

# THE BLUE PLANET

## THE SEASHORE

### Suggested Learning Intentions

- Understand that sound can be used to create an effect.
- Know how to classify sounds.
- Understand some of the elements of music.

### Suggested Activities

Visit the seashore to experience the sounds of the sea and record the different sounds. Collect various items associated with the seashore. Listen to the recorded effects and discuss and brainstorm all the sounds. Discuss how these sounds could be grouped, for example, high/low, soft/loud. Loud sounds - crashing waves, rushing current, howling wind. Soft sounds might include lap of waves, gentle breeze, splash of fish.

Use the collection of materials from the seashore to explore different sound possibilities, for example, banging together stones of different sizes, scraping pieces of driftwood, rubbing shells together, pouring sand/water. Reproduce sea sound effects by using classroom instruments, voice and/or ICT software such as 'Compose World Junior'.

Look at the different moods of the sea, comparing and contrasting a rough and calm sea. Listen to short extracts of music depicting these moods and establish which mood the composer was trying to create.

Develop and plan how the different moods of the sea could be incorporated into an effective storyline. Write an imaginative story focusing on the sea. Talk about your ideas and compose a sound story using traditional or digital resources such as 'Compose World Junior'. Select the sounds deciding on the structure, for example, how many groups will we have, what instruments will we use and what effects/dynamics will we use? Perform the sound story and record with different medium.

Listen to extracts from 'The Brendan Voyage' by Shaun Davey to see how he used a storyline to compose a suite of music. Evaluate, discuss and refine the sound story, reflecting on how various effects have been achieved, how alternative methods might have been used and how the original recordings of sea-sound effects had informed the finished piece.

Listen and perform a variety of sea-shanties and songs related to the sea or local coastline. Create and perform your own sea-shanties.



Key Stage: 2 Years: 5/6

### The Arts

- sounds and movement of the sea;
- looking at composers' works;
- observational drawings;
- seashore wall hanging.

### Personal Development & Mutual Understanding

- basic right to clean water;
- health and hygiene;
- water as a precious resource;
- characters and famous people associated with water;
- water safety.

### The World Around Us

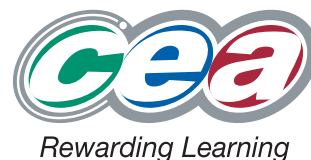
- place;
- interdependence.

### Physical Education

- responding to music;
- structure a simple dance;
- experiment with a range of body movements.

## FOCUS

'The Blue Planet' reflects upon the moods and characteristics of bodies of water such as the sea and explores its potential in terms of providing energy, food, pleasure and employment. Children will be given the opportunity to develop an awareness of all aspects of water safety.





## IN THE DEEP BLUE YONDER

### Suggested Learning Intentions

- Understand the ways in which sensory experiences help to communicate ideas.
- Know the qualities of a range of materials and tools to realise ideas.
- Understand how to use some visual elements in their work.

### Suggested Activities

Collect a variety of seashore samples. View and record samples using a digital microscope.

Observe a rock pool habitat, take photographs and make a detailed on-site observational drawing to record the variety of sea creatures, vegetation and rock formations found on the seashore. Use diluted inks or poster paints to colour a large piece of cotton sheeting in sea colours to form a background. Using the observational drawings and photographs for reference. Explore the concept of symmetry by drawing sea creatures (crabs, fish, starfish, limpets, whelks, etc) with fabric crayons on small pieces of cotton.

Discuss colour, pattern and texture and how these might be represented. (The sea creatures may be stuck or stitched on background - some may have a layer of wadding to give a quilted effect and can be further embellished with stitching, beads, glitter glue or plexi-foil decoration.) Select fabrics and yarns to create the effect of seaweed. (Pieces of finger knitting can also be used in this way and stitched on. Further decorative stitching may be added as appropriate.) Add final details by printing with found objects, for example, twigs, pebbles to represent the sea, floor or bubble wrap to give the effect of fish-scales.

Display the finished wall-hanging, talk about the work. Reflect on how the various effects were achieved, how alternative methods might have been employed and how the information gathered on site informed the finished piece.

Take part in a 'look and draw' session based on seascapes at an art gallery.

