

# Individual Activity Lesson Plan

**Date:** Wednesday 15<sup>th</sup> July 2020

**Activity Title:** Observational Painting of a Seagull

**Learning Intention:**

- To understand that we can use lines to enclose a space, and then begin to use these shapes to represent a seagull.

**Links to EYFS: Expressive Art and Design:**

- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

**Activity Overview:**

Your child will be describing what they can see and then s/he will do an observational painting of a seagull.

**Resources:**

- Template – Different Types of Seagulls (no need for printing)
- Card paper
- Paint and paintbrushes- If you do not have paint you can use other mark making resources such as crayons, pencils, felt-tips, etc.
- Video link about seagulls:  
<https://www.youtube.com/watch?v=PHVWPJl4aYc>

**Key vocabulary:**

Lighthouse, seagull, lunch, food, seaside, beach, similar, different, shape, circle, eyes, wings, colour names, beak, triangle, oval, paint, paintbrush.

## ACTIVITY IMPLEMENTATION (including key question)

**Introduction:**

- Recap the story of the week *The Lighthouse Keeper's Lunch* together with your child.

\*What happened to Mr Grinling's lunch?

\*What did Mrs Grinling do to protect his lunch from the seagulls?

- Show your child the pages of the book where the seagulls appear and talk about them in more details.

\*How many seagulls can we see?

\*Do you remember their names?

\*What do you think the seagulls may eat?

\*Do you think all seagulls look the same?

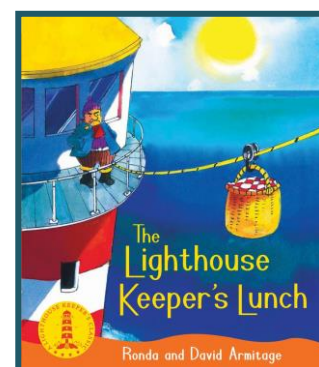
- Bring up on a device the template – Different Types of Seagulls, show it to your child and talk about their differences and similarities.

\*What do you think that all seagulls have in common?

\*How are they different?

\*Is there any seagull that is similar to the ones in the book?

\*Where do you find this animal? What noise does it make?



**Main Activity:**

- Explain to your child that he/she is going to be painting what s/he has just observed and spoken about.
- Role model activity first by speaking about your representation of a seagull whilst you are painting what you can see. 'I am going to choose this colour first to paint my circle because the seagull head looks round.
- Encourage your child to then paint/draw what s/he can see in as much detail as possible. Talk about specific features e.g.

\*Where do the eyes go?

\*What shape is the seagull body?

\*What shape is the beak?

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- Think about shapes and colours.
- Encourage your child to talk about what his/her seagull looks like before s/he begin to paint or draw it and to describe his/her picture when s/he has finished.
  - \*Can you describe what you have just drawn?
  - \*Is there anything else you would like to add to your painting?
- Suggest to your child to enhance the picture by painting scenery around the seagull.
- Click on the following link and learn more about seagulls:  
<https://www.youtube.com/watch?v=PHVWPJl4aYc>

**Additional ways to support your child:**

Encourage your child to free paint and then talk about the picture. What have him/her just painted?  
Ask him/her simple questions.

**Extension:**

Challenge your child to think about and to describe other details/objects in their surroundings such as what s/he can see when s/he looks out the window.