

Scène de plage (Beach scene)

2. Bringing a picture to life

Prior Knowledge: It is helpful if children already know how to build simple sentences with a noun and verb.

Objectives

Listen attentively to spoken language and show understanding by joining in and responding.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Support

Some children may need a word bank to refer to.

In the seventh activity, less confident children take the role of the 'conductor'.

Extension

Some children could link two simple sentences using *et*, e.g. *La petite fille dort et le bateau glisse/ navigue*.

Main

Revise vocabulary and phrases from the previous session by playing *Morpion* (Noughts and Crosses). Say *On va jouer au Morpion* (We're going to play Noughts and Crosses) (see 'Grammar point' in 'Teaching Tips'). In each square, put a noun and a colour from which children can make a phrase.

Show the Degas painting again. Introduce some verbs, e.g. *Le bateau glisse / navigue* (The boat is gliding /sailing along). Then ask *Que fait le bateau?* (What is the boat doing?) Encourage children to repeat the answer *Le bateau glisse/navigue*. Continue, encouraging children to repeat the answers, e.g. *Que fait le chien? Le chien regarde. Que fait la petite fille ? La petite fille dort. Que fait la dame ? La dame brosse les cheveux de la petite fille*.

ICT Opportunities: Reconstruct the picture using movable elements such as paper or fuzzy felt and create a short animation with a voiceover to reinforce meaning.

Children mime the above phrases. Invite individuals to choose a phrase for the class to mime.

Introduce some verbs in the plural, e.g. *Que font les gens? Les gens marchent/parlent/jouent*. (What are the people doing? The people are walking/talking/playing.)

Bring the picture to life by giving groups part of the picture to freeze-frame. Each part is brought to life when that group hears their phrase.

ICT Opportunities: Video the different groups doing their mimes or take photos of the freeze-frames and add the resulting clips to a presentation with supporting text for each scene and a voiceover to describe the action.

'Conduct' the class picture. Indicate to groups when they should start their mime. They also repeat their phrase until directed to stop. Repeat, with children taking on the role of conductor.

Play Secret Signal (See Unit 5, Session 5); this time using two sentences from the previous activity.

Scène de plage (Beach scene)

2. Bringing a picture to life

Grammar <u>For teachers:</u> <i>Glisser</i> (to glide), <i>naviguer</i> (to sail) and <i>brosser</i> (to brush) are all regular –er verbs and conjugate exactly as <i>jouer</i> (see Unit 13). <i>Dormir</i> (to sleep) is an irregular –ir verb and is conjugated as here in the present tense:	<table><tr><td><i>je</i></td><td><i>dors</i></td></tr><tr><td><i>tu</i></td><td><i>dors</i></td></tr><tr><td><i>il / elle / on</i></td><td><i>dort</i></td></tr><tr><td><i>nous</i></td><td><i>dormons</i></td></tr><tr><td><i>vous</i></td><td><i>dormez</i></td></tr><tr><td><i>ils / elles</i></td><td><i>dorment</i></td></tr></table>	<i>je</i>	<i>dors</i>	<i>tu</i>	<i>dors</i>	<i>il / elle / on</i>	<i>dort</i>	<i>nous</i>	<i>dormons</i>	<i>vous</i>	<i>dormez</i>	<i>ils / elles</i>	<i>dorment</i>	Grammar <u>For children:</u> Understanding different word types, devising mimes for new verbs in the present tense.	Phonics focus <u>For teachers:</u> No specific focus.	Phonics focus <u>For children:</u> No specific focus.
<i>je</i>	<i>dors</i>															
<i>tu</i>	<i>dors</i>															
<i>il / elle / on</i>	<i>dort</i>															
<i>nous</i>	<i>dormons</i>															
<i>vous</i>	<i>dormez</i>															
<i>ils / elles</i>	<i>dorment</i>															

<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> Recall, retain and use words, phrases and sentences with increasing accuracy Use actions and mime to aid memorisation 	<p><u>New National Curriculum Links</u></p> <p>Art and Design – Key Stage 2</p> <p>Pupils should be taught about the greatest artists, architects and designers in history.</p>
<p><u>Throughout the week</u></p> <p>Play <i>Jacques a dit</i> (Simon Says) to practise the sentences.</p> <p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> Classroom language grammar point: the structure <i>aller</i> + infinitive can become a very useful part of your everyday classroom language, as you can use it throughout the day in different contexts, e.g. <i>Qu'est-ce que tu vas faire pendant la récré? Je vais jouer au football.</i> (What are you going to do at break time? I'm going to play football.) <i>Qu'est-ce qu'on va faire maintenant? On va chanter une chanson.</i> (What are we going to do now? We're going to sing a song.) When revising familiar language, accept single words or phrases from less confident children. You could zoom in on different sections of the painting and capture the screen. Save the different segments as separate screens on the interactive whiteboard. Children could identify figures that they have found in enlarged segments of the picture, dress up as those characters and adopt the same pose. Digital photographs of the pose will stimulate descriptions, as well as helping children to develop a deeper understanding of the whole painting. 	<p><u>Resources</u></p> <ul style="list-style-type: none"> Colour photocopies and/or an image of the Degas painting <i>Scène de plage</i> Fuzzy Felt Multimedia presentation software A digital video camera Movie-editing software

Scène de plage (Beach scene)

2. Bringing a picture to life

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>On va jouer au Morpion.</i> <i>On va jouer au Signal Secret.</i> <i>les couleurs</i> <i>ex. rouge</i> <i>jaune</i> <i>vert/e</i> <i>bleu/e</i> <i>marron</i> <i>le sable</i> <i>le ciel</i> <i>le bateau</i> <i>la plage</i> <i>la mer</i> <i>le chien</i> <i>ex. La mer est verte</i> <i>Que fait... ?</i> <i>(Le chien) regarde</i> <i>(Le bateau) glisse /navigue</i> <i>(La petite fille) dort</i> <i>(La dame) brosse (les cheveux de la petite fille)</i> <i>Que font ...?</i> <i>Les gens marchent/parlent/jouent.</i>	We are going to play Noughts and Crosses We're going to play Secret Signal colours e.g. red yellow green (m/f) blue (m/f) brown the sand the sky the boat the beach the sea the dog e.g. the sea is green What is ... doing? (The dog) is watching (The boat) is gliding /sailing along (The little girl) is sleeping (The lady) is brushing (the little girl's hair) What are ... doing? The people are walking/talking/playing	<i>rouge</i> <i>jaune</i> <i>vert/e</i> <i>bleu/e</i> <i>marron</i> <i>le sable</i> <i>le ciel</i> <i>le bateau</i> <i>la plage</i> <i>la mer</i> <i>le chien</i> <i>ex. La mer est verte</i> <i>(Le chien) regarde</i> <i>(Le bateau) glisse / navigue</i> <i>(La petite fille) dort</i> <i>(La dame) brosse (les cheveux de la petite fille)</i> <i>Que fait (le bateau) etc. ?</i> <i>Que font les gens ?</i> <i>Les gens marchent/parlent/jouent.</i>	red yellow green (m/f) blue (m/f) brown the sand the sky the boat the beach the sea the dog e.g. the sea is green (The dog) is watching (The boat) is gliding / sailing along (The little girl) is sleeping (The lady) is brushing (the little girl's hair) What is (the boat) doing? What are the people doing? The people are walking/talking/playing