

<p><b><u>AREA OF STUDY</u></b></p> <p>Fine Art Painting</p>	<p><b><u>THEME</u></b> <b>MURAL - TRANSFORMATION</b> Integrating aspects of Citizenship themes – Democracy &amp; Active Participation, Diversity &amp; Inclusion</p>	<p><b><u>CLASS</u></b></p> <p>Year 10</p>	<p><b><u>DURATION</u></b></p> <p>12 weeks approx Based on 12 x 1 hour lessons per week</p>
<p><b><u>INVESTIGATING &amp; REALISING</u></b> <b><u>Pupils should have opportunity to:</u></b></p> <p>Respond to what they experience, remember &amp; imagine</p> <p>Develop understanding &amp; ability to use &amp; combine the visual elements</p> <p>Make a personal response, through 2 &amp; 3D work, to a wide range of stimuli, including observations &amp; experiences of the natural &amp; made environment</p> <p>Develop specific skills to observe &amp; record from first hand experience, and to express intentions</p> <p>Experiment with and combine techniques, materials, processes to explore, express &amp; communicate ideas &amp; feelings</p> <p>Use a workbook and a range of media in a personal and self-directed way to develop ideas &amp; images, &amp; to record first-hand observations from different sources</p> <p>Discuss &amp; compare the development of their ideas &amp; meaning in their work with other pupils, evaluate their own and others' work using appropriate language</p> <p>Analyse &amp; compare the work of artists, designers, craftspeople from different cultures &amp; contexts, use the information to inform their own work</p>	<p><b><u>LEARNING OBJECTIVES &amp; OUTCOMES</u></b></p> <ul style="list-style-type: none"> <li>• To recognise the social and political function of art</li> <li>• To explore how visual art can transmit or challenge cultural values, ideas and beliefs</li> <li>• To investigate local and global traditions of mural painting, in the contexts of Nicaragua and Northern Ireland</li> <li>• To recognise and discuss the issues in these murals and how they are represented visually</li> <li>• <i>To investigate factors that influence our sense of identity and that of contrasting groups or communities</i></li> <li>• <i>To consider situations and symbols where emotions and personal beliefs impact on attitudes and behaviour towards diverse groups</i></li> <li>• <i>To consider some of the challenges and opportunities of living in a more diverse Northern Ireland including sectarianism, ethnic diversity, mutual enrichment, interdependence</i></li> <li>• To produce a mural which communicates their view of their community at present, their vision for its future and how it might become reality</li> <li>• To develop group work skills</li> </ul>	<p><b><u>CONTEXTUAL STUDIES</u></b></p> <p>Pablo Picasso – Guernica Diego Rivera – Pan American Unity Mural Nicaraguan Murals Local murals 9/11 mural art</p>	
<p><b><u>ASSESSMENT FOCUS</u></b></p> <p>Ideas development Visual studies Contribution and participation</p>	<p><b><u>MATERIALS, TOOLS, PROCESSES</u></b></p> <p>Drawing Painting</p>		
<p><b><u>HEALTH &amp; SAFETY</u></b></p>			

<b>EDUCATIONAL THEMES</b>	<b>TEACHING SEQUENCE</b>			
Information Technology Education for Mutual Understanding Cultural Heritage	<b>Lesson</b>	<b>Key Concepts/Objectives</b>	<b>Related activities</b>	<b>Resources</b>
<b>SUBJECT LINKS</b>  Citizenship History	1	Mural as public art, communicating message.	Picasso's Guernica – 9/11 murals – functions. Pupils' experiences of murals in their community- responses and feelings. Consider symbols used Make a graffiti page. Include self and symbols.	Powerpoint
<b>KEY SKILLS</b>	2	Murals in the local and global contexts	Local community murals. Highlight different kinds– positive / negative messages - looking to the past or to the future? Discuss negative and positive aspects of community, society. Link to Mexican & Nicaraguan mural traditions – background. Draw ideas for representing aspects of society.	Notes on local murals Nicaraguan murals.
<b>VOCABULARY</b>	3	Communicating a community vision through a mural	In computer suite : Diego Rivera Pan American Unity Mural Project Look at collaborative mural project on Eyewitness site – future-orientated vision for Northern Ireland. Discuss.	Diego Rivera site Eyewitness site
Susan Whitla Art & Design, 2003	4	Identify and explore issues Develop ideas for mural	Class discussion – explore issues through collage, etc. Develop themes for future-orientated mural. Divide into groups to brainstorm ideas for panels.	
	5	Colour. Develop ideas.	Explore associations of colour. Discuss composition. Develop ideas for panel.	
	6	Composition	Develop final composition.	
	7	Develop drawing	Detailed drawings based on visual research. Allocate main parts of drawing to group members to do visual studies.	
	8	Finalise drawing	Continue developing and refining final design – visual research	
	9	Begin work on boards	Transferring final design onto boards using overhead projector. Begin painting final mural onto boards	Boards Overhead
	10	Painting	Painting	
	11	Painting	Painting	
	12	Complete	Painting	