## THE LASHING OF THE WAVES

### Suggested Learning Intentions

- Know how to respond to and interpret music and sound imaginatively through movement.
- Know about the sound characteristics of some common instruments.
- Understand the need to sequence sound and movement.

### Suggested Activities

Listen to extracts of music from 'The Valkyrie' by Richard Wagner and 'La Mer' by Claude Debussy. Use a variety of sea pictures to talk about the different ways that waves move in the sea, for example, swell and break, pull and drag, lick and lap. Create different actions that would link to each movement of the waves. Choose from a variety of suggested music and percussion instruments to accompany these actions. Plan and perform movements to music which links to the actions of the waves. Individually, link the movements sequence. Then, in small groups, create a dance. Evaluate, discuss and refine the completed sequence. Record, edit and present using a digital video technology.

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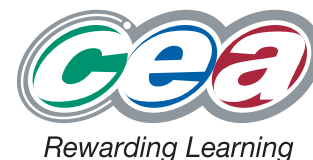
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## WHAT CAN WE LEARN FROM 'BLUE PLANET' STORIES?

### Suggested Learning Intentions

- Be aware of their own self-esteem and self-image.
- Know how events can affect feelings and emotions.
- Understand that there are reasons for rules and regulations.
- Realise that there may be potential dangers in relationships with strangers.

### Suggested Activities

Read, listen or watch the story of Robinson Crusoe. Discuss his feelings and emotions when he was first shipwrecked on the island. Recreate a diary of events. Identify the safety issues he faced, for example wild animals, storms. Do these compare to safety issues we face today? Examine the relationship he had with Man Friday.

Look at the true story of Grace Darling. Discuss the dangers the ship 'The Forfarshire' faced at sea. What safety issues do we have to remember when we swim in the sea or sail? Compare the rescue that Grace and Mr Darling made with that of modern day emergency services and procedures. Highlight their 'responsibility to the community' as they were prepared to bravely risk their own lives in order to save others.

Look at the film 'The Little Mermaid' (Disney). Discuss how Ariel, despite warnings from her father, King Triton, ventured out into the unknown where she met a stranger, Ursula the Sea Witch. Select the part of the story where Ariel struggles with her own self-image, feelings and emotions. She is a mermaid but wants to be a human. Compare this with the feelings and emotions of the children as they grow up. Examine personal self-image and self-esteem and how they feel about themselves and school generally.

## WHAT'S SO SPECIAL ABOUT WATER

### Suggested Learning Intentions

- Know about some of the uses of water.
- Recognise that people may not always be treated equally and fairly.
- Understand the relationship between health and hygiene.

### Suggested Activities

Use ICT software such as 'My World 3' along with a data projector to brainstorm uses of water. Group the results into agreed categories.

Design and carry out a survey of water usage at home or at school. Estimate and measure how much water it takes to do everyday tasks, for example, washing hands, brushing teeth. Identify times when water is wasted. Suggest ways of dealing with this problem.

Develop an awareness of how precious water is in some countries by reading and reflecting on:

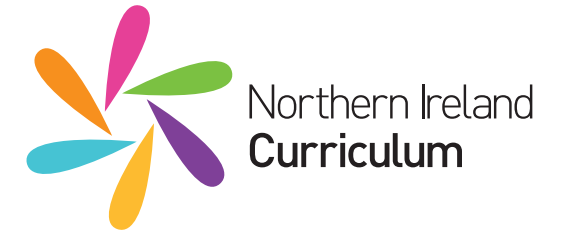
- The right to food and clean water (UN rights of the Child);
- 40% of the earth's population does not have access to clean water;
- 80% of disease in developing countries is because of poor drinking water and sanitation.

Use the statistics above to investigate simple fractions.

Discuss the importance of water for health and hygiene, and the consequences of some countries not having access to clean water.

Use traditional and digital sources to research the work of groups such as 'Oxfam' or 'Save the Children' in developing world countries. Explore the fact that although there are many differences between cultures and traditions, the need for water is something we all have in common, throughout the world.

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## THAT'S LIFE JIM!

