



Socially-based Curriculum Unit: Raising Awareness of Global Issues Through Art

Unit Title: Raising Awareness of Global Issues Through Art
Time Frame: Approximately 8 lessons (1 hour each)
Unit Developer(s): Barbara Mathews
Developed for Course Name and Course Code: Grade 10 Visual Arts, Open AVI2O
Strand(s) and Curriculum Learning Expectations Addressed: Theory Strand THV.01 - demonstrate an understanding of the design process. TH1.02 - describe the steps of the design process (e.g., specifications, research, experimentation, preliminary sketches, prototypes, revision, presentation, reflection). Creation Strand CRV.01 - produce a work designed around specific objectives and challenges (e.g., composition, subject matter, use of visual language). CR1.01 – use various strategies in creating images (e.g., symbolism, interpretation of same images in different compositions). CR1.03 - use research from various sources (e.g., books, databases, conversation with NGOS) as part of the creative process. CR2.01 – demonstrate the ability to solve artistic problems and make creative choices when completing artworks that reflect their concerns. CR3.03 - demonstrate the ability to review and evaluate the creative processes they use, as well as the resulting artworks. Analysis Strand ANV.01 - apply critical analysis processes to their artwork and works studied. AN2.02 - demonstrate an understanding of the use of symbols in creative expression.

Desired Results

Unit Description:

The focus of this unit is to help teens become more aware of global issues, while learning mixed media methods (including drawing, painting). The students are to create a poster for peers their age.

Working in pairs, they are guided on how to collaborate effectively, building upon and strengthening their



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ideas and designs. Students are introduced to global issues such as: world peace, environmental issues and child labour. This is done through a variety of ways (e.g. research socially based topics on-line or through books and journals; if possible, bring in guest NGO speakers to share information on global issues).

Next, students choose a specific global issue. They are to create a simple, yet powerful image / scene and / or logo that depict their topic. Next, they work with a partner, incorporating each others' images into one work of art. They then write a catchy slogan to effectively convey their message for their target audience – students their own age.

The art work is then prominently displayed in the school, or if possible, toured to local feeder schools where the teens then help teach the younger students how to collaborate on their own Global posters.

Enduring Understandings / Learning:

- To create responsible and aware Global Citizens.
- Students link global issues to our global village – including: environment, economy and social justice.

Assessment Tasks

Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:

Knowledge:

- Through research, present orally and in writing the background and impact around a specific Global issue.
- Describe orally and in writing the elements and principles of design found in their final artworks, and how a specific global issue is portrayed through visual design.
- Communicate a specific message to raise global awareness of a global issue, through mixed media drawing and painting techniques.

Skills Acquired:

- Planning, researching a global issue and effectively applying drawing and painting mixed media techniques to create an aesthetically pleasing global issues poster.
- Create a poster through collaborative methods, reflecting a balanced composition that effectively uses colour, shape, texture and line.



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Assessment Criteria:

- Informal: ongoing and frequent assessment of process work by teacher and student (including: thumbnail sketches exploring a variety of global images in interesting compositions, colour studies, written answers about topic through group and class discussions, and self-assessment / peer-assessment sheets. This will keep students accountable and aware of their overall progress.
- Formal: The final poster will be evaluated by using a rubric. This rubric focuses on: clarity and originality of graphics, required elements, knowledge gained, mastery of mixed media, attractiveness of final poster.
- Poster effectively uses the elements and principles of design to create unity and a clear focal point.
- Written description clearly explains the global issue and how the elements and principles of design were used in this design.
- Correct spelling and conventions.

Unit Planning Notes

Prior Learning Necessary:

Students are expected to be familiar with basic theory of the elements and principles of design

Preparation Notes:

- A computer, computer projector and screen will be needed for Lesson 1.
- Photocopy enough handouts:
 - Per Student from the following Appendices: 3, 5, 6, 7, 8, 9, 10, 11, 12
 - Per Group from the following Appendices: 1, 4
- Students will need access to art supplies:
 - Groups complete their two collaborated coloured process drawings on white Bristol board, or heavy light coloured paper – using a combination of pencils, crayons, oil pastels, chalk pastels, markers, pencil crayons, watercolour paints and brushes.
 - Groups do their final artworks on heavy stock white paper – using same media as noted above. Additional supplies such as glitter, glue, scissors, collage images from magazines, cut-out felt can also be used if so desired.



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Learning Plan

Lesson 1: Introducing Global Art Assignment

1. Describe the unit objectives:
 - a. Review the Final Rubric with the class – in particular, describing what a ‘Level 4’ Global Poster would look like (**Appendix 3**).
 - b. Tell students that they will create a poster for peers their age. Working in pairs, they will be guided on how to collaborate effectively, building upon and strengthening their ideas and designs. Students will research specific global issues and will write a brief description of its importance and how they represent this issue in their final works using the elements and principles of design.
2. Discuss with the class how we will take on a specific Global issue to help raise awareness amongst our peers through our Global Poster design project.
3. Show class the PowerPoint (**Appendix 2**) and read out loud a few of the Global Descriptions (**Appendix 4**)
4. Review with the class the Elements and Principles of Design (**Appendix 5**).
5. Show the class various Postcard designs as seen on the website: <http://www.globalaware.org/> . Encourage a discussion around at least 5 different images. Ask class why these different designs are ‘eye-catching’ in terms of composition and use of the elements and principles of design. Ask students to tell you where the focal points are in the posters; which elements create this focal point; and how is the design unified?

