

Learning Resource



The Adventures of Yoyo

Yoyo & The Broken Butter Lamps

Yoyo & The Broken Butter Lamps

Early Level Lesson Idea

Watch the animation *Yoyo & The Butter Lamps*. Listening to the music and narration, guide students through the animated story. Discuss how the music made the class feel. Can they describe the music (*fast, slow, jumpy, smooth* etc.)? Encourage them to link different parts of the story to the music. (i.e. *Did the music go fast when there was lots of movement on the screen?*)

Granny Zaina trips and breaks most of her beautiful butter lamps. Oh no! Yoyo quickly suggests helping Granny make new ones. They collect clay from the River Ilk and get busy. Yoyo makes one, but her mind wanders to different things...she makes what she wants next. A mouse, a monkey, even an elephant.



**You are now going to get a lump of clay/Playdough.
Please help Yoyo and Granny Zaina make more butter lamps. Butter
lamps bring us light and we need these for the big sleepover.**

Materials needed:

- Air-drying clay or traditional pottery clay
(If this isn't possible, use Playdough to make the lamps)
- Clay tools (plastic knife etc. can be used) – anything to cut designs into the clay
- Small pot of water per pair
- Design products (paints, glitter, plastic jewels etc.)
- Small battery tea lights in place of fuel and wick (teacher option to make real lamp)

1. Making the lamps

- Knead the clay until it is pliable and free of lumps.
- For a simple, hand-formed lamp, roll the clay into a ball. Use your thumb to press a hole into the centre, creating a bowl shape.
- Gently flatten and pinch the sides to get the desired shape and depth, smoothing the surface with wet fingers.
- Allow the shaped lamp to air dry completely. This can take a day or more depending on the thickness and humidity (only if clay is used).

2. Designing your butter lamp

- Using paper and pens to create a blackline drawing, draw some designs, patterns and shapes you can scratch onto your butter lamps.
- Prepare the clay and using tools on offer, scratch onto the clay the designs you have planned for. Allow your butter lamp to dry and the teacher could add battery powered lights to them.
- Display all the butter lamps around the classroom to showcase your brilliant creations!

MUSIC DURING LEARNING

While your pupils are creating their butter lamps, you could play the RSNO's Spotify playlist in the background: <https://qrco.de/bgahRp>



Yoyo & The Broken Butter Lamps

First Level Lesson Idea

Watch the animation *Yoyo & The Butter Lamps*. Listening to the music and narration, guide students through the animated story. Discuss how the music made the class feel. Can they describe the music (fast, slow, jumpy, smooth etc.)? Encourage them to link different parts of the story to the music. (i.e. *Did the music go fast when there was lots of movement on the screen?*)

Granny Zaina trips and breaks most of her beautiful butter lamps. Oh no! Yoyo quickly suggests helping Granny make new ones. They collect clay from the River Ilk and get busy. Yoyo makes one, but her mind wanders to different things...she makes what she wants next. A mouse, a monkey, even an elephant.



You are now going to get two lumps of clay. One for helping Yoyo and Granny Zaina make more butter lamps and the other could be to create whatever shape you want. Butter lamps bring us light, and we need these for the big sleepover.

Materials needed:

- Air-drying clay or traditional pottery clay
(If this isn't possible, use Playdough to make the lamps)
- Clay tools (plastic knife etc. can be used) – anything to cut designs into the clay
- Small pot of water per pair
- Design products (paints, glitter, plastic jewels etc.)
- Small battery tea lights in place of fuel and wick (teacher option to make real lamp)

1. Making the lamps

- Knead the clay until it is pliable and free of lumps.
- For a simple, hand-formed lamp, roll the clay into a ball. Use your thumb to press a hole into the centre, creating a bowl shape.
- Gently flatten and pinch the sides to get the desired shape and depth, smoothing the surface with wet fingers.
- Allow the shaped lamp to air dry completely. This can take a day or more depending on the thickness and humidity (only if clay is used).

2. Designing the lamp activities

- Discuss with your face-to-face partner how Yoyo's imagination wanders. Close your eyes and imagine you are somewhere magical and majestic, like the Holi festival in India. (You can watch this National Geographic video: <https://www.youtube.com/watch?v=AbFlkJ8KFZ8> or search for other videos/images online.)
- Reflecting on the animation and using individual whiteboard and pens, think about some designs, patterns and shapes you can scratch onto your butter lamps. Will you add flowers, favourite shapes, stick on gems or loose parts?
- Once you have shaped your lamp, use the designs you created on your whiteboard to decorate your lamp, making it individual to you.
- Create your own design with the other piece of clay. Were you influenced by the dancing at the Holi festival or did you decide to create something authentic to you and your family? Take time to share your decisions with people in your group or your desk partner.
- Display and share end clay products on a sharing table, tuff spot or designated space to discuss further with your classmates and visitors.

MUSIC DURING LEARNING

While your pupils are creating their butter lamps, you could play the RSNO's Spotify playlist in the background: <https://qrco.de/bgahRp>



Yoyo & The Broken Butter Lamps

Cross-curricular learning and emergent themes – Early Level

Literacy – Listening and Talking experiences and outcomes

“I listen or watch for useful or interesting information and I use this to make choices or learn new things.” **LIT 0-04a**

“I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.” **LIT 0-09b/LIT 0-31a**

Art and Design experiences and outcomes

“I have the freedom to discover and choose ways to create images and objects using a variety of materials.” **EXA 0-02a**

“I can create a range of visual information through observing and recording from my experiences across the curriculum.” **EXA 0-04a**

“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**



Yoyo & The Broken Butter Lamps

Cross-curricular learning and emergent themes – First Level

Art and Design experiences and outcomes

“I can use exploration and imagination to solve design problems related to real life situations.” **EXA 1-06a**

“I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.” **EXA 1-02a**

“I can create and present work using visual elements of line, shape, form, colour, tone, pattern and texture.” **EXA 1-03a**

“I can create a range of visual information through observing and recording from my experiences across the curriculum.” **EXA 1-04a**

“Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.” **EXA 1-05a**

Music experiences and outcomes

“I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.” **EXA 1-19a/EXA 2-19a**

Literacy experiences and outcomes

I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.” **LIT 1-01a**

“I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.” **LIT 1-10a**



Extended learning and challenge might include...

Children will naturally move to the music, through dance and gesture. This can be further explored by supporting the children to be creative in small groups or individually. Allow the children to feel the music and let their bodies take control. If able, take opportunities for children to showcase specific moves or sequences. This could be done in the classroom, gym hall or recreational space or even outside for even more freedom.

Dance experiences and outcomes

"I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice." **EXA 1-08a**

"I am becoming aware of different features of dance and can practise and perform steps, formations and short dance." **EXA 1-10a**





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