### Suggested Learning Intentions

- Know that living things have characteristics that are suited to their habitat;
- Understand that there is interdependence within a habitat;
- Understand the need for our environment to be sustainable and the responsibility that individuals have within that;
- Know about the process of the water cycle;
- Know that planning is a necessary part of the design process;
- Understand that there are safety procedures necessary for the effective use of tools and equipment.

### Suggested Activities

Generate what we know about the variety life in the sea; Use reference materials to research these including any threats to their survival; In groups choose from a range of sea creatures and research them, for example, family grouping, ways of moving or what they eat, the effect of seasonal change and classify according to observable features. Enter information into a database such as Information Workshop 2000; Present findings to the rest of the class. Collate all information gathered as a class and create a visual display to illustrate the variety of life in our seas; Publish on Gridclub or the school's website.

Discuss following categories: fish, mammals, and invertebrates. Name as many characteristics for each category, including how the animals move, reproduce, breathe, and eat, and their physical characteristics.

Seaweed has many uses. Research and create a display to show products used in the home that contain kelp and seaweed by-products.

Find out how much of the earth's surface is covered in water and other interesting facts about water. Discuss and describe water. Find out some of the similarities and differences in different types of water, such as, salt water, tap water, bottled water and freshwater and investigate how different substances behave in water, for example, dissolve, float or mix. Explore the properties of water in its different states. Using practical activities to find out about the effects of melting and freezing on water, for example, 'Who can keep an ice pop frozen for longest?' and observe the effects of freezing on water. Relate the changes of state to the water cycle. Observe a demonstration to illustrate the water cycle. Generate ways in which we see this process in our everyday lives.

Discuss the issue of sustainability and consider how this is important in relation to our seas.

Research the physical geography of the sea floor in a temperate region. Create a salt-dough map that highlights major features of the sea floor. Use knowledge to design and create an imaginary sea creature; Use webcams to explore different environments.

Plan and design solutions to problems or issues, such as, transporting children from an island to the mainland, a warning for ships in rocky coastlines or a buoyancy aid for sailors.



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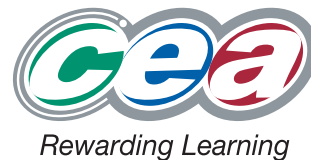
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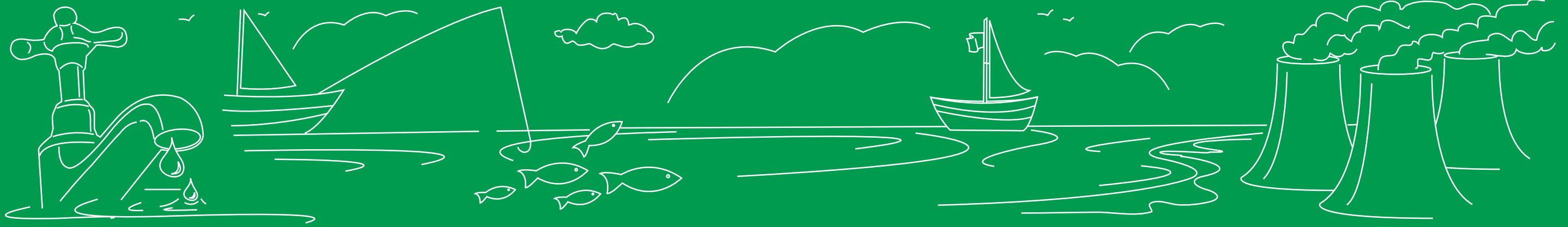
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## ECO-DISASTER

### Suggested Learning Intentions

- Understand how eco-disasters can effect our world.
- Know some of the ways in which people are responsible for the environment.
- Understand the importance of measuring and recording information systematically.

### Suggested Activities

Research and discuss ways in which human activity can damage the coastal environment, for example, oil - pollution, over fishing, holidaying etc. Use the internet to research oil disasters that have occurred in the past, such as, Amoco Cadiz or Exxon Valdez, and explain how this has had a detrimental effect on the environment on animal and plant life, beaches, coastline etc. Record and present findings to the rest of the class.

Use traditional and/or digital sources and resources to research environmentally friendly organisations and find out about the work they do. In groups, use ICT software to design, create and present an advertisement to heighten awareness of such issues and make suggestions as to how these risks can be reduced.

