

Clyde Waterfront Education curriculum resources

Lesson/project idea

'Arts and culture'

Title Clyde bridges - cards & postcards	Curricular area Art & Design	Age group Upper Primary Time allocation 4 lessons
Lesson/project focus Lesson: Reflections of the Clyde Project: Design and create hand-made painted greetings cards and postcards	Cross curricular links Science & Technology Technologies Social Studies Maths ICT	Cross cutting themes ACfE; EiE; DtS Assessment is for Learning; 4-15 National Priorities; ICT; Citizenship; Personal and Social Development
Short description Create 'impressionist' images of the Clyde bridges and waterfront to be used in greetings cards or postcards.		
Description Working as 'card design companies', this enterprising lesson idea will use images of Clyde bridges and their reflections onto the waterfront, captured by the pupils in photographs and observational drawings as a stimulus for creating 'Impressionist' inspired paintings to be used on a new range of greetings cards and postcards.		
Aims of learning <ul style="list-style-type: none"> • To meet learning objectives of lesson topic – Impressionist painters • Develop an understanding of the design process • Gain purposeful understanding by putting learning into real context and an understanding of the relevance of their learning through the enterprise approach • Achieve and identify the development of 4 capacities of a Curriculum for Excellence (i.e. enterprising skills and attitudes) 		
Outcomes of learning <ul style="list-style-type: none"> • Knowledge and understanding of 'bridge design' topic gained and enhanced • Art & design technical & creative skills developed in observational drawing, painting and photography 		

- Knowledge and understanding of the work of artists enhanced through a study of the 'Impressionists', in particular, a focus on Claude Monet
- Knowledge and understanding of the visual elements and the relationship between them
- Knowledge and understanding of their visual environment and their relationship to it
- Critical skills of 'evaluating and appreciating' developed through class discussion of other artists' work
- Employability skills enhanced – application of knowledge in a real situation by working as photographers, artists and designers to design a product that meet the needs of their customer
- Employability skills developed such as, knowledge of business - running their own card design company - establishing job roles within the team, working to a design brief to create a product contributing and working collaboratively, researching work by other artists and studying techniques, communicating and sharing ideas
- Understanding of the needs of the customer
- Pupils take responsibility for their learning through cooperative decision making
- Confidence gained in working independently
- Pupils make effective contribution through roles and responsibilities in their design teams

Resources	Resources for project
<ul style="list-style-type: none"> • See '<i>Bridges support materials</i>' • www.glasgow.gov.uk/en/visitors/architecture/bridges • www.visitscotland.com • Examples of work by Claude Monet • Class visit to the River Clyde waterfront to take photographic images and observational drawings of bridges and reflections • Google search – 'Clyde Bridges' or 'Claude Monet' – many links to various relevant sites • www.giverny.org • www.impressionism.org • local artist visit 	<ul style="list-style-type: none"> • Photographs/images of 'reflections' • Examples of Claude Monet's work e.g. 'The Japanese Bridge', 'Girls in a Boat', 'Evening in Venice' • mirrors • Examples of Impressionist paintings by other artists e.g. Signac, Degas, Renoir, Cassatt • Examples of hand-designed cards and postcards • Digital cameras • Drawing/cartridge paper/pencils • Drawing boards • Acrylic or poster paints • White card • Glue

Relevance to curriculum

Supports 5-14 Art & Design – Level D/E outcomes

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 in teams as artists, photographers and designers for the purpose of producing hand-made greetings cards and postcard
- Field trip to the Clyde: pupils replicated real life by recording images of bridges and the waterfront for research purposes by taking photographs and recording images through observational drawings on-site
- Pupils looked at the jobs that are linked to this task in a real context e.g. photographer, painter, card designer
- Action and participation activity: pupils worked in teams to take photographs, make observational drawing, paint 'Impressionist' images, design and produce hand-made cards and postcards based on the bridges of the Clyde and the waterfront reflections
- Partners in learning: pupils made presentations of their finished designs to their peers, parents, school community and external partners in learning through a display of knowledge e.g. local artist, local card company demonstrating a knowledge and understanding of the relevance of their learning in the context of real life
- Partners in learning: made contacts with local artists, photographers and designers who could offer advice for research purposes
- Teams marketed and sold their products from their 'card design company'

Developing responsible citizens

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

- Independent learning was demonstrated through research, recording images and creating designs and presenting products
- Pupils took responsibility for this learning taking ownership and being responsible for their decisions and actions
- Pupils made decisions as a group about the subject of their designs, and the finished design of their cards and postcards
- Pupils had a choice about which jobs they wanted to do within their group, reflecting on their skills and strengths
- Pupils co-operated in the task by sharing and communicating effectively with their peers in a team, understanding and respecting each others roles and responsibilities
- Pupils appreciated the relevance of their learning by developing their product for an identified customer in a real life context

Developing effective contributors

How will you develop *relationships*?

- Pupils were encouraged to reflect on own qualities and skills to identify roles within the team
- Pupils were encouraged to show initiative and make decisions independently and as a team
- Pupils appreciated the World of Work through actively engaging with external business partners
- Pupils benefited the school through effective presentation of their product to external partners in learning
- Pupils engaged positively with a number of people within the school and community

Developing successful learners

How will you *reflect* on this learning?

- Successful and effective presentation of product to peers, school community and external partner in learning
- Reflect and review progress of team members at specific stages making changes if necessary
- Assess knowledge and understanding of learning outcomes using worksheets in 'Enterprising Ideas for Primary Schools' toolkits
- Record evidence for EiE and CfE
- Identify skills developed

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
 - local artist or photographer invited into school to give a demonstration of knowledge and skills
 - local Card Company rep – talk to pupils about jobs within the Industry - decision making on designs to sell, selection linked to trends, popular choices, costs etc
 - links with the tourist industry for marketing local area

Is there an opportunity to highlight career opportunities?

