

Define and Re-use. The Charter School Short Term Curriculum planning tools: lesson plans

Subject Art and Design	Title Define and Re-use	Lesson No.	1 - 3
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Starting with the twenty-nine sub aims of the Secondary Curriculum, Sophie decided that her priority for curriculum development would be the statutory aim to nurture *Responsible citizens who make a positive contribution to society*, specifically to concentrate on helping learners to *have a strong sense of their own place in the world and to challenge injustice, be committed to human rights and strive to live peaceably with others*. She realised that the Importance Statement in the Art and Design PoS reflects these significant ideas by demanding that learners should ‘appreciate and value images and artefacts across times and **cultures**, and to understand the **contexts in which they were made**’ as well as developing ‘an **appreciation of the role** of art, craft and design in the **creative and cultural industries** that enrich their lives’. In art and design, the explanatory notes for ‘Cultural understanding’ point to learners exploring the culture of their society, the groups in which they participate and questions of local and national identity.

Turning to the cross curriculum dimensions, she became aware that ‘Identity and Cultural Diversity’ provided a valuable and appropriate framework for her plans **and** that she would need to link with Citizenship and English teachers in order to capitalise on their expertise, develop her own knowledge and understanding and enhance common areas of learning to create a compelling learning experience.

Art and Design and Citizenship collaborated on the long term planning of the project and a citizenship teacher agreed to contribute to a lesson to help learners to understand the meanings of identity, locality, nationality and diversity. Help from the English department came in ideas for exploring the nature of metaphor, the use of words as art forms and of the use of mini whiteboards to help learners mould their emerging ideas.

The project deliberately encouraged intellectual risk taking (by teachers and students); provided opportunities for learner choice and personalisation and included enquiry and a wide range of approaches to practical, constructive and active learning. For instance learners personally sourced all of the resources and saw that what they learnt in the classroom was pertinent to and mirrored their world e.g. by discovering ‘The fashion fairy of New Cross’, Tom Phillips (an artist who lives and works in South London famous for the use of words in art e.g. ‘A Humument’ an altered book, and ‘The Great Bear’ a London Underground Tube Map in which Simon Patterson uses each line to represent groups of people, from scientists, saints and philosophers to comedians, explorers and footballers.

The outcomes are revealing. Learners were asked to construct a visual postcard “Dear alien, we are a group of people who believe....” Their answers speak volumes:

- ◆ “...Our life is in our hands”
- ◆ “...that our families are the most important thing...they love care and look out for us”
- ◆ “..in our heritage and our possessions”

In Sophie’s words “Thirty small outcomes became 6 large, and totally different, outcomes”.

Participants in ‘Commitment to Learning’ will make their own decisions about the extent to which the learning in these lessons is ‘compelling’, meets the aims of the new secondary curriculum, addresses the Personal Learning and Thinking Skills and conforms to the art and design PoS and whether Ofsted would give it a clean bill of health. What is beyond doubt is that the coherence that exists between Every Child Matters, the 29 aims of the Secondary Curriculum, the subject PoS, the PLTS and the cross curriculum dimensions can liberate teachers and help them to realise a personalised curriculum that engages pupils and raises standards.

Vicki Pites (Aspect Regional Advisor, London)

This introduction to ‘Define and Reuse’ was written by Vicki Pites. The film, which the lesson plans describe, formed part of a series of Headteacher INSETs called ‘Commitment to Learning’.