Visit appropriate exhibitions to raise awareness of how our actions effect local and global environments. Consider an exhibition idea or other enterprising event to raise awareness.

## OH, I DO LIKE TO BE BESIDE THE SEASIDE

### Suggested Learning Intentions

- Recognise that there are a range of physical features within a country.
- Recognise some of the well known locations within their country.
- Know that living things have characteristics that are suited to their habitat.
- Know how to use a range of digital or traditional resources.
- Know that properties of materials are related to their uses.
- Know how to carry out fair tests.

### Suggested Activities

In groups, consider human activity and its impact on the coastal environment. Design and create a multimedia presentation using ICT software such as 'Slideshow' or 'Powerpoint' and present this to the rest of the class. Use ICT software such as 'My World 3', along with a data projector, to brainstorm the different activities that take place at the seaside in different seasons. Collect pictures of coastal areas in Northern Ireland using, for example, magazines, postcards, local newspapers and calendars as well as information about our coastlines from the national trust. Brainstorm the different types of seashore, for example, cliffs, sand dunes or mudflats. Explore animals or plants native to a coastal habitat to find out how they are suited to that environment.

Explore sand as a material. Choose the appropriate scientific equipment, such as, digital microscope or a magnifying glass to observe single grains of sand. Compare different types of sand and discuss the uses of sand. Investigate the best type of wheel to travel over sand. Design and make a vehicle that travels over sand. Compare wet and dry sand. Investigate the behaviour of sand when mixed with different amounts of water.

Create an enlarged outline map of Northern Ireland to fix collected images of various coastlines to and use a traditional or digital atlas to check for accuracy. Set up a travel agency and sort a database to select an appropriate holiday for a variety of tourists, for example, a walking holiday, a rock climbing holiday or a bird watching holiday. Use the CCEA ICT Accreditation Task 'Holiday Extras'. Use software such as 'MS Publisher' to design and create a brochure to advertise a holiday or use digital video to design and create a short advert.

#### **Please Note**

**For other activities please refer to the CCEA Thematic Unit 'Liquid Gold'.**

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## WATER EVERYWHERE

### Suggested Learning Intentions

- Know how to experiment with a range of body movements;
- Be able to use a range of stimuli when moving;
- Know how to structure a simple dance;
- Be able to talk about their movements using appropriate movement vocabulary.

### Suggested Activities

Through the theme of water, use basic actions in dance movements to develop control, co-ordination and poise. Plan and perform safely, a range of actions and linked movements, making up dances with clear beginnings, middles and endings.

Generate a list of ideas for what happens to water when it moves i.e., it ripples, splashes, tosses, sways, bubbles, tumbles, whirls etc. Practise different water-type movements using all the spaces in the hall e.g. turn on two feet, stretch arms out wide, whirl arms upwards and downwards, move whole body in wave like movements, travel in different directions, levels and speeds using all the movements of water. On signal be still, as if the water is frozen. Continue, using other activities, such as splashing arms and feet upwards and downwards, leaping and tossing whole body in the air, moving slowly like rippling waves/slow stream.

## THE WATER DANCE

Incorporate the range of body actions practised into a short dance/sequence of movements using appropriate music: e.g. 'Surfing' by The Beach Boys, 'Hornpipes and Water motion', 'Café de la Mer'. Listen carefully to the piece of music and discuss the variety of movements that could be used within own dance. Individually, take time to practise and refine short dance sequences to the music, before demonstrating it to others. Explore and practise the same dance movements with a partner or in threes. Encourage a variety of body movements, using different directions, levels and speeds of movements. Discuss and agree what makes a good performance, practise and refine then demonstrate own dance to others.



# CONTRIBUTION TO THE DEVELOPMENT OF SKILLS

Throughout the areas within this ICL there are opportunities to provide experiences which help to develop the skills of Communication, Using Mathematics, using ICT and Thinking Skills and Personal Capabilities.

## Using Mathematics

- Create with help, and use a data collection sheet.
- Record and present data in a range of ways including ICT and discuss which representation displays the information most clearly.
- Use ICT to research analyse and present information relating to the topic.
- Sort and search a given data base in response to directed questions.
- Identify and draw lines of symmetry in a variety of shapes.