- Working with the businesses above will highlight opportunities to possible career options such as artist, photographer, buyer, salesperson, retail opportunities
- Careers adviser can also be asked to make an input to the lesson at any time. Careers advice in Art & Design
- Pupils can be given the task of researching the range of jobs linked to careers in related industries – www.planitplus.net

Reviewing the process

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

Art & Design

The visual elements – colour, light, tone, texture etc

Photography

Science & Technology

Light & Shadows – reflection, prisms

Colour – the colour wheel

Materials and their properties

Social Studies

Geography – routes, transport

History – Impressionism movement and other movements in the history of art

Modern Studies – communities linked by crossings, the tourist industry

Maths

Scale drawings

Money – costings, budgets

Shape & pattern

ICT

Web research

Photography - photo print packages

Could it be incorporated into an activity/project with a higher profile e.g. presentation, competition, production of materials, event

- Presentation to parents, peers and local community through assembly
- Teams could design packaging and create a marketing plan for the sale of the new range of cards looking at budgeting and costing materials as an extension to the project
- Competition in school for best designed card, to be used as schools official card e.g. - as 'thank you card' for guests, invitations to an event etc
- Children use photographs taken to create PowerPoint presentation/slide show with commentary of their research day at the Clyde

Brief outline of plan

Timing	Input and content	Teacher activity	Pupil activity
1 lesson	<p>Introduction of topic</p> <p>Establish the outcomes of learning</p> <p>Evaluation & Appreciation; observing, reflecting describing, responding</p> <p>Understanding of the visual elements</p> <p>Look at a variety of paintings</p> <p>Discuss content, media, style features of 'Impressionist' art works</p>	<ul style="list-style-type: none"> • Introduce lesson on bridges instructing pupils they will focus on the bridges of the Clyde and the waterfront for this art & design project • Look at a variety of examples of landscape paintings featuring water and bridges by the Impressionist artists with particular focus on Claude Monet • Instruct pupils to comment and make judgements on the examples of artwork using appropriate language • Instruct pupils to focus on content, media, style, the visual elements, use of light and features of 'Impressionist' paintings • Discuss impressionist use of the camera to aid capturing the effect of light on its subject 	<p>1. Make judgements about an artists work using appropriate vocabulary:</p> <ul style="list-style-type: none"> - Class look at variety of examples of Impressionist paintings where water and bridges feature - In groups pupils will make judgements and personal evaluations, commenting on content, media, style, the visual elements, use of light and features of 'Impressionist' paintings - Direct pupils to describe the effect of light and the visual elements in the paintings - Pupils will describe the main features of Impressionist paintings <p>Examples of Claude Monet's work e.g. 'The Japanese Bridge', 'Girls in a Boat', 'Evening in Venice'</p> <p>2. Business link – pupils make contact with and invite in a local painter/artist</p>
1 lesson	<p>Investigating visually and recording</p> <p>Research field trip to area of Clyde Waterfront (prior to visit instruct pupils that they are</p>	<p>Making reference to the Impressionist artworks studied in previous lesson instruct pupils in their teams they should take turns to:</p> <ul style="list-style-type: none"> • Take interesting photographs of the Clyde Waterfront and bridges capturing the effect of light and shade, and reflections of the 	<p>1. Using knowledge and understanding from previous lesson pupils will in their teams:</p> <ul style="list-style-type: none"> - Capture images of the Clyde Waterfront, bridges focusing on the effects of light, shade and reflection - Make observational drawings of the same images

	going in teams as card design companies to research ideas for their latest range of cards based on the Clyde waterfront, focusing on bridges and reflections	Bridges on the water <ul style="list-style-type: none"> • Make observational drawings of the same images 	
1 lesson	<p>Using media, creating/designing/communicating</p> <p>Card design companies</p> <p>Demonstration of understanding of the visual elements and the effect of light in a painting</p> <p>Demonstration of knowledge and understanding of Impressionism</p>	<p>Instruct pupils they must now, in their companies, design a range of cards and postcards using:</p> <ul style="list-style-type: none"> • Images recorded in photographs and observational drawings of the bridges of the Clyde as their stimulus • Within each card design company, each team member should produce one image to create the company's new range or set of cards/postcards • Images should be mounted on card for display 	<ol style="list-style-type: none"> 1. Using information sourced, content and layout agreed and method of production identified, pupils will work together in teams to produce their leaflets. 2. Information leaflets should be compiled, evaluated and any relevant adjustments, changes or improvements made 3. Share final products and evaluate overall achievement with other teams within the class and with teacher <p>Links to outside agencies/companies involved in designing & selling cards and postcards would support this work. Pupils could make contact and organise a visit to or from such a company.</p>
1 lesson	Pupil presentations to peers/school community and outside visitors including local painter/artist, card company through display of knowledge	<ul style="list-style-type: none"> • Team presentations of company's new ranges of cards/postcards based on the Clyde waterfront bridges through display of knowledge • Reflection: have you produced a new range of hand-painted cards/postcards based on the Clyde waterfront bridges in the style of the Impressionists? 	<ol style="list-style-type: none"> 1. Teams present finished hand-made card designs to peers/school community and outside visitors through display of knowledge discussing purpose, design, content. 2. Outline of process including any problems they had and how they were overcome, how they sourced information. 3. Identify what additional skills they have gained (CfE). Identify and record their skills (AifL)

	Reflection: assessment of learning	<ul style="list-style-type: none">• Partners to comment on finished products• Peer/self evaluation should be promoted• Feedback made to pupils about cards/postcards by peers/card company /artist about presentation, content and design of finished products	4. Ask for and listen to feedback from peers /visiting artist etc
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