Starter activities, exposition and introduction	Lesson Objectives	<ul style="list-style-type: none"> • To produce a sculpture using ready-mades, language and IT which explore identities and cultural diversity within local, national, global frameworks • To work in teams researching artists/designers and artworks/language and present their findings to the group. To identify and understand the changing roles of the artist or designers in a range of contexts. e.g. Barbara Kruger (Advertising/Selfridges/Art); Jenny Holzer ('Truisms') • To exchange views and make reasoned choices and judgements when investigating, making and evaluating their collaborative ready-mades, use of language and animations. 	<p>The Art and Design PoS is outlined here and provides a commentary on ways in which the PoS is being realised in practice</p> <p>Key Concepts</p> <p><i>Creativity: Producing imaginative images, artefacts and other outcomes and are both original and of value Taking risks and learning from mistakes.</i></p> <p><i>Competence: Making informed choices about media, techniques and processes.</i></p> <p><i>Cultural Understanding: Engaging with a range of images and artefacts from different contexts - Pupils could explore the culture of the culture of their society, the groups in which they participate and questions of local and national identity.</i></p> <p><i>Critical Understanding: Developing their own views and expressing reasoned judgements.</i></p> <p>Curriculum Opportunities: Respond to the school's location and local and cultural influences.</p>
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	<p>Key Vocabulary</p> <p>Identity, Diversity, Locality, Community, Nationality, Globalisation Truisms, Metaphor, Font, Typography, Readymades Artists: Lawrence Weiner, Barbara Kruger, Jenny Holzer, Marcel Duchamp</p> <p>Learning outcomes Booster Standard Intermediate Higher</p> <p>Booster: Students can use a variety of media to experiment with ideas and materials. They compare and comment on differing ideas. They discuss their own work and that of others and consider how to improve their animations and sculptures. Standard: Students can take creative risks when experimenting with ideas and materials. They consider and discuss the work of artists and designers relating these to the aims and purpose of their own animations and sculptures. Intermediate: Students can take creative risks to help form and develop ideas in imaginative ways. They analyse and comment on their own and others work, appreciating the visual and written language used to express meaning in their own animations and sculptures. Higher: Students develop, express and realise ideas in original ways, exploiting their understanding in creative ways. They analyse, engage with, and question critically aspects of their own and others’ work, identifying how beliefs and meanings are expressed in their animations and sculptures. Refer to long term planning for learning outcomes.</p>
<p>Development : pupils consolidate and develop</p>	<p>Starter</p> <p>Ready-mades starter activity:</p> <p>Hand out for each student one object. Ask each pupil to use their object to express something about themselves or where they live. They can turn this object upside down/place it on its side.</p> <p>Note Duchamp’s ready-mades (The Fountain was simply turned upside down to alter meaning)</p> <p>Activities</p> <p>Starter activity</p> <p>Show Power Point of students work and recap on achievements and learning to date (visual analysis of diversity, identity, nationality) Show slides to outline lesson objectives, artists/designers (Duchamp, Kruger, Holzer, Weiner, Magazine and advertising).</p> <p>TASK 1</p> <p>Explain collaborative research – Art Detective activity</p> <p>Divide pupils into groups – 2 groups to use IT (book and web based research) Use Art detective pack (and key research questions). Report back.</p> <p><i>Creativity: Exploring and experimenting with ideas. Taking risks and learning from mistakes.</i></p> <p><i>Critical Understanding: Engaging with ideas, images and artefacts and identifying how values and meanings are conveyed.</i></p> <p><i>Explore and Create: Draw to express perception and invention, to communicate feelings, experiences and ideas. (e.g. use codes and symbols).</i></p> <p>Concepts: <i>Competence - Making informed choices. Explore issues through the development of their work. Critical Understanding – analysing and reflecting on work from diverse contexts. Cultural Understanding - Understanding the role of artists – in a range of contexts.</i></p> <p>Key Processes <i>Explore and Create: A clear sense of purpose is a key to the quality of the learning experience.</i></p> <p><i>Understand and Evaluate: Use research and investigative</i></p>

