

## Clyde Waterfront Education curriculum resources

### Lesson/project idea

#### 'Communities'

<b>Title</b>  Exhibition on Glasgow's connections with the slave trade	<b>Curricular area</b>  Expressive Arts	<b>Age group</b>  S2 or S3  <b>Time allocation</b>  9-15 periods
<b>Lesson/project focus</b>  <b>Lesson:</b> Slave trade  <b>Project:</b> Design and make an art installation based on Glasgow's links with the slave trade	<b>Cross curricular links</b>  Social Studies RME	<b>Cross cutting themes</b>  Curriculum for Excellence; Enterprise in Education; Assessment is for Learning; 4-15 National Priorities; ICT; Citizenship; Personal and Social Dev; Parents as Partners
<b>Short description</b>  Pupils will create an art installation based on the theme of the slave trade for an exhibition to peers and local community.		
<b>Description</b>  This lesson/project idea will develop a knowledge and understanding of slavery by applying this knowledge in a real life context. Young people will work in teams with the task of creating an art installation based on the theme of the slave trade and connections to Glasgow. Pupils will learn about printmaking and will have to use this technique to create the installation.		
<b>Aims of learning</b> <ul style="list-style-type: none"> <li>• To meet learning objectives of lesson topic e.g. learning about Glasgow's involvement in the slave trade, focusing particularly on a chosen theme e.g. the triangular slave trade, the tobacco lords, links between Scotland and Jamaica etc.</li> <li>• Gain purposeful understanding by putting learning into real context by creating an exhibition and display of knowledge of what they have learned about Glasgow and the slave trade</li> <li>• Achieve and identify capacities of Curriculum for Excellence (enterprising skills and attitudes)</li> </ul>		
<b>Outcomes of learning</b> <ul style="list-style-type: none"> <li>• Subject knowledge gained and enhanced e.g. researching Glasgow's involvement in the slave trade</li> <li>• Enterprising skills improved by developing creativity and confidence; increasing motivation to learning; taking responsibility and making decisions; consideration of others through group</li> </ul>		

work and discussion; raising achievement and fostering ambition

- Developed employability skills: Communication, planning, organisation, time management, researching, co-operating, contributing, sourcing, negotiating, analysing, reporting and presenting
- Confidence of working independently from teacher-led lessons demonstrated by researching the slave trade independently on the internet, organising completion of the task
- Pupils take responsibility for their learning through making decisions about the form the installation will take in groups
- Pupils have developed 4 capacities of CfE:
  - confident individuals as they will create an installation
  - successful learners because they will research the slave trade independently
  - effective contributors by working together in groups to complete the task
  - responsible citizens through finding out about the legacy of the slave trade

### Resources

- Websites about slavery e.g. [www.black-history-month.co.uk](http://www.black-history-month.co.uk) and [www.antislavery.org/breakingthesilence](http://www.antislavery.org/breakingthesilence)
- Websites about installation art (definition on Tate website) [www.tate.org.uk/collections/glossary/definition.jsp?entryId=143](http://www.tate.org.uk/collections/glossary/definition.jsp?entryId=143)
- Glasgow Museums - Hunterian, St Mungo Museum of Religious Art and Life, People's Palace [www.glasgowmuseums.com](http://www.glasgowmuseums.com) and [www.hunterian.gla.ac.uk](http://www.hunterian.gla.ac.uk)

### Resources for project

- Paper, drawing pencils
- Printmaking materials
- Construction materials

### Relevance to curriculum

Supports 5-14 Art and Design

Cross curricular links could be developed with History department (see lesson plan on the Atlantic slave trade)

Issues of racism and citizenship are considered

## 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 working like real artists, researching a theme, developing their own responses and visual ideas, creating their own installation and advertising and publicising their exhibition
- Teams will replicate a real life situation by presenting their installation in a real environment, e.g. a local community centre, the school or other public building
- Partners in learning: make contacts with artists who can offer advice on mounting and displaying an exhibition or community groups who can offer support on advertising and publicising the exhibition
- Look at the jobs that are linked to this task in a real context e.g. curator, artist, journalist
- Action and participation activity: pupils work to complete their installation within a time constraint and have to use their knowledge of the slave trade to support what they are trying to do
- Audience: the installation will form a presentation of knowledge to parents and/ or the public showing what they have done and how the history of the slave trade has affected Glasgow and its people

### Developing responsible citizens

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

- Independent learning was demonstrated through research of the history of the slave trade
- Pupils took responsibility for this learning by taking ownership of the project
- Pupils made decisions (self and with group) about the form the installation would take,
- Pupils had a choice about the materials and images they would use
- Pupils co-operated in the task by sharing with their peers in a team by discussing ideas and responses to the slave trade
- Pupils had control over how they organised themselves to complete their task by deciding who was responsible in the group for each task e.g. manager, timekeeper, reporter etc

### Developing effective contributors

#### How will you develop *relationships*?

- Pupils worked together to discuss and develop ideas for the installation
- Pupils were encouraged to work in a team with others through being given specific roles and responsibilities within the group
- Internal and external partners in learning were used to help the pupils develop ideas e.g. working with artists or local community
- Pupils contributing and communicating was shown by working with each other during the project and with the display and promotion of the exhibition
- Pupils co-operating and negotiating was demonstrated through working with each other to arrive at decisions of the form of the final installation and in working together on the practical aspects of the task

