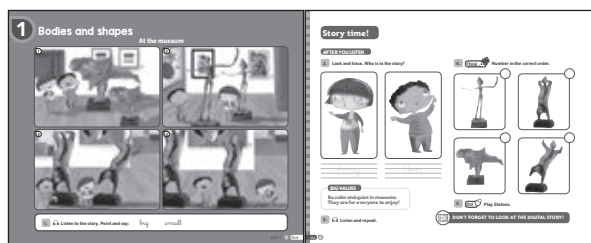
- Track 4 

- Track 5 
- Song script 

- Craft video 
- Worksheet 

## 1 Bodies and shapes

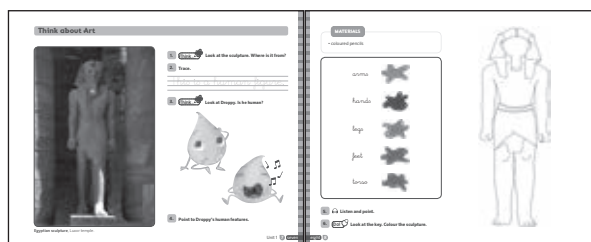
### 1. At the museum



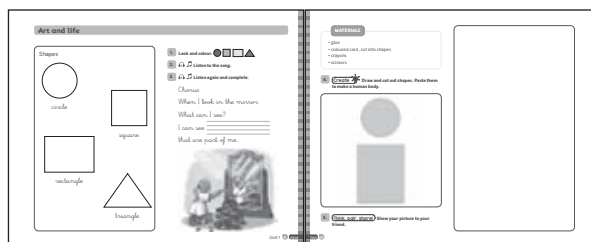
### General resources

- Digital flashcards
- Interactive activities
- Let's surf
- Letters to parents
- Materials list
- Presentation
- Poster
- Talking book

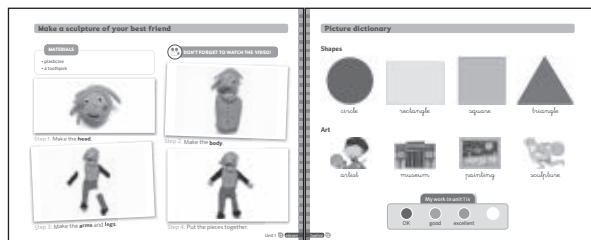
### 2. Think about Art



### 3. Art and life



### 4. Express yourself!



# Bodies and shapes


## Content objectives

- Appreciate different ways of representing the human figure in art.
- Become familiar with sculptures.
- Understand a story.
- Describe parts of the body: *This is the nose. These are the ears.*

## Vocabulary

- art: human figures, museum, sculptures
- body: arms, ears, eyes, legs, mouth, nose
- figures: big, fat, long, small, thin

## Resources

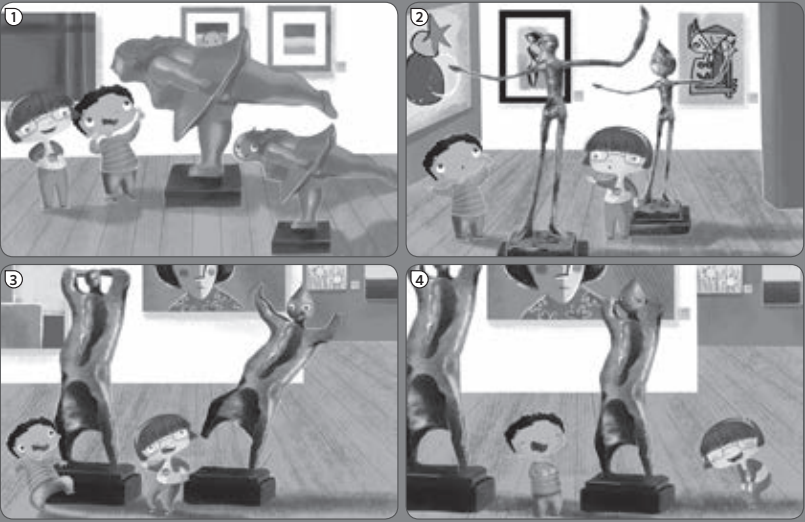
- Track 2 and 3 


## Materials

- pencil, rubber, coloured pencils

## 1 Bodies and shapes

At the museum



1.  Listen to the story. Point and say: *big small*

Unit 1 5 five

## HOW TO START

Ask the students to stand up. Tell them you are going to give them instructions. Tell them that if you say “Don’t” they must not do the action. Use instructions with parts of the body.

*Touch your legs.*

*Close your eyes.*

*Don’t open your mouth.*

*Point to your friend’s nose.*

*Open your arms.*


Ask other students to give different instructions.

