

<b>Art &amp; Design</b> <b>Investigating&amp;Realising</b>	<b>THEME : Murals</b> Painting	<b>Class :</b> <b>Date :</b> 00/00/03 <b>Dur :</b> 1 hr
<b>KEY EXPERIENCES</b>  Investigating and responding to a stimulus  Using the visual elements  Using materials, tools and processes to realise ideas and intentions  Appreciating the work of artists, designers, and craftworkers  Evaluating work	<b>LEARNING OBJECTIVES</b> <ul style="list-style-type: none"> <li>• To consider and discuss examples of murals from the local community</li> <li>• To evaluate the messages communicated by murals</li> <li>• To discuss positive and negative issues and aspects of the community and society</li> <li>• To look at Mexican and Nicaraguan murals</li> <li>• To promote understanding and empathy for problems in other parts of the world</li> <li>• Consider how to visually represent ideas and issues</li> </ul>	
<b>KEY SKILLS</b>	<b>TEACHING SEQUENCE</b> Look at examples of murals from local communities – get pupils to describe what they see – decipher meaning. What do they already know about mural? What would they like to know? Make notes of their purposes – some discussion of the Northern Ireland context.  Highlight different kinds of murals – positive / negative messages - looking to the past or to the future. If we created a mural what purpose or message would we want it to have? Write up on page to display.  In groups list what they see as negative and positive aspects of their community, society. Report back, discuss and add to the list on display.  Link to Mexican & Nicaraguan mural traditions – background. Show some examples –relate to list. Draw ideas for how some of the positive and negative aspects could be shown visually.	
<b>VOCABULARY</b>	<b>HOMEWORK</b> Choose one positive and one negative aspect – collect images from the paper or magazines that illustrate this.	
<b>CONTEXTUAL</b>  Examples of NI murals Examples of South American murals	<b>MATERIALS, TOOLS, PROCESSES</b>  Drawing materials	<b>HEALTH &amp; SAFETY</b>
<b>CCT'S</b>  Education for Mutual Understanding Cultural Heritage	<b>ASSESSMENT FOCUS</b>	<b>PREPARATION</b>