

Environment

About the unit

Students will produce a piece of artwork in response to a personal feeling about the environment and global warming. They will also work in groups to illustrate text/information about the environment from their science and geography lessons.

What the unit covers

Art	Craft	Design	2-D	3-D	Individual work	Collaborative work	
Line	Tone	Colour	Pattern	Texture	Shape	Form	Space
Painting	Collage	Print making	Digital media	Sculpture	Textiles		

Where the unit fits in

This project is designed to be cross-curricular with Geography, Science and RE. The emphasis should be on the students making a personal statement about the world in which they live based on facts and knowledge about the environment.

Expectations

At the end of this unit

Most pupils will: (click and type)

Have investigated the global warming texts from geography and science and their own research. They will develop an idea for a piece of artwork about the environment. They will work in groups to produce a display stand for an exhibition about global warming that uses their artwork and information.

Some pupils will not have made so much progress and will:

Produce limited personal research. They will need to be supported by their teacher to develop an idea. They might be less successful at the 3D making stage and struggle with the skills of making. They might not work so well in group situations and not contribute to the display stand.

Some pupils will have progressed further and will:

Show evidence of in depth independent investigations. They will have a strong personal opinion about the world around them. This will reflect in a thoughtful piece of artwork that is well made. They will work outside of school time and produce an interesting and articulate display stand for their work.

Prior learning

It is helpful if pupils have:

- An ability to work independently and research skills.

Some aptitude at drawing and painting/ sculpture.

Language for learning

Resources

For practical work, resources include:

- Drawing and painting equipment with the option for 3D investigation.

Future learning

(click and type)

Adapting the unit

Pupils could:

- Produce sculptures in clay or 3D modeling to extend their ideas. They might bring in found objects and utilize these in their work.

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES PUPILS	POINTS TO NOTE
Exploring and developing ideas			
<p>record from firsthand observation, experience and imagination, and explore ideas</p> <p>ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>To present information (including sketchbook)</p>	<ul style="list-style-type: none"> Students will make records of selected paintings and/or sculptures from current artists who portray their feelings about the environment. They will investigate the meaning behind their thoughts and feelings. <p>They will develop ideas of their own to create an idea for a piece of 3D sculpture based on global warming and the environment.</p> <p>They will take care to record this work in a sketchbook using annotated notes.</p>	<ul style="list-style-type: none"> Develop methods and practices in design development needed for KS4 art and design courses. <p>Learn strategies for independent thinking.</p> <p>Learn how to use a sketchbook and annotate.</p>	<ul style="list-style-type: none"> Need to power point presentations and secondary resources of contemporary artwork <p>A design brief for the project</p>
Investigating and making			
<ul style="list-style-type: none"> investigate the possibilities of a range of materials and processes try out tools and techniques and apply these to materials and processes, including drawing <p>represent observations, ideas and feelings, and design and make images and artefacts</p>	<ul style="list-style-type: none"> Students will be encouraged to think outside of normal conventions when creating their work so that it is interesting, unusual and innovative. <p>They will be given opportunities to work in 3 dimensions, use card, computer and/or modeling techniques. They will be encouraged to bring in found objects from home.</p>	<ul style="list-style-type: none"> Produce innovative and creative artwork. 	<ul style="list-style-type: none"> Brainstorming sessions and strategies. <p>Homework that supports the thinking process such as bringing in objects from home, having a whole class junk bringing in session and/or garage clearout!</p>
Evaluating and developing work			
<ul style="list-style-type: none"> review what they and others have done and say what they think and feel about it identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> Students will take part in a group critique of their own and others work. They will complete self assessment and peer to peer assessment. <p>They will then evaluate their work to suggest alternate ways in which the work might be produced.</p>	<ul style="list-style-type: none"> Gain experience of deconstruction of a piece of work to identify how to develop work better in future. 	<ul style="list-style-type: none"> self assessment sheets.

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES PUPILS	POINTS TO NOTE
Knowledge & Understanding			
<ul style="list-style-type: none"> visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space materials and processes used in making art, craft and design differences and similarities in the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Students will gain experience of colour, design, layout and composition. <p>They will have opportunities to work in a range of materials.</p> <p>They will study the meanings behind contemporary works of art.</p>	<ul style="list-style-type: none"> gain experience of developing an idea from initial conception through to final outcome. <p>Work in mixed media.</p>	<ul style="list-style-type: none">

Design Brief

The Environment

As part of your studies in Geography and Science, you will learn about global warming and the environment.

There is a lot of evidence to say that the earth's climate is changing.

Some people believe that this is because of Human behaviour. They believe that we are harming the world with our modern way of living.

They say that this is because:

- The human race is using more and more energy to light and heat our homes and factories.
- More and more of us are driving cars that give out pollution.
- We are throwing dirt, chemicals and filth into our seas and rivers.
- We are spraying our crops with chemicals that destroy the natural life cycle for insects, birds and wildlife.
- That the natural habitat for creatures is being destroyed by mankind.
- The polar ice caps are melting and that this will cause massive floods across the world.
- There is a hole in the ozone layer that is causing a lot of people to develop skin cancer.

Some people say that this change in our planet is a natural event and that the earth often goes through climate changes, such as the ice age.

- They point out that our whole way of life depends upon the consumption of fuels.
- They say that we enjoy the comfort of electricity, nice cars, good clean food, warm modern housing and well light streets.
- They say that there is a lot of panicking about the environment and that nothing has been proven to say that our way of life is CAUSING climate change.
- They still care very much about the world but they believe that these are natural changes, not caused by the recklessness of mankind.

As young people, growing up in this world, you have your whole future ahead of you. What kind of world is going to be left for you?

What do YOU believe is happening?

What can we do about it?

TASK: Produce a display/information board on global warming.

Design and make a piece of 3D sculpture to reflect your thoughts and opinions about the environment.

Then: working as a group, design an information display stand to display your groups artwork.

The display stand should be suitable to hold your work against a wall area.

It can be of any size or shape.

It should contain factual information and/or pictures to support your ideas about global warming.

You may use facts that you have learned from Geography or history.

Global Warming Web Links

The following links are web sites I have found that provide good sources of reference for artists who have responded to climate change.

Marieke Bolhuis is a Dutch artist who creates abstract responses in a contemporary style to climate change.

<http://www.mariekebolhuis.com/>

This site is a great source of photographs on all aspects of global warming. Although it is a pay to download site, you will still be able to see and use the images online.

<http://www.globalwarmingimages.net/>

Deviant Art is a BRILLIANT site where you can see a vast array of artists who produce digital art for show in their online gallery. If you search for Greenpeace on Deviant Art you will find a huge collection of art based on global warming.

<http://www.deviantart.com/#catpath=digitalart&order=9&q=greenpeace>





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