		<p>TASK 2 – Readymades (see slide 13) Recap aim and learning outcome of previous lesson – “Dear Alien, We are a group of people who believe.....”</p> <p>Explain use of Readymades and how language in Task 3 will be employed.</p> <p>AIM: to create visual three-dimensional message which describes an aspect of identity, locality, nationality and diversity. Q & A to reinforce and prior learning and understanding of these terms.</p> <p>And</p> <p>Construct a Readymade which will be used as the backdrop/base for a phrase/words to be projected into it. Show teacher example 1. Note how the mattress has become a wall – a visual metaphor (explain this term and revisit later). Projected on the ‘wall’ is an animated message “walls can be broken”.</p> <p>Discuss the starter activity and how symbolic meaning can be suggested by combining more than one object and/or words. E.g. the mattress = a wall/homelessness and the barriers faced by homeless people in London.</p> <p>Show Example 2. – ‘Seeds that Grow’ – my role!! Ask students feedback on the symbolic forms. Mattress and Guitar...</p> <p>Recap aim to work in teams and visually describe identity, locality, nationality and diversity. Draw once more upon prior learning. Ask for five key ideas to consolidate students earlier learning (with Citizenship in Art and Design) – how communities are made up of people with similar ideals as well as differing views, faiths, beliefs, ages, sexuality and experience.</p> <p>Task: Combine objects that pupils bring in and objects that each group can select – consider function and how to change function – Students are combining objects to make a 3D large scale still-life.</p> <p>Stop group and evaluate process to support groups through peer reflection. Ask group(s) for possible directions and explain their reasoning/analyse reasons for</p>	<p><i>skills - Use of the internet positively to find and extract information. Intelligent use of resources.</i></p> <p>Curriculum Opportunities: <i>Explore areas that are new to them, including ideas, techniques and processes</i></p> <p><i>Respond to the schools location, local and cultural influences</i></p> <p><i>Engage with contemporary, art, craft and design working with creative individuals</i></p> <p><i>To collaborate in groups towards common goals.</i></p> <p><i>Work Collaboratively: This includes developing the sensitivity and skills to negotiate, evaluate and share in the collaborative process of creating and making.</i></p> <p>Key Process Understand and evaluate: <i>Analyse, select and question critically, making reasoned choices when developing work.</i></p> <p>Creativity: <i>Exploring and experimenting: Exploration should be purposeful. Pupils could draw on their exploration to evaluate their successes and failures and propose next steps.</i></p> <p>Range and Content: <i>Understanding of art, craft and design processes, associated equipment and safe working practices.</i></p> <p><i>Understand the role of the designer – (increased emphasis on</i></p>
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	<p>selecting objects and arrangements of objects. Identify symbolism.</p> <p>Technician/Artist - Demonstrates joining techniques with groups.</p> <p>TASK 3a</p> <p>AIM: To use language (words) and fonts to express and extend meaning in your groups' sculpture</p> <p>Each group is given one of 6 magazines. Analyse the font used in the header (Heading). Explore how a designer would describe these headings (see notes attached to magazines). List the words (descriptive words - adjectives) which describe the font used.</p> <p>Typography and Target audience – typography is a visual language (the font and its form) – fonts convey meaning to an audience.</p> <p>Groups report back findings – key point: Why has this font been selected? Summarise symbolic meaning of selected fonts. Extension – identifying how the typography (font form) conveys meaning.</p> <p>Task 3b – Looking at artists</p> <p>'Read' again Holzer, Weiner, and Kruger artworks. Describe the fonts the artists have selected. Remind group of Holzer's 'Truisms' and Kruger's use of slogan and statement. Note that Weiner uses metaphor. A metaphor is figure of speech in which one thing is described as if it were another, as in "Life is just a bowl of cherries."</p> <p>Task 3c – Words and metaphors</p> <p>Select a chairperson – someone to co-ordinate the group's responses. Work individually (A) then in groups (B – C)</p> <p><u>A. For 1 minute:</u> (Individual) Select 1 word to describe your readymade</p> <p><u>B. For 3 minutes:</u> Select 2 - 3 words to describe your readymade</p> <p><u>C. For 5 minutes:</u> Select a metaphor for your work – Select your preferred word, words, metaphor (or phrase) to describe your sculpture and meaning within. Recap prior learning where students completed the sentence "We are a group of people who believe..."</p>	<p><i>the applied and Creative Industries).</i></p> <p>Key Processes: <i>Work in and across areas of fine art and applied practices.</i></p> <p>Competence: <i>Evidence of analysis may be seen in discussions and visual and other forms.</i></p> <p>Importance Statement: <i>They develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives.</i></p> <p>Explore and Create: <i>Investigate how to express and realise ideas using formal elements and qualities of a range of media.</i></p> <p>Understand and Evaluate: <i>Develop ideas and intentions</i></p> <p>Curriculum Opportunities: <i>...taking on different roles in teams.</i></p> <p>Understand and Evaluate: <i>Analyse and question critically, making reasoned choices when developing work.</i></p> <p>Importance of Art and Design: <i>They work in traditional and new media, developing confidence, competence and imagination and creativity.</i></p> <p><i>They learn to think and act as artists and designers, working creatively and intelligently.</i></p> <p><i>They develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives.</i></p>
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	<p>Evaluation and Assessment</p>	<p>TASK 5 Presenting work to an audience: Each group organises and presents their illuminated animation of either word(s) or phrases projected onto their Readymade. On-going analysis will be evidenced through discussions as well as trials and outcomes.</p> <p>To combine language, typography and form (Readymades) to express their ideas and views in groups and visually.</p> <p>Collaboration and ability to work in groups taking on different roles as individuals and team members as the work progresses.</p> <p>Use of Power Point media to convey meaning through form and animation – font size, colour, form (shape) and movement.</p>	<p>Critical Understanding <i>Analysis and critical evaluation are key aspects of the creative process and essential life skills. Pupils need to develop these skills in relation to the world around them, as well as to their own and others’ creative output.</i></p> <p>Competence: <i>Investigating, analysing, designing, making, reflecting and evaluating effectively.</i></p> <p><i>Pupils learn to reflect critically, assessing their own performance and that of others.</i></p>

Plenary and recap	Plenary Key Questions	<p>How do artists/how does the work you produced help us to understand identity and diversity, similarity and difference?</p> <p>How does language in art/design influence you – what techniques are used?</p> <p>Can art and design shape your world/your views? Give examples...</p>	<p><i>Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed (both visually and in words)</i></p> <p><i>Developing their own views and expressing reasoned judgements.</i></p>
<p>Resources needed SEN, IEP, EAL adaptations prepared Seating plan generated = Y</p> <p>Web: http://www.understandingduchamp.com</p> <p>Selection of art/design books showing artists/designers' work</p> <p>Small objects for starter activity</p> <p>White boards and white board markers</p> <p>Power points: Intro, Art Detectives, Presentation (outcome example)</p> <p>4 Art detective packs + 2 artists books</p> <p>A1 paper pens</p> <p>Equipment for joining – string, gaffer tape, no entry tape</p> <p>Magazines with notes highlighting range of fonts and typographical form for different target audiences</p> <p>Objects for Readymade (pupils own and teacher led)</p> <p>4 PC's and 2 iMacs</p> <p>Data Projector</p> <p>Card reader(s)</p> <p>Camera and Video to film animations/Readymades in darkroom</p>			