### **Remake of Green Space**

Climate Change through Art and Design - exemplar

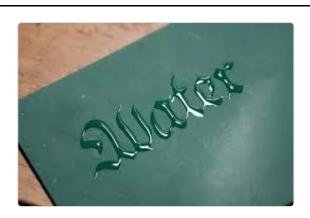
#### **1 Key Information**

# ⇔ Beware still water -

an unwritten river runs with fountains of youth...

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∋	Alison Morgan - Group 3								
	Subject: English								
	Focus group: Year 9 (30 students)								
	<b>LO:</b> To enable pupils to respond to the impact of climate change through developing their understanding of poetry.	•	-						
	<b>Overall idea:</b> Pupils undertake online research, learning about how climate change has impacted their on local								
	area, and then consider Japanese cultural responses to nature.	1						1	1
	They will create poetry in haiku form. The haiku is typically concerned with nature, peace and the transient,								
	and so these poems will be 'published' on playground in an ephemeral performance of Water Calligraphy.		÷						
2 (	Context								

These tasks are devised for a class of 30 mixed ability Year 9 pupils in an inner-city academy in the West Midlands. The students come from a variety of diverse cultural backgrounds.
 The class have have been studying some poetry in preparation for their GCSEs, but have had little chance to practice creative writing.

Generally, this group find creative writing challenging, but may need considerable support in initially generating ideas. They have no prior school learning with regard to Japanese culture, and little in terms of climate change.	-					•			•
This scheme of learning will enable pupils to explore the connections between cultural heritage, climate change and Art and Creative									
writing - tackling the assumption that Climate Change education is centred around the sciences.						•			
Students will be exposed to ancient poetic forms to engage with current social issues and work collaboratively to produce a final		•							
piece outside of the classroom.					1				

## 3 Learning - skills, knowledge, values

$\ominus$	Learning strands:							
	Knowledge							
	• Japan cultural heritage (nature,							
	writing, Shinto, architecture)							
	How Climate Change affects Japan							
	How Climate Change is							
	affecting the West Midlands							
	Skills:							
	Creative Writing							
	• Calligraphy / Graffiti							
	Values							
	<ul> <li>develop personal perspective</li> </ul>							
	to reflect on global issues							
	<ul> <li>low-stakes low-cost opportunity for creativity</li> </ul>							
	<ul> <li>individual student autonomy</li> </ul>							
	collaborative, collective action							
	<ul> <li>an 'ephemeral publication'</li> </ul>							

#### **4** Activities

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$\ominus$	Creating art out of nature							
	<ul> <li>Starter: brainstorm natural things we could</li> </ul>							
	use to make art (e.g.: leaves, snow, water, dirt)							
	<ul> <li>Use visual stimuli to show how art can</li> </ul>							
	be made out of nature. Show examples							
	from professional exhibitions.							
	<ul> <li>Discussion: what do you think the</li> </ul>							
	artist is trying to communicate?							
	How do these images make you feel?							
	<ul> <li>Link to the natural world: if you were to make art</li> </ul>							
	out of nature, what story would you want to tell							
	with it/ what would you want to communicate?							
θ	discussing japanese culture, applying it to the local area							
$\ominus$	Haikus							
	Definition of a haiku, provide some examples							
	• Work together to create some more examples, before moving into solo							

<ul> <li>creative work. Get students to share the responses with each other.</li> <li>Discuss the intention behind the art form how can we communicate so much in su short poem? How does this sense of br link to climate change and the natural we</li> </ul>	m: .ich a revity	•			•	•		
⊖ Water poetry								
<ul> <li>Discussion: what is water poetry?</li> </ul>								
Why do people choose to use this art								
form? What is special/unique about it?								
• Use visual stimuli (perhaps a								
video) to explain how it works.								
<ul> <li>Explain and discuss calligraphy: What is i</li> </ul>	it,							
what would different styles of writing								
communicate, how does the way somet	-							
look make us think differently about it? u	use							
graffiti/fountain pens as examples								
5 Pedagogy								
$\stackrel{\frown}{\rightarrow}$ Metacognition - getting students to reflect on								
their learning and considering how they can a	apply							
the tasks to their understanding of the world								
⊖ Use of think/pair/share for brainstorming								
⇔ Visual stimuli - dual coding								
↔ Whole group discussion - peer to peer learnin	g .							



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]	Video, Cameras (to document), Photographic Images, Poetry Texts, Big Brushes (stick with sponge!), buckets, water							
7 Le	arning Outcomes							
$\ominus$	Low-stake creative writing							
	Students will have the opportunity to complete short pieces of creative writing which will not be assessed,							
	and do not have to meet a success criteria. This draws							

the focus away from academic success and onto personal development and understanding our world.

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