

# Y7 Art – 60 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.
- To understand how knowledge of other job roles can help in generating support for public art projects.

**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
4. **Analyse** – How could different jobs and skills help in making this happen?
5. **Reflect** – Were there opportunities or roles that interested you?

Timings	Activity	Details	Resources
3 mins	<b>Starter</b> – What do you see?	<p>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>)</p> <p>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>)</p> <p>Facilitator might want to spend a moment before talking through what the pie chart is telling them (<i>nine different sectors shown in the key on the right,</i></p>	Slide 3



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		<i>each represented in the pie chart according to the billions of tonnes of CO<sup>2</sup> they produce in relation to one another)</i>	
2 mins	<b>Introduction</b> – What's the problem?	<p>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>)</p> <p>Get feedback, all answers welcome.</p> <p>The Challenge <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>	Slides 4,5
7 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
7 mins	<b>Understand</b> – How can street art be used to highlight and communicate important	<p><b>In a group-based discussion:</b> Analyse and share ideas in response to the questions provided on the three different examples of street art. All contributions welcome.</p> <p>This could be done in several ways depending on the class – hands up/pick a person/write ideas on a mini</p>	Slides 7, 8, 9



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	messages and ideas?	whiteboard/discuss with the person next to you and feedback to the class focusing on one slide at a time.  Explore the key issues around Climate Change looking at the causes, future effects and actions we can take to minimise the impact. Share ideas in response to the questions and prompts (relating to the challenge) provided.	Slides 10, 11
25 mins	<b>Apply</b> – Create mural designs identifying climate change issues to help generate awareness and bring about change amongst the local community	<b>Challenge tasks</b> Help Juan develop a proposal and visual concepts for a public art mural focused on highlighting issues related to climate change. Students to work through the following 4 tasks: <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> <li>• Students then refine and develop their ideas into concept artwork.</li> <li>• Finally, they write a tweet to help generate wider interest in the project detailing in 280 characters max. the reasons why they are committed to the project.</li> </ul>	Slides 12, 13, 14, 15  Worksheet 1 (printed)
10 mins	<b>Analyse</b> – How could different jobs and skills help in making this happen?	Now that the groups have their mural proposals and concept drawings, return to the challenge - <i>'A local community group are concerned about the planet's future and looking to raise more awareness via a social activism campaign.'</i>  Juan and the local community group will now need further support for their mural for it to have as much impact as possible.  Give students the selection of job roles and descriptions.  Focus is on how students justify inclusion of job role. For those that could be involved students need to say	Slides 16, 17, 18, 19, 20, 21  Worksheet 2 (optional)



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		<p>how they would be involved and why knowledge of art and design would be beneficial.</p> <p><i>Depending on the class this can be done in one of two ways. <b>Either:</b></i></p> <ol style="list-style-type: none"> <li>1. <i>Teacher uses the accompanying slides to describe the different roles to the whole class. Have a class discussion to think about the answers to the questions.</i></li> <li>2. <b>OR</b> <i>if students are working at different paces within the class, then give worksheet 2 to students that are ready to start. The worksheet has the same descriptions as the PowerPoint slides so students can use these to make their own decisions and fill in the worksheet.</i></li> </ol>	
5 mins	<b>Reflect</b> – were there opportunities or roles that interested you?	Students should reflect on these questions individually and make a note of their answers.	Slide 24
	<b>Optional extensions if more time or can be set as homework</b>	<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 25

