

# Y7 Art – 15 minutes

## Lesson plan

**Curriculum Link:** The history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.

**Learning Objective:** To explore job roles linked to ways in which Street Artists can create work that can influence and bring about change within a community as part of the KS3 Art and Design curriculum.

**Learning Outcomes:**

- To understand the creative discipline of street art.
- To understand ways in which street art can be used to express and communicate ideas and issues in order to promote change and influence others.

**Success Criteria:**

1. **Describe** – What does a Street Artist do?
2. **Understand** - How can street art be used to highlight and communicate important messages and ideas?
3. **Apply** – Create mural designs identifying climate change issues to help generate awareness and bring about change amongst the local community

Timings	Activity	Details	Resources
3 mins	<b>Starter</b> – What do you see?	In pairs: students discuss 2 learnings from the pie chart ( <i>for example, the three largest contributors to Greenhouse gas emissions are electricity/heat, transport and manufacturing/construction</i> ) Ext: they consider how this situation might have a direct impact on them ( <i>The increase in gas emissions impacts climate change and my immediate future. In addition, my lifestyle is a contributing factor, playing computer games, watching TV, transport use</i> )	Slide 3
2 mins	<b>Introduction</b> – What's the problem?	Facilitator to ask a student to read out the statement on the board. Ask pairs to discuss why they think this is a problem. ( <i>Decades of time has been lost in the race to address climate change due to misinformation by global corporations and in doing so has divided people's opinion on what the real facts are that are impacting on people taking positive action today</i> )  Get feedback, all answers welcome.	Slides 4,5



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		<p>The Challenge</p> <p><i>'Help Juan develop a proposal and visual concepts for a public art mural focused on highlighting issues related to climate change'</i></p> <p>So, who are the kinds of people who might want to tackle this problem? Introduce the challenge for the students today and the role of a Street Artist.</p>	
4 mins	<b>Describe</b> – What does a Street Artist do?	<p>Introduce the role of a Street Artist</p> <ul style="list-style-type: none"> <li>• Show the video embedded in the PowerPoint (link <a href="#">here</a>)</li> <li>• Ask students to feedback their answers to how Street Artists work differently to other artists and designers (<i>for example, working at a large scale onto a variety of different surfaces, working outdoors, using spray paint, sometimes creating painting onto buildings without owners permission, not owning the work they create, or having it displayed in galleries</i>) and examples of how they comment on the world around them (<i>for example, addressing social issues including LGBTQ+, racism, poverty, war etc.</i>)</li> </ul>	Slides 5, 6 Video
3 mins	<b>Understand</b> - How can street art be used to highlight and communicate important messages and ideas?	<p><b>In a group-based discussion:</b></p> <p>Briefly explore the key issues around Climate Change looking at the causes, effects and actions we can take to minimise the impact. Share ideas in response to the questions and prompts (relating to the challenge) provided.</p>	Slides 7, 8
5-10 mins	<b>Apply</b> – Develop ideas for a public art mural	<p><b>Challenge tasks</b></p> <p>Help Juan develop a proposal for a public art mural focused on highlighting issues related to climate change.</p> <p>Time permitting, students are to complete the following two tasks:</p>	Slides 9, 10  Worksheet 1 (printed)



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		<ul style="list-style-type: none"> <li>• Mind map their initial ideas for a street art mural on the topic of climate change working in pairs.</li> <li>• Consolidating their ideas into a short-written proposal (and if time allows invite a selection of students to share/present their ideas to the group).</li> </ul> <p><i>Depending on time, potentially ask students to complete the second task for homework and present back to the class at a later date.</i></p>	
	Optional extensions if more time or can be set as homework	<p><b>Task 1</b> Explore street art in your local community, taking pictures of a variety of artworks then answer the following questions:</p> <ul style="list-style-type: none"> <li>• <i>What issues or topics have artists explored?</i></li> <li>• <i>How have artists combined imagery with words in their work?</i></li> <li>• <i>Which work do you find most effective and why is this?</i></li> </ul> <p><b>Task 2</b> Carry out a short survey to receive feedback on your climate change street art proposal. <i>Suggested questions to ask could include:</i></p> <ul style="list-style-type: none"> <li>• <i>Which issues related to climate change can you identify?</i></li> <li>• <i>Do you feel the design is positive? If so, why?</i></li> <li>• <i>Can you suggest locations in the local community for the artwork to be created?</i></li> </ul>	Slide 11

