

LKS2 – Lesson Plan 2 – ART

How can we turn movement into art?

Aim: To explore how the body can be used to create expressive movements and translate those into visual art, developing creativity, coordination, and appreciation of movement as a form of artistic expression.	Key Words: • expression, shape, line, movement, freeze frame, action pose, interpret, sequence, performance, silhouette	Preparation: • Large paper rolls or chalk for outdoor space • Music player and speaker • A selection of instrumental music tracks • Paint, crayons, or pastels • Photographs or silhouettes of dancers and athletes in motion • PE mats (if indoors)
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Prior Learning: Children should be familiar with basic body movements and shapes in P.E. and with drawing lines and shapes in Art. Some awareness of how music influences emotion and movement is helpful.

WC / PT	<u>Warm-up:</u> “Move Like the Music” Play different short snippets of music and ask children to move in ways that match the mood (e.g. slow and flowing, sharp and bouncy, fast and light). Emphasise using the whole body and expressive gestures.	0-5 mins
WC	<u>Main Teach:</u> 1. Show images or silhouettes of athletes, dancers, and gymnasts in dynamic poses. 2. Discuss how movement can tell a story or show emotion, just like a painting can. 3. Introduce the idea of using movement to inspire art: how lines, shapes, and forms can reflect action.	5-10 mins

I / S	<u>Activity:</u> Freeze and Draw 1. In small groups, children create simple movement sequences inspired by emotions (e.g. joy, strength, fear). 2. They freeze mid-movement while the rest of the class sketches the pose using bold lines and curves. 3. After several poses, children use the sketches to create a final piece of art that represents movement through shape and colour. Alternatively (if outside): • Use chalk to trace shadows or body positions on the playground, turning these outlines into abstract art.	10-30 mins
I	<u>Extension Challenge:</u> Children choose a movement word (e.g. spin, leap, stretch) and create a mini art piece that captures that action visually using shapes, lines, and colours. They then explain their piece to a partner.	30-35 mins
WC	<u>Plenary:</u> Gallery Walk: Display and walk around each other's artwork. Children describe: • How movement inspired their piece • What they tried to show through their lines, shapes, and colours • How they felt expressing themselves through movement and art	35-40 mins

WC – Whole Class PT – Partner Talk I – Independent S - Support

Challenge A	Draw the Movement After completing the movement sequences, children choose one and create a series of sketches or a freeze-frame drawing showing the beginning, middle, and end of the action (e.g. a jumping pose). They can use arrows to show direction and lines to suggest motion.
Challenge B	Caption the Action Children write descriptive captions or short sentences to go alongside their artwork (e.g. "I crouch down low... I leap into the air... I land with a smile!"). This encourages expressive language and sequencing skills.