

# Revitalizing the school environment with modern art

Secondary: (ages 11 – 14)

Visual arts

Students identify, appreciate and create proposals for revitalizing the school common areas based on modern art. They will use various arts techniques to create sketches and transform these sketches into finished artistic works.

**Time allocation** About 8 lesson periods

**Subject content** Identify and appreciate artistic works based on modern art  
Produce artistic works based on modern art

**Creative and critical thinking** This unit has a **creativity** and **critical thinking** focus:

- Play with unusual and radical visual arts ideas when creating art with expressing qualities
- Explain both strengths and limitations of a piece of visual arts

**Other skills** Collaboration

**Key words** Modern art; interior design; curation; exhibition; gallery; display;

## Products and processes to assess

Students produce a series of artworks inspired by Modern art to revitalize areas of the school environment. The rubric is presented to make students aware of what should be reflected throughout the process and allow self-assessment. At the highest levels of achievement, student outputs are imaginative and unusual whilst also being fitting for their destined part of the school environment. They show a high level of personal features and there is good awareness of the areas of novelty and the strengths and limitations of each piece produced. Their work process shows they are willing to take a full and active part in discussions, consider several ways of approaching the problem and are open to the ideas, critiques, and feedback of others.

## Teaching and Learning plan

This plan suggests potential steps for implementing the activity. Teachers can introduce as many modifications as they see fit to adapt the activity to their teaching context.

Step	Duration	Teacher and student roles	Subject content	Creativity and critical thinking
1	Prior to lesson period 1	Teacher identifies school areas (preferably walls) where the students can creatively apply art techniques to revitalise the school environment.		
2	Lesson periods 1, 2, and 3	Texts, videos, images of artists and works that define modern art are used as a theoretical basis. One possibility is that the teacher can facilitate discussion or ask for written work on the comparative merits of the different works shown. Which is the most surprising? Beautiful? Interesting? And why? etc. The rubric should be presented to make students aware of what should be reflected throughout the process.	Learning about modern art	Making connections between visual arts concepts and identifying and questioning convention  Explaining strengths and limitations of a piece of visual arts according to a range of criteria
3	Lesson periods 4 and 5	Afterwards, the students should be divided into groups and set the challenge of creating some unusual and interesting pieces of artwork using what was presented to them as inspiration. They visit the area they are tasked with revitalizing and are encouraged to note issues such as light, colours, and feel of the environment and what might be needed to revitalize it.  Back in the classroom, they first brainstorm and then sketch out their ideas before reviewing and appraising them in order to select their best ideas for development (criteria for this decision can be given to them by the teacher – or they can develop this themselves in discussion with peers and the teacher).	Working in a small group to produce art work	Playing with unusual and radical visual arts ideas  Considering several perspectives on a piece of visual art  Appraising and reviewing visual art
4	Lesson periods 6 and 7	With the final project decided, the students finalize and enlarge their production and transfer it to the area they have chosen.  This process can be repeated across a number of lessons as required for enough artwork to be produced. The teacher can support students to constantly review and improve their work	Technical skills	Creating visual art that shows expressive qualities or personally novel ways to engage a subject matter
5	Final lesson period	After having completed the work, the students turn to the rubric. They assess themselves orally, and reflect on what they have learned about visual art. When they are finished they visit the artistic works of others and ask questions, make suggestions for improvement or discuss issues that arise.	Reflecting on visual art produced	Reflecting on steps taken, chosen expressive choices of a visual arts piece, and its novelty compared to conventions

## Resources and examples for inspiration

### Web and print

- Examples of Modern art to show and compare in step 1

### Other

- Paper, pencils and rulers
- Brushes, paint

### Opportunities to adapt, extend, and enrich

- Further links could be made to the history of art

**Creativity and critical thinking rubric for visual arts**

• Mapping of the different steps of the lesson plan against the OECD rubric to identify the creative and/or critical thinking skills the different parts of the lesson aim to develop

	<b>CREATIVITY</b> Coming up with new ideas and solutions	<b>Steps</b>	<b>CRITICAL THINKING</b> Questioning and evaluating ideas and solutions	<b>Steps</b>
<b>INQUIRING</b>	Make connections to other visual arts concepts and media or to conceptual ideas in other disciplines	2,3	Identify and question assumptions and conventional rules in a piece of visual art (content, style, technique, colour, composition, etc.)	2
<b>IMAGINING</b>	Play with unusual and radical visual arts ideas when preparing or creating a piece of visual art	3,4	Consider several perspectives on the content, technique or expression of a piece of visual arts	3,5
<b>DOING</b>	Create visual art that shows expressive qualities or personally novel ways to engage a subject matter	2-4	Explain both strengths and limitations of a piece of visual arts justified by aesthetic, logical and possibly other criteria	2,3
<b>REFLECTING</b>	Reflect on steps taken in creating a piece of visual art and on its novelty compared to conventions	2,3,5	Reflect on the chosen expressive choices of a visual arts piece relative to possible alternatives	5