## Communication

- Listen actively and respond with clarity using appropriate vocabulary to demonstrate understanding of task.
- Use appropriate language to explain their thinking and to justify and support ideas and opinions.
- Listen and respond to a wider range of questions.
- Discuss their own and others' thoughts, feelings, experiences and imaginings with increasing confidence.
- Incorporate non-verbal means of communication.
- Be able to take on different roles in a group discussion with increasing confidence.
- Use a widening vocabulary for different purposes.
- Select appropriate sources to include a widening range of authors/texts, web information etc.
- Develop an awareness of different strategies to locate information.
- Choose/use an appropriate method to select, collate and organise information, in collaboration with teacher and peers.
- Discuss their reading/viewing with others, beginning to justify their opinions.
- Decide if they have achieved their purpose in reading and begin to suggest ideas on how to improve or extend their reading.
- Use extending comprehension strategies to enhance their understanding of text.
- Discuss and identify the form, style and structure to be used.
- Generate and organise ideas for writing.
- Relate experience and attempt to reflect on ideas, thoughts, feelings and imaginings, independently.
- Begin to plan more independently and set out clear steps in the writing tasks.
- Use appropriate form, style and structure (including paragraphs) for the purpose of the task, beginning to take account of audience.
- Begin to experiment with different layouts and styles of writing.
- Convey and organise ideas, opinions and information clearly.
- Discuss aspects of their own and others' work, beginning to make suggestions for changes and improvement.

## CONTRIBUTION TO THE DEVELOPMENT OF SKILLS

### Using ICT

- Access, select, edit and use information from a range of given digital sources and resources;
- Research, collect, organise, present and analyse information/data to support a topic using a range of digital sources and resources;
- Create and redraft work combining text, sound and/or graphics presenting and communicating it in a variety of ways showing an awareness of audience and purpose;
- Carry out and edit a series of instructions to solve problems using digital devices or environments;
- Solve problems by investigating, testing and refining using digital devices or environments.

### Thinking Skills and Personal Capabilities

**Managing Information:** Asking more focused questions, using their own and others' ideas to identify and locate information. Relating current activities to prior knowledge. Beginning to plan next steps, breaking tasks into sub-tasks and setting goals.

**Thinking, Problem Solving and Decision Making:** Summarising to show understanding. Sequencing, ordering and ranking along different dimensions. Making comparisons and connections. Testing predictions and looking for evidence. Generating options and suggesting solutions to problems. Being systematic in a task. Explaining methods and opinions, giving reasons for choices and actions.

**Being Creative:** Taking time to use imagination for enjoyment. Showing curiosity, listening to and sharing ideas and experiences. Generating ideas and options, building and combining ideas. Enjoying the unexpected, unusual and surprising. Having experiences with all their senses. Experimenting and investigating real-life issues.

**Working with Others:** Developing habits of collaborative learning. Showing the ability to learn from shared and modelled activities. Becoming adept at turn-taking, sharing and co-operating. Deciding what needs to be done and taking personal responsibility for aspects of the work. Showing fairness and respecting other people's feelings and ideas.

**Self Management:** Checking that they are achieving their purpose by talking about what they are learning. Checking their work for accuracy and precision. Persevering with tasks. Reviewing how the work was carried out and identifying aspects that might be improved. Beginning to work towards personal targets.



