

Portraits (Portraits)

6. My Portrait

Prior Knowledge: It is helpful if children already know how to play the game 'Chinese Whispers'.

<p><u>Objectives</u></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Describe people, places, things and actions orally and in writing</p>	<p><u>Support</u></p> <p>Ensure that you have mixed ability teams for Chinese whispers.</p> <p>Less confident children can be placed at the front of the team, with a partner, to select the appropriate pictures.</p> <p>Some children may benefit from a personal vocabulary bank to cut up and stick onto their portrait.</p> <p><u>Extension</u></p> <p>Some children can experiment with writing vocabulary for facial features from memory.</p>	<p><u>Main</u></p> <p>Play 'Chinese Whispers' to build a portrait. Organise children into lines, in teams of about six. Give the last child in each team the first sentence of a written description of a facial feature, face down e.g. <i>Il a les cheveux bruns</i> (He has brown hair). On a given signal, the children turn over their phrase and whisper it to the next child in line. The phrase is passed along the team to the child at the front who selects the correct picture and sticks it on an outline of a face or just on a board. The game continues until the portrait is complete.</p> <p>Introduce yourself saying e.g. <i>Bonjour, je m'appelle ... J'ai les cheveux bruns</i>. Ask children what you said. Repeat the phrase and ask children how you said 'I have'. Hold up a picture of a character and ask what they would say, e.g. <i>J'ai les cheveux blonds, j'ai les yeux bleus</i>. Ask children to tell their partners what colour hair and eyes they have. Choose some volunteers to share their descriptions with the class.</p> <p>Some children may remember <i>J'ai</i> from talking about their age (Unit 1 session 5). Explain that <i>j'ai</i> means 'I have' and that when you describe your age in French, you literally say that you have ... years.</p> <p>Ask the children to suggest a new hair colour. Turn to a black and white copy of your digital portrait and using the interactive whiteboard or felt tips, colour the hair and write the appropriate sentence. The children continue to suggest alternative colours for eyes and mouth.</p> <p><u>ICT Opportunities:</u> Use the interactive whiteboard to create strips for different sections of the face. Create a face by selecting from different strips available.</p> <p>Children use the model to create colourful self-portraits using black and white A4 copies of their digital portraits. Using a phrase bank, children write simple descriptions of themselves.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>First person singular – <i>j'ai</i> (I have). Indefinite article: children may wish to describe their mouth or nose, in which case they will use the indefinite article rather than the definite article, so <i>un</i> for masculine words (<i>un nez</i>) and <i>une</i> for feminine words (<i>une bouche, une tête</i>).</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>No specific focus</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>[y] u – <i>une</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>[y] u – <i>une</i></p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> recall and pronounce accurately up to six colours understand and pronounce accurately vocabulary for parts of the face and head label accurately parts of the face and head 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Handwriting</u> – Years 3 – 4</p> <p>Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> <p>Art – 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>Build a display of children's colourful portraits. The display can then be used for a Guess Who Game.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Digital portraits of teacher and children copied onto A4 sheets Written descriptions of facial features cut up into sentences Picture flashcards of facial features Phrase bank(s) for simple portrait descriptions
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> Make a school display in French with pictures of the staff and each member of staff describing themselves. Whispering phrases can be less daunting for some children than speaking aloud in front of the whole class. 	

<i>Le langage du prof</i>	Teacher Language	<i>Le langage des enfants</i>	Children's Language
<i>On va jouer au 'Téléphone arabe'</i>	We're going to play 'Chinese Whispers'.	<i>Il / elle a ...</i> <i>J'ai ...</i>	He / she has ... I have ...
<i>Il a les cheveux blonds / bruns</i>	He has blond / brown hair		
<i>Elle a les cheveux orange</i>	She has orange hair	<i>les cheveux</i>	hair
<i>Il est grand / petit</i>	He is tall / small	<i>les yeux</i>	eyes
<i>Elle est grande / petite</i>	She is tall / small	<i>les oreilles</i>	ears
Mon portrait	My portrait	<i>la bouche</i>	mouth
<i>Bonjour ! Je m'appelle...</i>	Hello! My name is ...	<i>le nez</i>	nose
<i>J'ai ...ans.</i>	I am ... years old.		

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<i>J'ai les yeux noirs / verts / bleus / bruns / jaunes / rouges etc.</i> <i>J'ai les cheveux noirs / verts / bleus / bruns / jaunes / rouges etc.</i> <i>J'ai une bouche rouge / verte / bleue / noire etc.</i> <i>J'ai un nez vert / jaune / noir / rouge / bleu / violet etc.</i> <i>Quelle couleur pour...</i> <i>mes yeux ?</i> <i>mes cheveux ?</i> <i>mes oreilles?</i> <i>mon nez ?</i> <i>ma bouche ?</i>	I have black / green / blue / brown / yellow / red etc. eyes I have black / green / blue / brown / yellow / red etc. hair I have a red / green / blue / black etc. mouth I have a green / yellow / black / red / blue / purple etc. nose What colour for... my eyes ? my hair ? my ears? my nose? my mouth?	<i>rouge</i> <i>bleu</i> <i>jaune</i> <i>vert</i> <i>violet</i> <i>orange</i> <i>rose</i> <i>brun</i> <i>noir</i> <i>blanc</i> <i>blond</i> <i>un nez bleu / rouge / jaune / vert</i> <i>une bouche bleue / rouge / jaune / verte</i>	red blue yellow green violet orange pink brown black white blond a blue / red / yellow /green nose a blue / red / yellow / green mouth
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End of Unit Activities

Learning Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit 	Children present their portraits and descriptions. Build a display of children's colourful portraits. The display can then be used for a 'Guess Who?' game.	<ul style="list-style-type: none"> have fun using French for real purposes 	Children can use ICT to record, display and, if appropriate, send information.