Lesson 2: How to Collaborate

1. Make sure everyone is in a group of about 3 people, and has pencils and erasers, and hard copies of **Appendices: 6, 7, 8**.
2. Read the information in the handout “*How to Collaborate*” (**Appendix 6**) out loud with the class.
3. Students are to make at least 10 collaborated images of attachment # 7 on the Thumbnail Template (**Appendix 8**). Allow approximately 20 minutes for Part 1 in **Appendix 6**.
4. Allow about 20 minutes for Part 2 in **Appendix 6** - groups colour their 2 top designs on standard 8 ½ “ x 11” sheets of paper to present to class. Next, set aside approximately 20 minutes for Part 3 in **Appendix 6**, for students to present their two top coloured collaborated designs to the whole class.
5. Use **Appendix 9** to evaluate the groups’ 2 top coloured designs. You as teacher can evaluate work; or you can have different groups assess each other’s work; or have groups assess their own work –



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making sure each team gives specific evidence from the work itself to support the mark given per category.

Lesson 3: Choosing and Researching Global Issues

1. Students get into partners and explore various Global Issues.
 - Give each group **Appendix 1**, Suggested Global Issues. Many of the web links noted in this attachment are helpful in gathering relevant information and images around specific global issues.
 - Set aside a class period where students can do research on-line at various websites including: <http://www.warchild.ca/>, <http://www.acdi-cida.gc.ca/cidaweb/acdicida.nsf/En/JUD-1181237-MZJ>, <http://youth.dev.org/>
2. If possible, bring in NGO presenters to augment the introduction, by providing deeper insights to various global issues (e.g. poverty, environment, etc.). **Appendix 1** is an excellent resource to connect with different NGO groups.
3. If desired, teachers can lead their students through some of the activities offered through <http://www.ymca.ca/downloads/English-04-Peace-Manual.pdf> (e.g. Slicing the Banana).

Lesson 4: Creating an Image Bank around a Global Issue, Weaving the Images into One Poster Design

1. Give out **Appendix 10**, and review it with the class.
2. Groups are to carefully fill out this sheet and hand it back to the teacher at the end of class for feedback and suggestions.
3. Once groups fill out this sheet, students individually illustrate sections of their poster on separate sheets of paper – expanding their group's 'image bank' – creating a variety of images, icons and logos to possibly weave together in their group's final design.
4. Teams are to then examine the various individual images created around their chosen Global issue, and begin collaborating on weaving these different pictures into one cohesive, unified whole image – as explored in Lesson 2.
5. The final draft of this collaboration is to be handed in for feedback and suggestions from the teacher. Further suggestions for improvements to poster designs could also be provided by other groups.



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Lesson 5, 6 and 7: Art-Making and Writing Global Art Statement

1. Students are allotted approximately two to three 1 hour class periods to complete weaving together mixed media in their enlarged final posters.
2. Be sure to use strong heavy weight white paper such as Nutex Paper, approximately 22" x 28". White Bristol board will suffice as long as students only use the uncoated side, and as a result, can absorb paints and crayons.
3. Groups are to transfer their best poster designs to their enlarged heavy paper using light pencil. Then they are to choose at least 3 different media to add colour and texture to their design. They could begin with some crayon, then use diluted watercolour paints to cover these areas, creating an interesting wax resist effect where the crayoned areas show through the washes. Then students could emphasize areas with concentrated colours using a variety of: pencil crayon, chalk pastels, oil pastel and markers. If acrylics are available, students are encouraged to use this medium for their final layer in executing their posters. Remind students to test their media first on scrap paper to check that it is the correct colour before applying it to their good copy.
4. Give to each student a copy of **Appendix 11**. Review the criteria on this sheet with the class. You can share some examples of student descriptions as seen in **Appendix 4**. Group members begin drafting their group's Global Art Statement.

Lesson 8

1. Each group member is to fill out the Group and Self Assessment sheets (**Appendix 12**) making sure that they include themselves in this assessment.
2. Remind students that this sheet, **Appendix 12**, is not to be shared with other members of the group. This information helps the teacher know if some students in groups deserve slightly higher or lower marks for their individual efforts before the teacher gives the final evaluation. To this end, encourage students to write on the back of the assessment sheet any specific contributions they personally made to the group.
3. Next, have each group come up to the front of the class, show their final Global Poster, and read out loud their final poster Description.
4. Teacher collects final posters and corresponding descriptions, and assesses these final products according to the **Appendices 3 and 11**. As well, based on the input from the Group and Self Evaluation sheets (**Appendix 12**), it is up to the teacher's professional judgment whether to raise or lower individual's final grades for this collaborated effort.



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Appendices

- Appendix 1: Suggested Global Issues
- Appendix 2: Powerpoint-LPCI Grade 10 Art (Examples)
- Appendix 3: Global Poster Final Evaluation
- Appendix 4: Global Issues Poster – Examples of Written Descriptions
- Appendix 5: Elements and Principles of Design
- Appendix 6: How To Collaborate
- Appendix 7: Two Images into One
- Appendix 8: Thumbnail Template
- Appendix 9: Collaborated Global Image Rubric
- Appendix 10: Planning Global Poster
- Appendix 11: Global Statement Rubric
- Appendix 12: Group Self Peer Assessment

Other Possible Course Applications

This unit could apply to the following courses:

Visual Arts: AVI10, AVI20, AVI3, AVI4

- If supplies and budget permit use printmaking methods to create individual images, then take digital pictures of the single images; next, using Adobe PhotoShop, have students merge their images and add text / slogans as shown in Lawrence Park C.I.'s grade 10 Global Art Posters.

Computer Graphics: AWS1, AWS2, AWS3, AWS4

- Use Adobe Photoshop to create collaborations