

Clyde Waterfront Education curriculum resources

Lesson/project idea

'Arts and Culture'

<p>Title</p> <p>Artwork – 150 years of River Clyde</p>	<p>Curricular area</p> <p>Expressive Arts</p>	<p>Age group</p> <p>Upper Primary</p> <p>Time allocation</p> <p>18 – 25 hours (inc visits and exhibition times)</p>
<p>Lesson/project focus</p> <p>Lesson: The art of painting, drawing and creation of image</p> <p>Project: Create artwork exhibition</p>	<p>Cross curricular links</p> <p>Language ICT</p>	<p>Cross cutting themes</p> <p>Curriculum for Excellence; Enterprise in Education; 4-15 National Priorities; ICT; Study Skills; Personal and Social Dev; Learning Outdoors</p>
<p>Short description</p> <p>Through investigating artistic images of the Clyde over the last 150 years, pupils will create an exhibition of their own artwork images of the Clyde today.</p>		
<p>Description</p> <p>The pupils will investigate the many ways that the Clyde has been portrayed in paintings and drawings over the last 150 years. This will be by classroom research and visits to galleries and museums. Specialists can be invited into the class to meet the pupils and discuss their skills. The pupils will visit the River Clyde to take make sketches and take photos. Pupils can investigate how various techniques can be used to enhance an image. These will then be used to help the pupils create their own images of the Clyde in 2008. The pupils will plan and prepare an art exhibition for parents and invited guests to showcase the research and artwork created during the project.</p>		
<p>Aims of learning</p> <ul style="list-style-type: none"> • To meet learning objectives of lesson topic i.e. to understand and experience the art of painting and drawing within a theme • Gain purposeful understanding by putting learning into real context and presenting their knowledge and understanding of subject in an exhibition • Achieve and identify the development of 4 capacities of a Curriculum for Excellence (i.e. enterprising skills and attitudes) 		
<p>Outcomes of learning</p> <ul style="list-style-type: none"> • Subject knowledge gained and enhanced – experience in and investigation of a variety of painting and drawing techniques 		

- Enterprising skills improved by encouraging creativity, increasing motivation and participation in learning about local area, taking responsibility and making decisions about content, raising self awareness and sense of achievement
- Develop employability skills: communication, planning, organisation, researching, presenting, analysing, contributing, reporting
- Confidence of working independently from teacher-led lessons demonstrated by creativity in producing final artwork
- Pupils take responsibility for their learning through making decisions about choice of art medium, choice of image, planning and organising the exhibition,
- Pupils have developed enterprising skills identified as 4 capacities of CfE:
 - confident individuals as they interview specialists and guides on visit
 - successful learners because they have explored techniques and applied knowledge
 - effective contributors by working with others to investigate and to exhibit
 - responsible citizens through developing an appreciation of their city and its history

Resources

- Support from Museum Service
- Support from artists/secondary art teachers
- Access to transport for visits
- Access to educational trips – see Clyde Waterfront website ‘On the water’ link for potential trips
- *Search Google Images for: River Clyde*
- *Search Glasgow Museums for information on galleries and exhibits*

Resources for project

- Variety of art materials
- Display area (in school or local facility)

Relevance to curriculum

Supports 5-14 Expressive Arts
 Relevance to Enterprise In Education criteria
 Relevance to a Curriculum for Excellence capacities

How to develop an *enterprising* lesson

Developing confident individuals

How will you provide a *real* context for learning?

- Pupils put their learning into a real context by researching images and history of the local area and recording images of the present
- Teams will replicate a real life situation by presenting the results of their work to an audience of business/community/peers
- Partners in learning: make contacts with business and community groups who can offer advice/support on various artistic techniques and skills in painting and drawing, display and presentation techniques for an art exhibition
- Look at the jobs that are linked to this task in a real context e.g. artists, art historians, archivists, museum service personnel
- Action activity: pupils work to complete their task of research within a time frame and have to use their knowledge to develop their ideas and present their findings - exhibition
- Audience: Work will form a presentation of knowledge to internal and external partners demonstrating achievements and how information about the local community is recorded
- All pupils will share in success of project, thus raising attainment, inclusion and achievement

Developing responsible citizens

How will you give *responsibility* to pupils for their learning?

- Independent learning was demonstrated through research, selecting, interviewing, reporting, co-ordinating
- Pupils took responsibility for this learning by generating ideas and working together in teams. The success of the exhibition depends on the contributions of the pupils as individuals, as groups and as a class
- Pupils made decisions (self and with group) about how they could enlist the support of specialists, about their choice of image and about how they would display their work
- Pupils had a choice about the creation and selection of image, the creative layout of the exhibition and the audience
- Pupils co-operated in the task by working together to share responsibilities

Developing effective contributors

How will you develop *relationships*?

