



Coal in Lanarkshire - Extension activities

Curriculum area		Outcomes
Expressive arts	<p>Music</p> <p>There is a rich traditional colliery choirs and bands in Scotland. Contact Croy Miners' Choir, Croy Miners' Welfare, Over Croy Road, off Nether Croy Road, Cory, 01236 823252.</p> <p>http://www.ltsotland.org.uk/scotlandssongs/primary/index.asp</p> <p>Listen to male voice choirs.</p> <p style="padding-left: 40px;">Discuss why miners would sing together.</p> <p>Listen to colliery band music.</p> <p style="padding-left: 40px;">How does it make you feel?</p> <p>Use the LTS website "Scotland's Songs" to source songs and music.</p> <p>Use the lyrics to inspire a new song, set to a traditional tune.</p> <p>Perform the new song or a learned song to another class.</p> <p>Try singing or playing music outdoors as many of the miners would have done.</p>	<p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.</p> <p style="text-align: right;">EXA 0-01a / EXA 1-01a / EXA 2-01a</p>

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	<p>Art and Design Drawing and painting at Summerlee</p> <p>Each pupil can make a small sketch book by folding a “concertina” from a strip of drawing/sugar paper.</p> <p>And/ or use a camera</p> <p>When they visit the museum, they should draw/ photograph all the objects or experiences they want to remember.</p> <p>In the museum they should stop and record one or two objects in detail using a range of media.</p> <p>Back in the class room, use these drawings to make one large picture using, collage, painting and drawing.</p> <p>Or</p> <p>Cross curricula - art and literacy</p> <p>Make a postcard to send to themselves to remind them of what did. The teacher could “post” these back to the pupils a week or month later to re-enforce what they learned.</p>	<p>I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 0-04a / EXA 1-04a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a / EXA 1-05a / EXA 2-05a</p> <p>I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a</p> <p>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a</p>
	<p>Dance</p> <p>Discuss the ways miners stood, lay, sat and moved when hewing coal. They could be in very cramped spaces, in the dark.</p> <p>Discuss also the noises that a pick (or hammer) would make hitting rock.</p> <p>Encourage the pupils to express what they have learned physically, recreating the shapes the miners’ bodies would make.</p> <p>One person could keep a beat by hitting a drum or similar.</p> <p>This could be extended by development into a one minute performance which could be presented to another class, or filmed by the pupils.</p>	<p>I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. EXA 1-08a</p> <p>I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances. EXA 0-01a / EXA 1-01a / EXA 2-01a</p>
	<p>Numeracy</p> <p>Miners used company shops which the miner owners also owned. So co-operatives were</p>	<p><i>I can use money to pay for items and can work out how much change I should receive.</i> MNU 1-09a</p>

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	<p>set up to help miners buy goods at cheaper prices. Find out the differences in prices of some basic food stuff at</p> <p>A local corner shop A big supermarket</p> <p>Discuss where your family does its shopping and why?</p> <p>Learn what all the coins and notes are called. Set up your own shop in school and practice giving money and change.</p> <p>Investigate, using the internet, what money used to look like. Find out what was different pre 1970.</p>	<p><i>I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change.</i></p> <p>MNU 1-09b</p>
	<p>Literacy</p> <p>Use photographs of coal mining and Summerlee's miners' row to create an exhibition in school.</p> <p>Use creative writing to make story labels for each picture.</p> <p>Or</p> <p>As a class, recall the tour of the mine in Summerlee. The teacher will write down everything that the class can remember. From this each pupil can write a poem about working underground</p>	<p>I can convey information, describe events, explain processes or combine ideas in different ways.</p> <p>LIT 2-28a</p>
	<p>Literacy</p> <p>Write a short story about a character who would lived in past and worked as a coal miner.</p> <p>Use emotion Use description Use imagination</p> <p>Or</p> <p>Write a short speech which argues for or against children working in mines. The teacher can split the class in two – half for and half against.</p> <p>Present this to the class</p>	<p>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.</p> <p>LIT 1-28a / LIT 1-29a</p> <p>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence.</p> <p>LIT 2-29a</p>

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	<p>Class to vote on which side they agree with for and against</p>	
	<p>People in the past</p> <p>Use what was learned on the visit to Summerlee to expand the topic of how people in Coatbridge lived and worked in the past, comparing it with how the pupils and people that they know live. Think of positive and negative from past and present.</p> <p>Use the strike power point to investigate contemporary protests.</p>	<p>I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a</p> <p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a</p>

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