### Developing successful learners

#### How will you *reflect* on this learning?

- Test k/u knowledge at end of unit (learning outcomes for lesson) by assessing their knowledge of the slave trade and printmaking processes
- 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 they have completed their initial plan for the installation, assess whether pupils need more time, advice or guidance

- **Assessment: self/peer/team/teacher**
- **Record evidence for EiE and CfE (see above boxes for ideas) by asking pupils to photograph exhibition and write a report for the school newspaper on the opening of the event**
- **Identify skills that have been developed and ones that require more work such as researching, working in teams, drawing skills etc**
- **The impact of using this approach to learning was shown by an increase in confidence and working independently from the teacher**

## 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
  - curator
  - journalist
  - photographerto provide information, talks and advice
- Local community - community centre or other local public building willing to provide space for installation
- Families were involved through invitation to the exhibition opening
- Input from specialists e.g. artists in developing project

**Is there an opportunity to highlight career opportunities?**

- Working with the businesses above will highlight opportunities to possible career options such as artist, curator, community centre manager, journalist and photographer
- The experience of working collaboratively as artists will give the pupils a taste of the art world and encourage pupils to think of careers available
- Career information can be available to pupils through leaflets, posters, booklets and websites e.g. [www.yourcreativefuture.org](http://www.yourcreativefuture.org)
- Careers adviser can also be asked to make an input to the lesson at any time
- At subject option choice time, pupils will be more aware of how subject knowledge can impact on careers profiled

## Reviewing the process

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

### **Social Studies**

History – slave trade

Modern Studies – modern slavery, politics, abolition movement

Geography – triangular slave trade - maps of the route of the slave trade

### **Craft and Design**

Production methods, model making

### **Languages**

Reports, research

### **RME**

Discuss some of the moral questions raised by the topic

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

- Presentation to local community and local businesses
- Contact local newspaper about exhibition with press release and photos
- Tour exhibition to another venue

## Brief outline of plan

Timing	Input and content	Teacher activity	Pupil activity
2 periods	<p>Introduction to the slave trade and connections to Glasgow</p> <p>Establish the outcomes of learning</p>	<p>Introduce lesson on slavery by:</p> <ul style="list-style-type: none"> <li>Showing pupils Powerpoint on slavery and ask pupils to contribute their initial reactions to the slave trade</li> </ul> <p>Guide pupils through web search by:</p> <ul style="list-style-type: none"> <li>Suggesting relevant sites</li> <li>Asking for specific information</li> <li>Giving pupils a time limit</li> <li>Asking pupils to work in pairs</li> </ul>	<ol style="list-style-type: none"> <li>Pupils research and report back e.g. why was it called the triangular trade? What was life like on the slave ships?</li> <li>Discuss and research in groups presenting back in class setting</li> <li>Working in pairs, pupils find and print images and words that could be used as a stimulus for the installation</li> </ol> <p><i>Link with History department at this point would be useful to avoid repetition of areas already covered</i></p>
4 periods	Introduction to mono-printing	<ul style="list-style-type: none"> <li>Demonstrate mono-printing</li> <li>Show pupils how their printed images and lettering can be made into prints</li> <li>Discuss use of line, tone and restricted colour palette</li> </ul>	<ol style="list-style-type: none"> <li>Pupils use images and words from previous lesson to create mono-prints</li> </ol>
1-2 periods	<p>Developing ideas for the installation using mono-prints from previous lesson</p> <p>Discuss ideas for installation – which is most successful – why?</p>	<p>Discuss installation art with pupils and show examples, suggest ideas and advice pupils on materials available then:</p> <ul style="list-style-type: none"> <li>Divide pupils into groups</li> <li>Ask pupils to adopt roles within the group</li> <li>Ask pupils to discuss and share ideas of how to present prints</li> <li>Get pupils to present ideas to class</li> </ul>	<ol style="list-style-type: none"> <li>Pupils will divide the different roles and responsibilities within their group</li> <li>Working in groups pupils will discuss ideas for how to present their prints</li> <li>Pupils will report back to the class</li> </ol>

		<ul style="list-style-type: none"> <li>Pupils vote on best idea to pursue</li> </ul>	<i>Links to manager of community centre or public building, who would display their exhibition. Pupils could make contact and organise a visit to sites or could be visited by the manager</i>
3-4 periods	Making the installation	<p>Ensure pupils are on task by:</p> <ul style="list-style-type: none"> <li>Ensuring they have allocated specific roles in the group</li> <li>Monitoring the groups through questioning</li> <li>Reminding class of time constraints</li> </ul>	<p>1. Class then forms groups. Roles and responsibilities in each group to complete the installation are decided. Pupils must work on teambuilding and communication skills to finish on time</p> <p>2. All decisions must be made by the group with some support provided by staff</p>
1-2 periods	Exhibition: display of knowledge	<ul style="list-style-type: none"> <li>Peers/teachers/ general public to attend a presentation and opening of the exhibition</li> </ul>	<p>1. Prepare and set up the exhibition for audience Interact with audience and answer questions and provide advice</p>
1 period	Evaluation of project	<ul style="list-style-type: none"> <li>Organise the evaluation of the project</li> <li>Self and peer evaluation should be promoted</li> <li>A list of new skills gained should be organised with also a list of skills that the pupil needs to develop</li> </ul>	<p>1. Pupils in the group to photograph and report on the event</p> <p>2. Best articles could be used in the school magazine</p> <p>3. Pupils would then be asked to evaluate their work and input</p> <p>4. Pupils should also focus on personal learning and achievements as well as how they will progress their learning</p>