

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)

LO: To enable pupils to respond to the impact of climate change through developing their understanding of poetry.

Overall idea: Pupils undertake online research, learning about how climate change has impacted their on local area, and then consider Japanese cultural responses to nature.

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

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- ↻ **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.

3 Learning - skills, knowledge, values

↳ 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

- develop personal perspective to reflect on global issues
- low-stakes low-cost opportunity for creativity
- individual student autonomy
- collaborative, collective action
- an 'ephemeral publication'

4 Activities

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↳ Creating art out of nature

- Starter: brainstorm natural things we could use to make art (e.g.: leaves, snow, water, dirt)
- Use visual stimuli to show how art can be made out of nature. Show examples from professional exhibitions.
- Discussion: what do you think the artist is trying to communicate? How do these images make you feel?
- Link to the natural world: if you were to make art out of nature, what story would you want to tell with it/ what would you want to communicate?

↳ discussing japanese culture, applying it to the local area

↳ Haikus

- Definition of a haiku, provide some examples
- Work together to create some more examples, before moving into solo

creative work. Get students to share their responses with each other.

- Discuss the intention behind the art form: how can we communicate so much in such a short poem? How does this sense of brevity link to climate change and the natural world?

⇒ **Water poetry**

- Discussion: what is water poetry? 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.
- Explain and discuss calligraphy: What is it, what would different styles of writing communicate, how does the way something look make us think differently about it? use graffiti/fountain pens as examples

5 Pedagogy

⇒ **Metacognition - getting students to reflect on their learning and considering how they can 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 learning**

6 Resources

⇒



⇒ Video, Cameras (to document), Photographic Images, Poetry Texts, Big Brushes (stick with sponge!), buckets, water...

7 Learning Outcomes

⇒ **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.

⇒ **Using videography**

Work with small group of students who are interested in media to document the workshops throughout the day. These can then be edited and made into a final product which both acts as a learning resource for future classes and as a presentation of the work completed by the students.

Students may also write a script or video captions, drawing upon their skills in creative writing, to further demonstrate their learning.

A section reflecting on the benefits and 'highlights' of the workshop would act as metacognition, allowing students to reflect on their learning and apply it to their futures.

