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| **ART Key Stage 3 Theme: Migration**  |
| **SoW Objectives:**To explore the theme of migration To discuss how artists have explored the theme of migration To uncover symbolism in artwork and discover that art can tell a storyTo relate the themes in artwork to contemporary discussions on migrationTo explore migrant perspectivesTo consider migrant routes / journeys and why they might take themTo experiment with collage / stitching / painting / pattern | **Key words:** Migration, immigration, refugee, movement, nomad, human, borders, refugee, story, perspective, narrative, colour, subject, figure, style, painting, sculpture, installation, line, shape, stitch, ink, bold, dots, fill, wash, paint, smooth, overlapping, map, journey, route… |
| **Useful resources / websites:**<http://www.tate.org.uk/whats-on/tate-britain/exhibition/migrations>https://www.theguardian.com/artanddesign/2012/jan/26/tate-britain-migrations-art-identity<https://www.moma.org/learn/moma_learning/themes/migration-and-movement><http://www.tate.org.uk/art/artists/david-medalla-7213><https://www.moma.org/learn/moma_learning/mona-hatoum-routes-ii-2002><https://www.theguardian.com/media/greenslade/2016/feb/02/whats-missing-from-newspaper-coverage-of-migration-the-migrants>http://www.bbc.co.uk/news/world-europe-34519930 |
|  | **Learning Intention** | **Teaching Activities** |
| **Lesson 1** | To explore key word definitionsTo make connections between words and imagesTo discuss migration and pupil experiences | **Starter:** Migration definition – think, pair, share Students to try and match the word to the definition in pairs. Students to feedback to the class and discuss their thoughts. Once this discussion has taken place, give the 3 images to each pair. Each artwork has a connection of some sort to one of the words, can they try and match them.Feedback to class – no right or wrong answers, art can tell a story and the story is in the eye of the beholder!**Main activity:** 1. Pupils to choose one of the images and stick into their sketchbooks. Pupils to create a mind map around the image, thinking of as many related words as they can. After 5 minutes as each student to discuss with a partner and see if they can come up with 5 extra words together.
2. Students to take a question card and circulate the room following the instructions on the PowerPoint. The teacher should record their discussions using a recording devide (eg. iPhone)

**Plenary:** Select migrant stories to play from BBC website. Questioning:Why do the migrants choose to take such dangerous journeys?Why don’t they fly?Has their journey been worth it?What would you do? |
| **Lesson 2** | To discuss borders and what they mean to us.To consider the work of Layla Curtis; her processes and the issues she explores.To be able to accurately cut out intricate shapes.  | **Starter:** As students enter the room the teacher plays the audio of last lesson’s discussions. Students find their seats, equipment out etc. as this is playing.Keep the slide with BORDERS written on it so students can consider the word whilst the audio is playing – Student questioning - what does this mean? Why do borders exist? Are they fair?Use the name generator to randomly pick members of the class to contribute:**https://www.classtools.net/random-name-picker/****Main:** Layla Curtis introduction – class discussion.Give each small group of students a selection of maps (see resources for Lesson 2, ideally print A3). Ask students to select and discuss the maps. Some are current maps, some are old, so represent the world in a different way.DemonstrationStudents can each be given a plastic wallet / make a folder from sugar paper. They should discuss their ideas with the students on their table as they begin cutting out selected piece of the maps.**Plenary:** Changing perspectives - Stop spreading hate images Vs Hans Rosling factpod |
| **Lesson 3** | To be able to look for symbolism and stories in works of art.To be able to describe the story YOUR art might try and tellTo be able to arrange your collaged pieces with reference to your story and Layla Curtis’ work | **Starter:** Pictures can tell a story PowerPoint**Main:** Continue Layla Curtis (cutting) (recap demonstration)What story will you try and tell through your revised map? THINK, PAIR, SHAREStudent to begin arranging their new countries / pieces into some sort of form BEFORE STICKING!**Plenary:** Class appreciation WWW and EBI about 2 pieces of artworkQuick demonstration to show how to stick Students to then return to their work, consider the evaluations that have taken place, make any changes to their work and then begin sticking it down. |
| **Lesson 4** | To be able to discuss WHY a work of art might be telling us something about migrationTo discuss the symbolism and stories in Mona Hatoum’s map series.To be able to use newspaper articles and your own experiences to create YOUR map full of symbolism and stories. | **Starter:** Click on link to Moma artists – how do they explore migration? Class discussion using random name generator from lesson 2. Begin by showing students the images without any background information.**Main:** Artists in focus - Mona HatoumPrinted images of the artist’s work – students to discuss in groups 4 main questions:1. What is the work trying to say?
2. What do the lines mean?
3. What do the shapes mean?
4. What stands out most to you – the story behind the art or the resulting pattern?

Students given some time to complete sticking their maps downDemonstration (ask students to show lines portraying journeys / migration. Give them various newspaper clippings and images for inspiration – migration / immigration / holiday making etc.)Students to begin mapping out pencil lines showing the journeys they want to portray**Plenary:** Sharing as a class – which journeys did you want to portray and why? What’s YOUR story? |
| **Lesson 5** | To be able to use stitching / painted dots / pen and ink to make your journey lines bold.To be able to write ‘what went well’ and ‘even better if’ about your partner’s work, using at least 3 key words.(there isn’t a main presentation for this lesson as it depends on which skills you decide to teach) | **Starter:** Positive migration campaign – why does it exist? How does it make you feel? Does it work?**Main:** DemonstrationStudents to begin to make their ‘journey’ lines bold. You could do this in a number of ways, e.g.* Stitching
* Pen and ink
* Painted dots using hard end of paintbrush

**Plenary:** WWW? EBI? Students to swap books and write a short evaluation on the back of their partner’s work. |
| **Lesson 6** | To be able to mix a watery paint.To be able to create shapes on your work and fill them using colourful watercolour paint.To be able to verbally evaluate your peer’s work using key words | **Starter:** Wordle of key words on board as students enter – can students contribute during the lesson using any of the key words?**Main:** DemonstrationStudents to complete making their lines bold.Students to fill in the shapes that the overlapping lines created (see Mona Hatoum) using watery watercolour paints.Pause during activity to tell students you are putting a quote on the board from a book they might have read. They can read the quote and quietly discus on their tables as they work. Teacher can circulate to question students / push discussions forward**Plenary:** Class appreciation!Gather the students around a table with their work laid outShow the students the slide of key wordsSelect students to choose a piece work to evaluate. What’s the best thing about it? Ask them to answer using at least 2 of the key words on the board. |