Tell the students to read the title of the story **At the museum**. Ask: *Do you know what a museum is? Have you ever visited a museum?* Let them talk for a while about their experience at museums.

Before listening to the story, ask the students to look at the picture and describe what they see.

## ACTIVITIES: STEP-BY-STEP GUIDE



### ACTIVITY 1 Listen to the story. Point and say.

- Track 2.  The students listen to the story the first time. Check their understanding of the concepts big and small. Say the number of one of the vignettes and then say *big or small*. Ask them to point to either the big or small figure.

**Story time!**

**AFTER YOU LISTEN**

2. Look and trace. Who is in the story?





Amy Ben

**BIG VALUES**  
Be calm and quiet in museums.  
They are for everyone to enjoy!

3. Listen and repeat.

4. Think... Number in the correct order.



5. Do! Play Statues.

**DON'T FORGET TO LOOK AT THE DIGITAL STORY!**

SIX 6

**Track 2** At the museum.

1. Ben and Amy are looking at some sculptures of human figures in a museum.

Ben: Look Amy! This is the nose, this is the mouth, these are the eyes...

Amy: And these are the ears!

2. They find more interesting sculptures.

Ben: Look! This sculpture has got long arms.

Amy: And long legs.

3. Now, they see a very big sculpture.

Ben and Amy: Wow!

Ben: Amy, this sculpture is moving!

Amy: That's impossible, Ben!

Droppy: Oh, oh, oh!



4. Ben: Oh! Droppy!

Ben and Amy: Ha, ha, ha!

**Track 3** Listen and repeat.

arms, hands, legs, feet, torso

**ADDITIONAL RESOURCES**

- Story script 
- Digital story 


**Key competence Cultural awareness and expression**

Showing students the importance of museums and what they can find in them encourages them to appreciate art and understand the value of artistic and cultural expressions.

**ACTIVITY 2 Look and trace. Who is in the story?**

Point to the characters and ask the students: *What's their name?* then tell them to trace the name below the picture.

**ACTIVITY 3 Listen and repeat.**

- Track 3.  The students listen to the words and repeat them. Listen again and ask them to point.

**ACTIVITY 4 Number in the correct order.**

Ask the students listen to look at the pictures of the sculptures and to number them in the order they appear in the story.

**ACTIVITY 5 Play statues.**

Ask the students to stand up at one end of the class. Explain that you are the curator (or security guard) at the museum and that they are the statues. Tell them that the statues can move when the curator isn't looking but that if you catch them they must sit down. They have to try and tag you without you catching them. You can inspect the statues to try and make them move. the winner can then take a turn being the curator.

**Assessment opportunity**

Move around the class and pay attention to how the students communicate.

# Think about Art

## Content objectives

- Appreciate different ways of representing and drawing the human body.
- Identify parts of the body: *Can you point to the arms? This is the nose. These are the eyes*
- Talk about sculptures.

## Vocabulary

- body: arms, face, feet, legs, hands, torso
- colours: blue, green, orange, pink, red
- sculpture: big, small

## Resources

- Track 4 

## Materials

- pencil, coloured pencils, rubber

## Think about Art



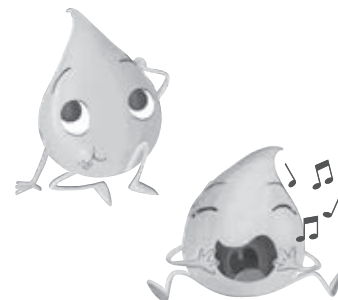
Egyptian sculpture, Luxor temple.

1. **Think . . .** Look at the sculpture. Where is it from?

2. Trace.

*This is a human figure.*

3. **Think . . .** Look at Droppy. Is he human?



4. Point to Droppy's human features.

Unit 1 **7** seven

## HOW TO START

Choose some volunteers. Say: *Let's play a game. I say the name of a sculpture and you have to mime it and pretend you are this sculpture.* For example: *You are the sculpture of a cat.* Say more names: *king, princess, soldier, ballerina, explorer...*

You can help them with the vocabulary by imitating the pose of the sculpture you have mentioned. You can ask the students to do it in groups of four or five and one of them says the name of a sculpture.

Point to the sculpture on the page. Ask: *What's this? It's a sculpture. Is it a painting? No, it isn't. Is it a real person? No, it isn't. Is it a sculpture? Yes, it is. Can it move? No, it can't. Do you think it's hard like a rock or soft like your hair? Hard.*

Ask students what they know about sculptures: *Have you ever seen a sculpture? Where? What type (sculpture, a person, an animal)...*?

