

This year, in our annual Arts Week, the whole school focused on the story of Malala Yousuf to tie in with our school theme 'The Year of the Woman'. The children read the story of Malala and created their responses to it through the arts. Each year group was given a theme:

- EYFS: If I had a magic pencil.**
- Year 1: Do you believe in Magic?**
- Year 2: Education**
- Year 3: Communication**
- Year 4: Equality**
- Year 5: Recycling**
- Year 6: Freedom of Speech**

The children were required to create a piece of visual art with another response communicated through a different art form. The work they have produced has been incredible. The arts and the book have been used as a vehicle to explore culture and many physical, health, social and emotional aspects too.

EYFS - If I had a Magic Pencil

After reading Malala's pencil we read the story Paper dolls and thought about how we can be friends and work together to make the world a better place. The children made their own paper dolls in order to show this.

Following this, a group of children were inspired by Malala's pencil and created movements with scarves as if a pencil drawing shapes and patterns. This was performed to music.



Year 1- Do You Believe in Magic?

After reading Malala's Magic Pencil, each child used their imagination to make a 'Magic Pencil' out of different materials. Using their magic pencils, they drew something that they felt would make the world a better place or something that would improve a child's life. Children drew: hospitals, schools, homes, food, charity boxes, clean water and garbage trucks to name just a few!

We then linked Arts Week with the story we have been learning about in English - Puff the Magic Dragon. We performed the song from the book to the whole school. Please scan the QR code to watch the video.



Year 2 - Education

As a year group we created a drama piece all about the theme of education in 'Malala's Magic Pencil'. We started with looking at how lots of boys and girls were allowed to go to school, but some were outside working. Then we saw how boys were in school but there were less and less girls. We could see the girls outside looking in and wanting to learn. Then we did a conscience alley - discussing why girls should or shouldn't be allowed to learn.

We decided that all children have the right to learn.

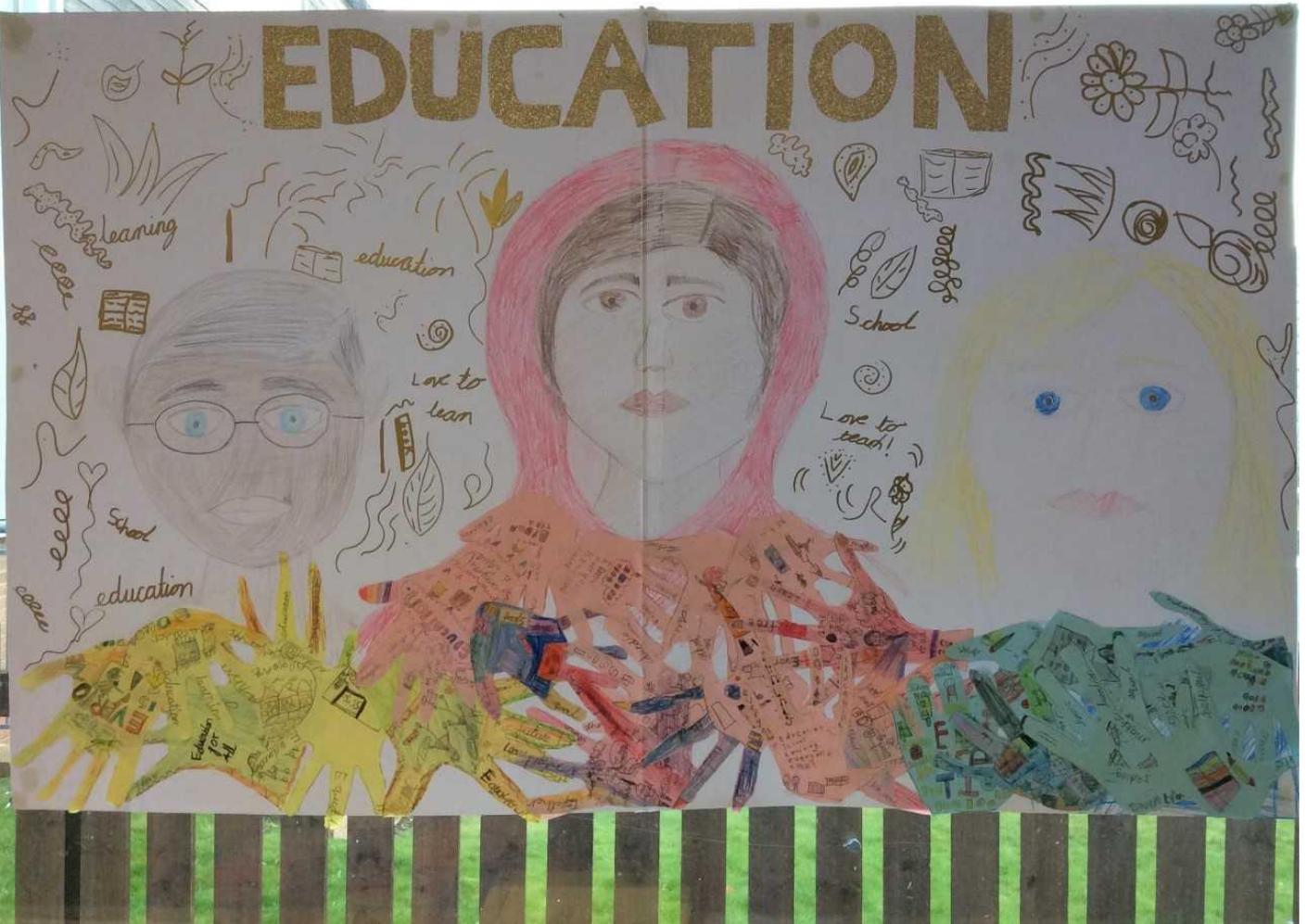
- All children that means rich and poor
- All children that means every country
- All children that means boys and girls

Article 28 of the UNICEF rights of children is that all children have the right to a good quality education.

Scan this to watch
our performance!



EDUCATION



Year 3 -Communication

Year 3 have focused on the theme 'Communication' They have documented their responses to the book and produced a visual piece of art which encapsulates the importance of Malala's words. They also worked with Mr Boylan to produce a dance which symbolises the fact that Malala started off with just her own voice which is now echoed with millions of people across the world.



Year 4- Equality

In Year 4, after reading and discussing Malala's story, we thought about what we would draw or erase to create our own perfect version of the world. Using these ideas we wrote poems using the title 'Last night I dreamed of a world where...'. Following on from this, we created visual representations of our perfect worlds, working collaboratively with a partner; one half showing what we would erase and the other half showing what we would draw.



Year 5- Recycling

In Year 5 we focused on the theme of recycling. We created poetry to spread the word of how important recycling is to save our environment. Malala used her voice to seek change for the better and we did too. Whole class collages of Malala were created using recycled materials. We also created Malala masks from recycled materials.

Denmark Poem



Singapore Poem







Year 6-Freedom of Speech

Year 6 created a film to represent the importance of freedom of speech. We incorporated visual art and movement pieces. Some children created portraits of Malala and some drew self-portraits with words around the outside expressing their views on freedom of speech. We learnt about a type of movement improvisation called 'Flocking' in which students mirror or shadow each other's movement following the movements of a leader. We felt this represented the line in the story where Malala says, "One child, one teacher, one book, one pen can change the world."



Scan the QR code above to watch our film.



We used powerful images, like these, to signify the frustration of having something worth saying but not being allowed to voice your opinions or feelings.

