

Unit 6 application practice examples

Shared by teachers on the Scots CPD programme

Unit 6:

Scots language, Creativity and the Expressive Arts

Quotes from your lessons and observations:



Pairt 1:

In the inishul planning stage fir this task, ah contemplatit yaesin the ‘Rhyme Zone’ and ‘Scots Dictionary’ online resources tae mak wur ain poyums. Hou-an-iver, efter planning a ful cless roun it, ah thocht tae masel that it wiz ower typical an ah had hecht tae tak masel oot ma comfirt zone. Sae back tae the drawin board ah went, decidin tae gan doun the ‘expressive arts’ gate. Raither than bein ower prescriptive, ah thocht tae masel, whiy no let the weans think fur themsels? Ah hud awready decidit ah wantit tae yaes the **‘Dinnae Mak Me Laugh’** resource fae Scots Hoose – suhin a bit licht-hertit fur the weans tae enjoy. **‘When Squirrels Tak Ower the World’** seemed tae fit wae wur surroundins, hugin the wids oan wur dourstep. The weans got fair taen oan biy the ‘squirrel army’, an awa we went tae hunt oot thir heidquarters amangst the wids. Yin ah the weans thocht it wid be cool tae tak a few photies seein the wids wur say bonnie. It turnt oot tae be a luvly wee walk throu the wids, n biy the time we goat back tae cless, wur heids wur buzzin!

Unit 6:

Scots language, Creativity and the Expressive Arts

Pairt 2:



Wae a wee hot choccy tae heat up the hawns, we luckt up ‘SQUIRREL ARMY’ oan the Smertboard, an aw boy did we get results! (yae should try it yersel!) We printit wur favourites alangside the photies we’d taein, an played aboot wae thum. Afore yae kent it, thur wiz a collage squirrel army in wur ain wids! Yin wean taein it further biy getting the toy sodgers oot tae tak back control ah the wids!

Ma hert wiz ful tae see the weans response tae this, an it’s bin a real learnin curve fir masel. When ah hink Scots, ah automatically gan tae analysin an playing aboot wae the wurds, bit this lat me see thurs sae much mair tae it! Yae dinnae huv tae juist yaes the wurds; it lends itsel tae a certain freedom, an am shair the weans taein fawr mair fae this experience than they wid ah juist readin n talkin aboot the wurds in the poyum itsel. Ah ken ah certainly huv!

Reply from a peer to the post:

I love this! I still feel a real tension between speaking Scots and writing Scots. I'm still processing what I think about Activity 8 in Unit 6 - about ideologies and minority languages. I think I'd like to re-read what you've posted here to see if I could use it with my S1 class.

Unit 6:

Scots language, Creativity and the Expressive Arts

Quotes from your lessons and observations



Part 1:

I was thrilled to read Gerda Stevenson's 'At Miss Eardley's'. I had no idea such a poem existed and when I read it, it instantly brought back memories of the two ladies who'd been interviewed in the Herald. Over the next couple of weeks I became slightly obsessed over Joan Eardley's life and work, immersing myself in her art, working out how she did what she did, thinking in my head that I could get my learners to replicate some of these images in the same style. The next obvious step to take was to pass my enthusiasm onto a class of P5 pupils - children roughly the same age as the boys and girls that featured so heavily in Joan Eardley's work. I showed a series of pictures from my presentation and the learners and I discussed what was depicted in them - "kids like us", "boys in short trousers", "children reading comics", "sad boys", "old houses", "wee babies and their mums", "happy people".

I then explained who had created the pictures and that, in the absence of camera phones, these were the best documents we had of children growing up in a 1950s west of Scotland. I played the audio file of Gerda Stevenson reading 'At Miss Eardley's' and we discussed what we'd taken from it. I knew the learners would buy into it because the poem mentions 'snotters' and 'bum' and, well, every kid finds that funny, don't they?!

Unit 6:

Scots language, Creativity and the Expressive Arts

Quotes from your lessons and observations



Part 2:

We looked at a printed version of the poem and for the next 20/30 minutes, discussed the phraseology and dialect within the lines. The children found this quite easy to do and between everyone, they developed a deeper understanding of the poem. I followed this up with an art lesson. The children were encouraged to pick a favourite line from the poem and then, after some instruction on how to use pastels and chalks, they were tasked with creating an Eardley-esque picture; a child sitting in Miss Eardley's ('the best place when it's chuckin it doon'), a pair of children play fighting in the living room as their mother scratched her bunions, a mug 'frothin' wi brushes, no beer'. All lines of the poem were illustrated in this way, the corresponding line written somewhere in each picture. As I write, I have gathered the pictures together and will display them together in the order of the poem on a corridor wall display asap.

As a follow-up task, I used the Eardley biography I'd pulled together and created a set of literal/inferential/evaluative questions for the learners. This became a one-off reading comprehension lesson and proved to be a good way of rounding it all off. I am delighted to have discovered Gerda's poetry, 'At Miss Eardley's' in particular, and I will definitely develop lessons from this source whenever opportunities present themselves in the future.