- Pupils worked together to ensure a positive outcome and to achieve the task successfully
- Pupils learn to negotiate and achieve positive outcomes which avoid conflict
- Pupils took on roles in a team by acknowledging particular skills and talents
- Internal and external partners in learning invited to support the project by the pupils. They are a key element in adding value to the learning experience of the pupils
- Pupils contributing and communicating was shown by group/class discussions and in reporting

Developing successful learners

How will you *reflect* on this learning?

- Test k/u knowledge at end of unit (learning outcomes for lesson) by discussion of what has been learned during project
- Reflect: Time can be built in at specific stages to review how they are getting on in their task and make changes if necessary e.g. when presenting information to the class and considering how the overall display will look
- Assessment: Self/peer/team/teacher images gathered for use, and decisions about what to include – quality control
- Record evidence for EIE and CfE (see above boxes for ideas) by record sheets, photos of ongoing activities and final exhibition
- Identify skills that have been developed and ones that require more work such as speaking clearly and confidently when sharing information with a group or class

- The impact of using this approach to learning was shown by the personal development of the pupils as they met a variety of adults and gained confidence when describing their activities to others

Developing lifelong and employability skills

How will you establish links with external partners in order to put this into a real context and make this more relevant for young people?

- Employers/business engagement: Artists/art teachers, local historians, Glasgow Museums service
- Local community/parents/carers are involved through assisting with research and at the presentation of work in the exhibition

Is there an opportunity to highlight career opportunities?

- Working with the businesses above will highlight opportunities to possible career options such as artist, museum service, art historian, teacher
- As pupils work with the specialists they will have the opportunity to interview them and to establish the skills and qualities needed for each career choice
- Career information can be included in worksheets while pupils are working through them e.g. qualifications needed for art school, the museum service
- Careers adviser can also be asked to make an input to the lesson at any time

Reviewing the process

If this is a lesson idea, how could you involve other curricular areas?

Social Studies

History – People in the past – How and why people lived beside the River Clyde

Languages

Research

Talking and listening: talking in groups, reporting to class, interviewing guests, presenting own artwork and opinions to adults

Persuasive writing, letter writing, report writing

Designing invitations and display posters

ICT

Investigations by using the internet

Creating display signs and invitations using available programs

Could it be incorporated into an activity/project with a higher profile (for example, presentation, competition, production of materials, event)?

- Presentation to local community, parents, artists at art exhibition of final class artwork. This could be in school, local community facility or in an art gallery
- Art competition in the school/local community/ cluster schools
- Local community links – presenting at senior citizens clubs, centres, hospitals, etc

Brief outline of plan

Timing	Input and content	Teacher activity	Pupil activity
1-2 hours	<p>Introduction of topic</p> <p>Establish the outcomes of learning</p> <p>Consider what we will need to complete the project</p> <p>Identify pupil working groups/teams</p>	<ul style="list-style-type: none"> • Introduce project by looking at the 'big picture'. Explain that the class are going to look at the history of the River Clyde in terms of drawings and paintings and then create their own artwork to show in an exhibition • Lead discussion to establish prior knowledge: what do class know about the River Clyde and its history? • Lead discussion to establish who or what we need to help us achieve our aims: people, places, resources? • Support the choice of working groups within class 	<ol style="list-style-type: none"> 1. Pupils share their current knowledge of the River Clyde in group and class discussion 2. Pupils share ideas to establish what will be needed to support the Project and make it a success. This can be in small group and/or at class level 3. Pupils record ideas and keep an ongoing record of the project 4. Pupils will choose working groups/teams
1-2 hours	<p>Investigate pictorial evidence</p> <p>Record a selection of key features</p> <p>Report findings back to class</p>	<ul style="list-style-type: none"> • Provide research materials for class. Contact with Museum Service, local artists, galleries or community groups should provide actual archive material for the pupils • Provide access to ICT resources to allow investigations on the internet • Support pupils as they research the material 	<ol style="list-style-type: none"> 1. Pupils will identify and investigate a selection of images of the River Clyde using: <ul style="list-style-type: none"> - library books - ICT resources/internet - actual artwork 2. Pupils will complete a brief record worksheet for a selected few pictures. Record sheet will establish what the picture portrayed, when it was made and by whom. Pupils will state why they favour

