

TEACHER'S NOTES

CULTURE SCREENS

The eleven culture screens are cross-curricular and support the following QCA KS2 units:

ART AND DESIGN

- Unit 4B Take a seat
- Unit 6A People in action
- Unit 6C A sense of place

GEOGRAPHY

- Unit 18 Connecting ourselves to the world
- Unit 24 Passport to the world

ICT

- Unit 4B Developing images using repeating patterns
- Unit 6D Using the internet to search large databases and to interpret information

MUSIC

- Unit 13 Painting with sound – exploring sound colours

SCIENCE

- Unit 3A Teeth and eating
- Unit 4C Keeping warm

CITIZENSHIP

- Unit 5 Living in a diverse world

LITERACY

Narrative writing including myths, legends, fables, parables and traditional tales. Biographies, argument.

INTERACTIVE SCREEN (the last screen in this section)

Use with science unit 3A.

Bring a bag into the class as a visual aid. Pack it with a selection of different food types - vegetables, carbohydrates, proteins, etc. Ask children which foods they think are needed for a healthy diet. Talk through the food groups needed for healthy living. (Carbohydrates, vitamins, proteins, minerals, some fat, water). When doing the interactive exercise, encourage children to think about and choose a balanced diet.

Culture worksheet 1 – A dinner plate template for children to plan their own meal.

(SCREEN 1) MYTHICAL CREATURES

Use in literacy lesson

Use with science unit 3A

Literacy – Clarify what a myth is: a traditional story involving imaginary people or characters. Ask children for examples of mythical creatures, and then introduce the notion of trolls using the wanted poster. Read them The Three Billy Goats Gruff story - there's a version on screen 3, or tell them about the tooth trolls Karius and Baktus (a simplified version is outlined below). Ask them to create their own imaginary characters using worksheet 2.

Culture worksheet 2 – A blank wanted poster to invent a new character.

Possible extension

- Make a finger puppet of their new character.

Karius and Baktus the Tooth Trolls

Jens, a little boy in Norway, plays host to two tooth trolls Karius and Baktus. The trolls live in his mouth drilling holes and causing tooth decay. Jens gets toothache so his mum suggests he should pay more attention to cleaning his teeth. Karius becomes scared and suggests Baktus should shout to Jens not to obey his mum. Suddenly the trolls are faced with a massive toothbrush and the bright lights of the dentist's torch. The trolls hide in a tooth decay hole. They are angry because all the bits of food have been washed away leaving them with nothing to eat. The trolls get spat out with the toothpaste foam and get washed down the sink and eventually end up in the sea. They set up home on a raft looking for new victims.

Science/PSHE – Use the Karius and Baktus story as an introduction to dental hygiene.

(SCREEN 2/3) FAIRYTALES /CHILDREN'S STORIES

Use in literacy lesson for detaching adjectives and similes and teaching writing skills.

Give everyone a copy of the Billy Goat Gruff story. Ask children to circle all the adjectives in pencil. Discuss their answers and how the inclusion of descriptive words helped add depth to the story. Get the children to brainstorm other adjectives for the troll, goat, grass, bridge, etc. Ask children to find two examples of similes in the story and underline them (eyes as big as saucers and nose as long as a poker). Get them to write similes to describe other features of the story, like the length of the goat's horns.

Possible extension task:

- Ask children to write a new version of the story. Remember to tell them who their audience will be, perhaps a group of younger children.

If you can get a copy of a Mrs Pepperpot story, read your class one of her adventures. Otherwise read another story. Ask the class to brainstorm how they could plan their own story; charting, mapping, use of storyboards. Get them to write a plan for their own story with the same theme as the story you read, but a different character or setting. Or, ask them to plan a sequel to the story you read them. You could spend time on developing new characters. The wanted poster on worksheet 2, provides a neat framework for formulating their ideas.

Culture worksheet 2 – A wanted poster to invent a new character.

(SCREEN 4) LITERATURE 1

Use in a literacy lesson

Use with geography unit 24 - how are places described in stories?

Read an extract from 'Boy', by Roald Dahl, which includes descriptive text about Norway. Explain that he was told the information by his dad and stories can be passed on by word of mouth. Explain that folk stories are passed on the same way. Discuss how adjectives and imagery can be used to set scenes. Ask children to write a descriptive paragraph about the view from the classroom or their bedroom.

Geography worksheet 4 – You can also use this passport template to aid biographical research.

Worksheet 3 can be used by children to record books they have read either as a class or individually. Encourage children to keep the reviews safe as a personal record of their reading achievements.