## ACTIVITIES: STEP-BY-STEP GUIDE

### ACTIVITY 1 Look at the sculpture. Where is it from?

Point to the sculpture again. Ask the students to repeat the word sculpture.

- Ask questions about the sculpture: *Is it big or small? It's big. Is it a sculpture of an animal or of a person? It's a sculpture of a human figure.*
- Ask: *Do you know where this sculpture is? In Egypt. It's a sculpture of a pharaoh. Pharaohs were like kings.*
- Point to the sculpture. Say: *Point to the arms. Point to the legs. Point to the hands. Point to the feet. Point to the torso.*

**MATERIALS**

- coloured pencils

arms

hands

legs

feet

torso

5. Listen and point.

6. Look at the key. Colour the sculpture.

eight 8

**Track 4** Listen and point.

hands  
arms  
feet  
legs

**Key competence Social skills and civic competences**

Completing communicative pair work activities encourages the development of social skills and the need to adhere to the rules of turn taking.

**ACTIVITY 2 Trace**

Read the sentence to the students and ask them to trace it.

**ACTIVITY 3 Look at Droppy. Is he human?**

Ask the students if Droppy is a human. Give other examples of humans.

**ACTIVITY 4 Point to Droppy's human features**

Point and name the parts of the body that Droppy has. Ask the students what part of the body Droppy doesn't have, e.g. a torso.

**ACTIVITY 5 Listen and point.**

- Track 4. Listen to the audio and point to the parts of the body that you hear.

**ACTIVITY 6 Look at the key. Colour the sculpture**

Point to the line drawing of the sculpture. Say: *Look at these colours. Colour the arms green.* Repeat the instructions with the rest of the words. Make sure that the students remember the names of the colours in English and that they identify the parts of the body in the activity.

**Assessment opportunity**

Move around the table and praise their good work. Say: *Well done!*

# Art and life



## Content objectives

- Identify simple geometric shapes in our bodies.
- Draw a boy or a girl.
- Colour and decorate.
- Identify parts of the body: *This is a circle. What's this? It's a triangle. The arms are rectangles, the feet are squares.*

## Vocabulary

- body: arms, head, legs, torso
- shapes: circle, rectangle, square, triangle

## Resources

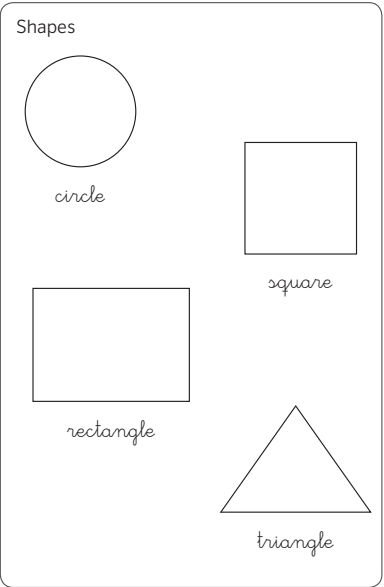
- Track 5 
- Song script 

## Materials


- coloured card, crayons, glue, pencil, scissors


### Art and life

Shapes




1. Look and colour. ● ◻ ◻ ▲

2.  Listen to the song.

3.  Listen again and complete.

Chorus:  
When I look in the mirror  
What can I see?  
I can see \_\_\_\_\_  
that are part of me.



Unit 1 9 nine

## HOW TO START

Tell the students to look at the picture of the shapes on the page. Say: *Look at the shapes.* Say the shapes randomly and ask them to point at the shape you have mentioned.


Organise the students to work in pairs. One of them traces a shape onto the other student's back with their finger. The other student has to guess the shape that has been traced on their back, for example. *It's a triangle. It's a square.*

## ACTIVITIES: STEP-BY-STEP GUIDE


### ACTIVITY 1 Look and colour.

Ask the students to look at each shape and say the colour. The circle is red. The square is green. The rectangle is yellow. The triangle is blue. Check their understanding by saying the colours randomly and asking them to say what shape it is. Tell them to colour the big shapes on the page the same colours as in the key.

### ACTIVITY 2 Listen to the song.

- Track 5.  The students listen to the song and sing. Say: *Listen and sing along. Mime the gestures that I make.* While you are listening to the song touch the parts of the body and imitate the shapes when mentioned.

### ACTIVITY 3 Listen again and complete.

- Track 5.  Play the song again and stop after the chorus. Read the sentences and ask the students which word is missing (shapes). Play the chorus again to check. Write the word on the board and ask students to write it in the space.

When I look in the mirror, what can I see?

I can see circles that are part of me. Circles? Yes, circles! Circles I see. My eyes and my head are circles to me.

When I look in the mirror What can I see?