		<ul style="list-style-type: none"> Lead class in 'reporting back' session 	<p>the image</p> <ol style="list-style-type: none"> Pupils will report back to the whole class
<p>1-2 hours ***</p>	<p>Identify people who could support project</p> <p>Invite specialists in to support the project</p>	<ul style="list-style-type: none"> Lead discussion about: <ul style="list-style-type: none"> Specialists who might be able to help add quality to the project (refer back to Introductory activities) What specialists could provide Direct pupils in letter writing as they invite the identified people into the class or request other forms of support <p><i>It may be appropriate that the class teacher has already identified a selection of 'guests' to avoid disappointment for the pupils. The Museum Service, local businesses, associated secondary school, Colleges or individuals may be able to help.</i> *** Some preparation time will be needed before any visitor meets the class</p>	<ol style="list-style-type: none"> Pupils establish the reasons why they need support for the activities Pupils consider who could best deliver that support Pupils write to 'specialists' asking them to visit the class and work on the project Teams take on different tasks to spread the work
<p>1-2 hours</p>	<p>Invite Guests to the final Exhibition</p>	<ul style="list-style-type: none"> Direct pupils as they make arrangements for the final exhibition: <ul style="list-style-type: none"> Identify date and location Permission to hold exhibition in school Guest list Catering requirements Specialist to advice on how to display artwork 	<ol style="list-style-type: none"> Pupils discuss the arrangements and work in teams to write letters, make phone calls, make invitations etc Invitation design could become a homework task
<p>1-2 hours</p>	<p>Techniques and practice</p>	<ul style="list-style-type: none"> Ideally this is where an artist or art teacher could visit the class to talk to the pupils and demonstrate the different techniques used in drawing and painting to create different effects 	<ol style="list-style-type: none"> As a career opportunity the pupils could interview the artist/teacher about the skills and qualities needed for his/her chosen career. Pupils experiment with available art

		<ul style="list-style-type: none"> • If no one is available the class teacher can demonstrate how to use a variety of materials and their effects e.g. watercolours, acrylics, pastels • Assist pupils as they experiment with resources 	resources to create images of water, ships, skies etc
2-3 hours **	Visit to Gallery	<ul style="list-style-type: none"> • Teacher has to make prior arrangements for the class to visit a gallery where the pupils can see artwork depicting the River Clyde • If possible a guided tour of the exhibit would be best, allowing an opportunity for the pupils to ask the guide about their chosen career <p>** Some preparation time will be needed before the visit</p>	<ol style="list-style-type: none"> 1. Pupils visit a gallery 2. Pupils examine real paintings and drawings of the River Clyde 3. As a career opportunity the pupils could interview the guide about the skills and qualities needed for his/her chosen career
2-3 hours **	Visit to the River Clyde	<ul style="list-style-type: none"> • Teacher has to make prior arrangements for the class to visit the River Clyde • A visit to the site at The Tall Ship may be a good option <p>**Some preparation for the trip will be needed with the class</p>	<ol style="list-style-type: none"> 1. Pupils visit the River Clyde as a class 2. Pupils make sketches during the visit 3. Pupils take a selection of photographs during the visit
1-2 hours	Creating images of the Clyde	<ul style="list-style-type: none"> • Teacher provides resources for the pupils to experiment with as they practise creating images of the Clyde 	<ol style="list-style-type: none"> 1. Pupils experiment with a variety of resources to create an image of the River Clyde
2-3 hours	Creating images of the Clyde	<ul style="list-style-type: none"> • Teacher provides resources for the pupils to experiment with as they create images of the Clyde 	<ol style="list-style-type: none"> 1. Pupils use a variety of resources to create an image of the River Clyde

0.5 - 1 hour	Choice of image for exhibition Mounting artwork	<ul style="list-style-type: none"> • Explain that class must each choose one image to be included in the final exhibition • Provide materials to display artwork 	<ol style="list-style-type: none"> 1. Pupils choose how to mount and display their artwork 2. Provide a name and short description of their artwork
*** Time allocation will depend on the size, nature and location of the exhibition	Preparation for exhibition	<ul style="list-style-type: none"> • A lot of prior preparation will be needed here to set up adult supervision, liaison with school staff, management, parents, liaison with outside agencies etc. ***Preparation will depend on the nature and size of the exhibition • Another possibility here may be to invite a member of the Museum Service to talk to the class about exhibiting artwork for the public. They may be able to assist in preparing the exhibition • Once the exhibition is ready the class will need some preparation for the 'event e.g. how to greet the guests, how to describe their work and what they have learned during the project • Arrange for publicity to celebrate the exhibition 	<ol style="list-style-type: none"> 1. Groups of pupils will work with adult supervision to place their artwork and short description in the display area 2. Pupils will provide a complementary section to show how they have tackled the project and what they have learned throughout. They can choose how to present this material and again work in groups to share the tasks 3. As a career opportunity the pupils could interview the Museum Service worker about the skills and qualities needed for his/her chosen career 4. Discuss the roles that will be required during the exhibition 5. Practise working at the exhibition 6. Write a press release for the exhibition
1-2 hours ***	The exhibition	<ul style="list-style-type: none"> • Support the pupils as they meet their invited guests • Support the pupils as they discuss the project 	<ol style="list-style-type: none"> 1. Explain the project to guests 2. Identify their own work and explain their choice of image
1-2 hours	Evaluation	<ul style="list-style-type: none"> • Lead the class in a discussion to evaluate the project in terms of: - enjoyment 	<ol style="list-style-type: none"> 1. Evaluate the project by discussion 2. In their groups the pupils share the task of

1 hour	Thank supporters of the project	<ul style="list-style-type: none"> - skills - working as a team - next steps • Lead discussion about how to thank the people who supported the project 	writing thank you letters to supporters of the project
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**** Varied timings here to allow for visits and speakers**

***** The exhibition may be on display for a number of days or even taken to another location**