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R O Y A L  
C O L L E G E  
O F M U S I C  
*London*

# RCM Sparks: Explore Communication (Eyes)

RCM Sparks is the Royal College of Music's learning and participation programme.  
To find out more and get involved visit [www.rcm.ac.uk/sparks](http://www.rcm.ac.uk/sparks)

## Learning objectives:

It's been more important than ever to use our eyes for communication during this period of mask wearing. Musicians also communicate a lot using their eyes. In this resource we explore eye contact with a song and a PHSE and art lesson plan.

## Watch

Watch an **introductory video** where Katie Teage teaches her specially composed song about the importance of our eyes.

### I See by Katie Teage

#### Verse 1

I see exactly what you're thinking  
I see what's playing on your mind  
I see exactly who you are now  
And I'm thinking that you are a friend that's kind

#### Chorus

When your eyes are all that you can see  
Smile as we'll still know  
In your eyes is a light that shines free  
They're the windows and the mirrors of your soul

#### Verse 2

We see that everything is changing  
We see a world that should be kind  
We see a future that is here now  
And we're thinking that we won't get left behind

#### Chorus x 2

When your eyes are all that you can see  
Smile as we'll still know  
In your eyes is a light that shines free  
They're the windows and the mirrors of your soul

# PHSE Lesson

## Learning objectives:

To be reminded of the importance of eye contact.

To discuss how it is difficult for some people and how we can help them.

## Setting up Quality Circle Time – essential prerequisites

- Sitting in a circle – eye contact
- Establishing ground rules, e.g. hands up
- Taking turns
- Allowing children to 'pass'
- Valuing all contributions
- Always praising – very positive
- Low teacher profile
- Always ending session on a positive note
- Making it fun – light-hearted

## Activity 1

### 'Magic Wink' Game:

Class sitting quietly in circle, arms folded. Teacher picks one child to be in middle. Another child from circle is magician – he/she winks at child who falls on floor asleep – child in middle must guess who magician is.

## Activity 2

Sit the children in groups of 2 or 3 and ask one of them to close their eyes. The other then has to tell an exciting short story. Ask them to tell it in the most neutral way possible (no emotion, no excitement). Once they have told the story swap round. At the end of the activity, ask the children to discuss what it was like not looking at each other and not hearing the emotion of the story. Was it difficult to understand what was going on?

As a class discuss what happens when you look at someone when they are talking. How does it make the person feel that is talking? Do they feel more listened to?

What should we do if we notice that someone is not meeting our eye when we are talking to them? If someone needs more time to look at a person or is more comfortable looking away, how can we help them feel more at ease or what can we do to accommodate them?

# Art Lesson

## Learning objectives:

To understand that Rene Magritte was a Surrealist Artist.

To understand how to use our own ideas to create a piece of surrealist art.

Show the children the piece of art called '**The False Mirror**' by Rene Magritte. It depicts a human eye framing a cloudy, blue sky. In the depiction of the eye in the painting, the clouds take the place normally occupied by the iris.

Ask them questions about what they can see and what it makes them think of.

**Rene Magritte** (21 November 1898 – 15 August 1967) was a Belgian **surrealist** artist, who became well known for creating a number of witty and thought-provoking images. Often depicting ordinary objects in an unusual context, his work is known for challenging observers' preconditioned perceptions of reality. His imagery has influenced pop art, minimalist art, and conceptual art.

**Surrealism** was a cultural movement that developed in Europe in the aftermath of World War I in which artists depicted unnerving, illogical scenes and developed techniques to allow the unconscious mind to express itself – go into this as much as you want depending on your year group.

Explain that they are going to draw an eye (or fill in the template) and fill the iris with something that inspires them or that they dream about. This can be as abstract as they like.

Use pencils or felt tips so the children can add as much detail as they like.

Search for False Eye  
KS2 Art Lesson on  
Google for ideas and  
inspiration. Eye template  
provided by RCM.