# THE BLUE PLANET

## Digital Resources

ICT Software	Suggested Websites
<p>WWF-UK Exploring Coasts                      WWF-UK Our World, Our Water                      WWF-UK SATCOM Water Module                      My World 3                      Slideshow or Powerpoint                      MS Publisher                      CCEA ICT Task Holiday Extras                      Numberbox 2                      Texttease or Pawprints                      Compose World Junior                      Become a British Isles Explorer                      Encarta World Atlas 2001                      My First Amazing World Explorer                      Oxford Infant Atlas                      The Map Detectives                      Through My Window                      Read and Write 4                      Switch Clicker 4                      Write Away!                      Writer                      Decisions 3                      Information Workshop 2000                      Junior Viewpoint                      Number Box 1                      Number Box 2                      Number Magic</p>	<p><a href="http://www.wwf-uk.org">www.wwf-uk.org</a>  <a href="http://www.childrensmusic.org">www.childrensmusic.org</a>  <a href="http://www.music4kidsonline.com">www.music4kidsonline.com</a>  <a href="http://www.enchantedlearning.com/subjects/ocean">www.enchantedlearning.com/subjects/ocean</a>  <a href="http://www.redance.org/shanty.htm">www.redance.org/shanty.htm</a>  <a href="http://www.maxopus.com/works/stevies.htm">www.maxopus.com/works/stevies.htm</a>  <a href="http://www.kidsmusicplanet.com">www.kidsmusicplanet.com</a>  <a href="http://www.bestchildrensmusic.com">www.bestchildrensmusic.com</a>  <a href="http://www.timeforcitizenship.com">www.timeforcitizenship.com</a>  <a href="http://www.primaryresources.co.uk">www.primaryresources.co.uk</a>  <a href="http://www.savethechildren.org.uk">www.savethechildren.org.uk</a>  <a href="http://www.wateraid.org.uk">www.wateraid.org.uk</a> (Excellent citizenship resources about water, e.g. 'Fair Shares For All')  <a href="http://www.kidsbible.com">www.kidsbible.com</a>  <a href="http://www.greatbarr.bham.sch.uk/science/bdfs.htm">www.greatbarr.bham.sch.uk/science/bdfs.htm</a> (using keys to identify fish and other animal and plant groups)  <a href="http://www.bbc.co.uk/ni/learning">www.bbc.co.uk/ni/learning</a> (interactive material related to BBC programmes)  <a href="http://www.oxfam.org.uk">www.oxfam.org.uk</a>  <a href="http://www.thebeachboys.com">www.thebeachboys.com</a>  <a href="http://www.tradamis.co.uk/trhpipe.htm">http://www.tradamis.co.uk/trhpipe.htm</a> (hornpipe)</p>

## Traditional Resources

Books/Teaching material	Audio/Visual (Media Texts)
<p><b>Liquid Gold</b>, CCEA, A Thematic Unit linked to 'The Blue Planet'  <b>Poor Tom and the Smugglers of Mourne</b>, Martin Waddell (Longmans:1998)  <b>Focus on Coasts</b>, Prue Poulton (Hodder Children's Books:1999)  <b>The Man whose Mother was a Pirate</b>, Margaret Mahy (Puffin:1996)</p>	<p><b>The Little Mermaid</b> (Disney:1989)  <b>The Brendan Voyage</b> [CASSETTE], Shaun Davey (Tara:1992)                      'The Valkyrie', Richard Wagner                      'La Mer', Claude Debussy                      'Spartacus', Aram Il'yich Khachaturian  <b>The World Around Us - Geography Autumn 200</b> (BBC:2003)  <b>Cool Planet for teachers</b>, Oxfam, <a href="http://www.oxfam.org.uk/coolplanet/teachers/globciti/dadddd">www.oxfam.org.uk/coolplanet/teachers/globciti/dadddd</a></p>

## Traditional Resources

Books/Teaching material	Audio/Visual (Media Texts)
<p><b>Water cycle dance pack</b>, Jayne Bolsover (Primrose Education:2002)</p> <p><b>Lift Off - Introducing Human Rights Education within the Primary Curriculum Cross Border Primary Human Rights Education Initiative 2003, Age 8-10</b>, (Amnesty:2003)</p> <p><b>Global Citizenship: The Handbook for Primary Teaching</b>, Mary Young (Chris Kington Publishing:2002) ISBN: 1899857478</p> <p><b>Robinson Crusoe</b>, Daniel Defoe (Usborne:2003)</p> <p><b>Primary Values</b> (pp117) (CEA:2001)</p>	<p><b>Time to Dance [Cassette]</b>, Muriel Gidney (Belair Publications)</p>

## Organisations

Useful Contacts	Places to Visit
<p><b>Greenpeace</b> Canonbury Villas London N1 2PN</p>	<p><b>Exploris Aquarium</b></p> <p><b>Ulster Museum</b></p>

Please note that the above resources are those that have been recommended by teachers who have contributed to the development of this ICL. At the time of printing, the suggested websites are live.