Culture worksheet 3 – A review sheet to record books read

(SCREEN 5) MUSIC

Use with music unit 13

Use with ICT unit 6D

Ask children to close their eyes and listen to 'Morning Mood' from Peer Gynt Suite No. 1 written by Grieg. Before you tell them anything about the piece discuss how it made them feel and what it made them think of. They should learn that music, like pictures, can describe images and moods. Explain that it was written about a man called Peer who has just woken up in the Arabian Desert. The music starts softly and slowly with wind instruments to represent birdcalls. Later, string instruments are played to represent a brilliant sunrise. Eventually Peer wakes up and the music really develops. Play the music to the children again once they have that information. 'Hall of the Mountain King' is another example of Grieg's work that you could listen to in the classroom.

You could then play an extract of modern music. Which did they like best and why?

Possible activities:

- Divide class in 2. One side must argue that traditional music is better; the other that modern is best. Class debate (in a controlled fashion) at the end of the lesson.
- Get children to design a CD cover for one of the artists they have listened to in the lesson.
- Research a famous musician using the internet, record this on the passport template.

Geography worksheet 4 – A blank passport template to aid biographical research

(SCREENS 7/8) ART

Use in art units 6A /6C

Or use as part of ICT unit 6D

In art unit 6C children are encouraged to contrast rural and urban landscapes as a starting point for 2D work. Use Munch's landscapes as example of rural scenes. 'Train Smoke' (oil, 1900) is an interesting example to use. Despite the title it shows Munch's love of nature. Get the children to comment on his use of vibrant colours, especially the sky. 'The Yellow Log' is another good example. This oil painting was painted slightly later in 1911 and shows a forest interior with a difference. It is interesting in terms of the perspective and colours used. With landscape work you would normally expect colours in the foreground to be darker than those far away. Munch, however, adds yellow in his work drawing your attention to the front and middle of the painting. Why did he do that? No one will ever really know, but the children might have some interesting suggestions and could use his idea as inspiration for their own artwork. Contrast these paintings to the urban landscapes painted by L.S Lowry who was famous not only for painting 'matchstick men' and seascapes, but also city life based on his knowledge of Salford, Manchester. There are some excellent examples to use at www.l-s-lowry.co.uk.

Paintings called 'Our town', 'View of a town', 'Britain at play' and 'Streetscene' are great to use. Discuss the contrasting styles and talk to children about the use of colours in both sets of artwork.

In art unit 6A children should learn how movement can be shown in different kinds of art like sculpture. Examples of Vigeland's work could be used here. Use the pictures on the screen. Further examples are available at:

<http://www.vigeland.museum.no>

Beware, some statues are more suitable than others! In addition to contrasting landscape work, you could contrast figure work by looking at Vigeland's life sculptures and Munch's 'Scream'.

Culture worksheet 5 – Picture frame and sculpture text boxes to enable children to review artwork.

Geography worksheet 4 – You can also use this passport template to help children research and artist of their choice.

Possible extension task:

- Children could use the internet to research other sculptors like Henry Moore or Barbara Hepworth and record their work on the passport template.

(SCREEN 9) TRADITIONAL CLOTHING/OUTDOOR CLOTHING

Use in citizenship unit 5

Use with geography units 18/ 24

Use with science unit 4C

Use with ICT unit 4B

Citizenship/geography - Ask children to describe the traditional costumes they saw on the screen. Remind them that different costumes are worn in different regions of Norway because people are very proud of where they come from. Use pictures of other traditional costumes from around the world to help them explore what other places are like, noting what is similar, different and diverse. Discuss the modern clothing shown on screen and the importance of wearing sensible clothes in different seasons. Get them to design a school uniform that is fashionable, practical and could be adapted for the different seasons within a year. (Tell them that in Norway, children do not have school uniforms.)

Science – Use the modern fashion pictures plus other examples (perhaps taken out of a clothes catalogue) to introduce the idea of some materials being able to hold heat better than others, e.g. wool, fur. Link this to an investigation on insulation.

ICT - Look closely at the textile patterns used on the traditional costumes and link it to work on the computer. Unit 4B involves looking at images that use repeating patterns.

(SCREEN 10) DESIGN

Use with art unit 4B

You could use it as a launch pad for a whole series of lessons. Have a chair on your desk to get their interest at the start of the lesson. Look at the Tripp Trapp chair as example.

Discuss the materials used to make all kinds of chairs. Discuss why different people might need different chairs – babies, people with injuries, children with special needs etc. Children can plan the design of a chair for a character or special person e.g. an old person, a dentist, celebrity. Children could make models of their chairs from card, wire etc. Children will need to evaluate work at the end of the project.

Possible extension task:

- Paint a composition including a chair like the one featured in Van Gogh's work.

(SCREEN 11) FOOD

Use with science unit 3A

Bring in examples of two packed lunches - one with a healthy variety of food and one that is much less healthy. Children should decide which is which and give their reasons. Recap on the food groups that make up a healthy diet. Discuss the Norwegian packed lunch; does it have the 'right' foods in it to make it a healthy meal?

Culture worksheet 4 – A blank lunch box for children to plan their own meal.

Acknowledgments

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