

Teacher's Notes

Through this resource children will:

- Learn about public art
- Explore how it connects to communities
- Create their own artwork celebrating the diversity of their school

About the resource:

This resource is designed to be used in KS2 classes. It has been co-created by artists, subject leads for PSHE, British Values and Art & Design, and Year 4 pupils. The resource will guide your class through a project that aims to support conversations about Protected Characteristics and British Values through the lens of public art.

The activities have been designed so that they can be completed within a school day or across several shorter lessons.

The information in this document should be used alongside the **Schools Resource: Stories on Walls classroom presentation**.

In this project you will:

- Explore some examples of existing public art/artists
- Become an artist collective
- Consider what Protected Characteristics and British Values means in your school
- Plan and create an artwork that celebrates your school community
- Exhibit your artwork - this could be a classroom display, or a notice board that grabs attention in a busy spot, a pop-up exhibition during an assembly or for a special event or month.

About us:

This resource was produced by [Heart of Glass](#), a Merseyside-based community arts organisation that brings artists and communities together to make art. The ideas and content were developed by artists/designers [Interference Art](#) in collaboration with [Holy Spirit Catholic Primary School](#) in St Helens.

We'd love to see what you create with this resource, please share any pictures with us by emailing info@heartofglass.org.uk

Learning Journey

	Exploring Public Art	Representing Our School	Plan Our Project	Make a Wall Rubbing	Designing Our Font	Stand-out Shapes	Portraits and Pledges
Discuss	<p>Think about public art you have seen. What's it about?</p> <p>Who made it?</p> <p>Why?</p>	<p>Discuss our school values and our characteristics.</p> <p>Why does feeling safe matter?</p> <p>Who can you ask for help?</p>	<p>Discuss values that make our school inclusive.</p> <p>What could our class motto be?</p>	<p>How can we use colour and texture to convey a mood?</p>	<p>How does Carrie share stories about the community through her art?</p> <p>How does Carrie use text in her artwork?</p>	<p>Do you agree that communities should have an input into art being made for their area?</p>	<p>Discuss what activism is.</p> <p>Discuss what a pledge is.</p> <p>What can I do to enact our values?</p> <p>What can I do to contribute?</p>
Inspiring Artists	<p>Nomad Clan Artist website Video</p>				<p>Carrie Reichardt Strong Women project Mosaic House</p>	<p>Billy Colours Artist website Grow Up</p>	
Activity	<p>Create an artist collective.</p>	<p>Moving debate to contemplate how we can show care through our actions.</p>	<p>Create a mind-map to gather our ideas about our values and feelings.</p>	<p>Create a textured and colourful background.</p> <p>Plan our artwork.</p>	<p>Identify important words, design fonts and draw letters.</p> <p>Fill our letters with expressive lines / patterns.</p>	<p>Make shape stamps for a printed border.</p>	<p>Draw a mini self-portrait and write a pledge.</p> <p>Install and present our artwork.</p>

Curriculum Connections and Learning Opportunities

Art and Design

Tools and techniques	Key vocabulary
<ul style="list-style-type: none">• Collaborative art making• Shape and colour• Texture and tonality• Pattern and print• Typography and design• 2D drawing	<ul style="list-style-type: none">• Artist collective• Collaborative• Street art• Public art• Mural• Texture
Skills	<ul style="list-style-type: none">• Rubbing• Palette• Printing plate• Spray paint• Emulsion• Mosaic• Font• Typography• Collage
<ul style="list-style-type: none">• Experiment with different materials, techniques, shades, textures, colours, form and line• Develop use of line, tone and shading, layers and overlays to create new colour and texture• Create different effects by using a variety of tools/techniques such as rubbings, cutting shapes, abstract print design, patterns, line drawing• Try out collaborative art making• Create mood, feeling and areas of interest by choosing colour and using different techniques• Explore typography and design our own hand-drawn font• Use scale and proportion to create a collaborative class art display• Use composition to create a collaborative class art display and follow an artist brief• Develop and select ideas; explain choices; evaluate and improve original work with new techniques• Learn about the work of others by exploring their projects through a variety of sources• Understand the viewpoints of others by looking at artworks and considering what the artist is trying to express in their work	

Curriculum Connections and Learning Opportunities

PSHE and British Values

Curriculum links	Key vocabulary
<p>Living in the Wider World: Communities</p> <ul style="list-style-type: none">• Learn about the different groups that make up their community; what living in a community means [L4, L5, L6]• Understand and value the different contributions that people and groups make to the community [L7, L8] <p>Health and Wellbeing: Mental Health</p> <ul style="list-style-type: none">• Learn how to recognise and talk about their own and other's emotions [H11, H14, H15, H16, H19]• Understand how isolation and loneliness can affect them; the importance of discussing feelings and seeking support [H19, H24, H27] <p>Health and Wellbeing: Ourselves, Growing and Changing</p> <ul style="list-style-type: none">• Recognise that everyone is unique and identify what they are good at, they like and dislike [H21, H22, H23, H25, H28]• Understand new opportunities and responsibilities that increasing independence may bring [H35] <p>Relationships: Caring Friendships</p> <ul style="list-style-type: none">• Understand the characteristics of friendships [R6, R11]• Recognise that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded [R7, R13, R14] <p>Relationships: Respectful Relationships</p> <ul style="list-style-type: none">• Understand the importance of respecting others [R23, R32, R33]• Identify practical steps they can take in a range of different contexts to improve or support respectful relationships [R6, R8, R33, R34]• Recognise that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others [R22, R31]	<ul style="list-style-type: none">• Characteristics• Cultures and traditions• Values• Mutual respect• Diversity (gender, disability, faith, belief, ethnicity)• Community• Motto• Democracy• Activism• Society
<p>British Values we will enact through this project</p> <ul style="list-style-type: none">• Democracy: we will make creative decisions together• The rule of law: we will identify ways to take responsibility for our own actions• Individual liberty: we can respectfully express views and beliefs in a group setting• Mutual respect: we will discuss the impact of words and identify actions that show care and respect• Tolerance of those of different faiths and beliefs: we will discuss how to protect and respect each other's rights	