I can see rectangles that are part of me.

Rectangles? Yes, rectangles! Rectangles I see.

My arms and my legs are rectangles to me.

When I look in the mirror, what can I see?

I can see squares that are part of me. Squares? Yes, squares! Squares I see. My upper and lower body are squares to me.

When I look in the mirror, what can I see?

I can see a triangle that is part of me. A triangle? Yes, a triangle! A triangle I see.

The nose on my face is a triangle to me.

**Key competence Linguistic communication**

Drawing the students' attention to the names of shapes in English helps them link the art concept with the linguistic concept. This language will allow them to identify shapes and describe the compositions they have made.

**MATERIALS**

- glue
- coloured card, cut into shapes
- crayons
- scissors

**4. Create** Draw and cut out shapes. Paste them to make a human body.

**5. Think, pair, share!** Show your picture to your friend.

ten 10

**ACTIVITY 4 Draw and cut out shapes. Paste them to make a human body.**

Ask the students to look at the picture in the small box. Ask. *What shapes can you see? (a circle and a rectangle) What colour are they? They are orange and green. What do they look like together? A body.*

Hand out a piece of coloured paper for every student. Say: *We are going to make a boy or girl using the different shapes. First, draw the shapes you have just learned. Draw more than one.* For example: a big and a small square, a small and a large rectangle. Before drawing, think about the shapes you can use for the different parts of the body.

The students finish the drawing and cut out the pieces. Say: *When you finish drawing cut them out.*

When they have cut the shapes out say: *Now you are going to paste the shapes.*

Finally the students decorate the human body drawing with details such as the hair, parts of the face, fingers.

**ACTIVITY 5 Show your picture to your friend.**

Tell the students to show their pictures to their friends and to describe the shapes and body parts.

**Assessment opportunity**

When students finish drawing and cutting out, ask them to paste the part of the body they have made on the part of the sculpture they consider appropriate.

Move around and ask: *What did you draw? What did you add? A nose, fingers...*



# Make a sculpture of your best friend


## Content objectives

- Make a sculpture of a friend.
- Describe a sculpture.
- Communication
- Describe a sculpture/person: She's thin. He's got brown hair.
- Identify parts of the body: This is the head. These are the arms.

## Vocabulary

- body: arms, face, hand, head, legs, teeth
- sculpture: blond/brown hair, short/tall
- other: plasticine, sculpture, toothpick

## Resources

- Craft video 

## Materials

- plasticine, toothpick

### Make a sculpture of your best friend

**MATERIALS**

- plasticine
- a toothpick

**DON'T FORGET TO WATCH THE VIDEO!**

Step 1: Make the **head**.

Step 2: Make the **body**.

Step 3: Make the **arms and legs**.

Step 4: Put the pieces together.

Unit 1 **11** eleven

## HOW TO START

Revise body parts by playing Simon says. The students listen and touch the body part. When there are two or three students left in the game ask them to say the sentences.

Make sure the students have the material they need. If possible show them the video so that they can see the craft step by step. If not, look at the photos and repeat the steps. When everyone has finished, organize a display of the sculptures. Encourage students to move around and ask each other questions.

### teaching tip ✓

You might need to show the students how to make the different parts by modelling them first.

Model how to carve the face using a toothpick.

Have some wet wipes ready for them to clean their tables when they finish.

### fast finishers ✓

Play with their sculptures in pairs or groups.

### anticipating difficulties ✓


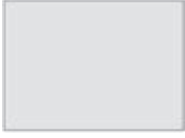


Sit down next to the students that need more help.

When they finish making the different parts of the body, help the students to assemble the sculpture.







**Picture dictionary**

**Shapes**

 circle     rectangle     square     triangle

**Art**

 artist     museum     painting     sculpture

My work in unit 1 is

OK     good     excellent   

twelve 12

**Key competence Sense of initiative and entrepreneurship**

Asking the students to do things on their own and then showing what they have done to their classmates involves sharing and cooperation. Alternating individual creative tasks with pair or group tasks helps students express themselves and learn about other people in the class.

**EXTRA LESSON**

Review the vocabulary in the picture dictionary using the digital flashcards.

Bring five colour photographs of Henry Moore sculptures to class. Show them to the students. Say: *These sculptures are all by Henry Moore.*

Ask them different questions about the sculptures. Ask: *Are the sculptures big or small? What is special about them? What do you think they represent?*

You can make groups, give each group a picture of a sculpture and let them think about what it represents and express their opinion about it.

When they finish talking about their picture, they can share their opinion about it with the rest of the class. Encourage the students to use these structures: *We think this is a sculpture of a... We like it. We don't like it.*

