

LESSON PLAN: Receive brief, conduct research and analyse artist models.	
Lesson 1 of 4	Year 10
Achievement objectives – Curriculum level 5	
<ul style="list-style-type: none"> <li>Developing ideas</li> <li>Communicating and interpreting</li> </ul>	
Learning outcomes	
<ul style="list-style-type: none"> <li>Explain safe pedestrian behaviour.</li> <li>Identify an opportunity in my local environment where I can improve pedestrian safety.</li> <li>Sequence ideas using the design process.</li> </ul>	
Lesson before	Lesson following
N/A	Identify hazards and offer solutions to improve pedestrian safety.
Key competencies	Keywords (encourage use of these)
<p><b>Managing self</b> – students self-monitor to ensure they are keeping within the constraints of the required techniques.</p> <p><b>Participating and contributing</b> – students support the work of their peers by giving positive and constructive feedback.</p> <p><b>Using language, symbols and text</b> – students become familiar with a range of visual language examples.</p> <p><b>Relating to others</b> – students support the work of their peers and understand what is involved in putting their work ‘out there’.</p> <p><b>Thinking</b> – students monitor each step of the process and make correct steps when required, recognising and acting on reflection.</p>	<p>exaggerated, over the top, super positive, excited, flamboyant, eighties, funny, ridiculous, wacky, playful, colourful, routine, keen, bouncy, aerobics, entertaining</p> <p>safe, instruction, clear, memorable, step by step, systematic, ordered</p>
Learning intentions today	Resources
<ul style="list-style-type: none"> <li>Students will be able to break down the topic ‘Pedestrian Safety’ into art categories.</li> <li>Students will watch and analyse ideas from established practice that they can use in their work.</li> </ul>	<ul style="list-style-type: none"> <li>Computers with sound (at least 1 between 3–4 students)</li> <li>Whiteboard, SMART Board or data projector</li> </ul>
Lesson sequence	
<ul style="list-style-type: none"> <li>Introduce today’s lesson and the learning intentions.</li> <li>Describe the topic of ‘Pedestrian Safety’ and give out design brief. Read out the assessment criteria as a class.</li> <li>As a class, students conduct an in-depth brainstorm of the topic, ‘Pedestrian Safety’. <i>E.g. Subject matter, hazards, shapes, colours, surrounding environment, textures, road features.</i></li> <li>Analyse and discuss the Air New Zealand safety video, ‘Mile-high madness with Richard Simmons’, on YouTube: <a href="http://www.youtube.com/watch?v=3iaTEgoezNQ">http://www.youtube.com/watch?v=3iaTEgoezNQ</a>. (See questions attached.)</li> <li>Discuss how students could apply the style of the Air New Zealand safety video to their poster ideas.</li> <li>Pack up.</li> </ul>	<p>10</p> <p>15</p> <p>20</p> <p>10</p> <p>5</p>
<b>Homework:</b> Complete brainstorm and Air New Zealand worksheet.	

<b>LESSON PLAN: Identify hazards and offer safe solutions for pedestrians in my local area;</b>	
Lesson 2 of 4	<b>Year 10</b>
<b>Achievement objectives – Curriculum level 5</b>	
<ul style="list-style-type: none"> <li>• Developing practical knowledge</li> <li>• Developing ideas</li> </ul>	
<b>Learning outcomes</b>	
<ul style="list-style-type: none"> <li>• Explain safe pedestrian behaviour in a variety of traffic situations.</li> <li>• Investigate pedestrian safety issues within my local environment.</li> </ul>	
<b>Lesson before</b>	<b>Lesson following</b>
Receive brief, brainstorm and discuss artist models.	Plan artwork and analyse artist models.
<b>Key competencies</b>	<b>Keywords (encourage use of these)</b>
<ul style="list-style-type: none"> <li>• Managing self</li> <li>• Participating and contributing</li> <li>• Relating to others</li> <li>• Thinking</li> </ul>	safe, caution, watch, look, listen, keep, stay, take care, mind, stop, slow, give way
<b>Learning intentions today</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• Students will be able to identify and discuss what it means to be a safe pedestrian in their local environment.</li> <li>• Students will offer a range of solutions for improving pedestrian safety in their local community.</li> </ul>	<ul style="list-style-type: none"> <li>• Newsprint and felts</li> <li>• Pencil (2B, 3B, 4B or 6B) or black ink pen</li> </ul>
<b>Lesson sequence</b>	
<ul style="list-style-type: none"> <li>• Introduce today's lesson and the learning intentions.</li> </ul>	5
<ul style="list-style-type: none"> <li>• Students use 'Think, Pair, Share' to identify and analyse areas in their local environment they believe could be hazardous for pedestrians. <i>E.g. Railways, private and commercial driveways, busy urban areas, high speed areas, bus lanes, complex traffic systems, bus tunnels, blind corners, areas with many distractions.</i> <a href="http://olc.spsd.sk.ca/DE/PD/instr/strats/think/">http://olc.spsd.sk.ca/DE/PD/instr/strats/think/</a></li> </ul>	15
<ul style="list-style-type: none"> <li>• As a class, brainstorm and discuss a variety of solutions for making these areas safer. <i>E.g. School environment; pedestrian crossings, walking lane, signage, mirrors on blind corners, designating more areas in the school for students to sit, create more rules around sitting too close to cars, parents only drop children off at the front gate to avoid traffic jams, scooters parking only in back entrances.</i></li> </ul>	15
<ul style="list-style-type: none"> <li>• Give students the pedestrian safety worksheet. Explain that students will each select a specific pedestrian safety issue and environment to concentrate on for the next two lessons.</li> </ul>	20
<ul style="list-style-type: none"> <li>• Pack up.</li> </ul>	5
<p><b>Extension Option:</b> As homework, students could take their own photographs of their local environment for the next lesson. Explain that this approach will give them greater ownership of the images and greater flexibility in the way they can use them.</p>	



<b>LESSON PLAN: Create a poster to demonstrate my understanding of pedestrian safety in my local environment.</b>	
Lesson 4 of 4	<b>Year 10</b>
<b>Achievement objectives – Curriculum level 5</b>	
<ul style="list-style-type: none"> <li>Developing practical knowledge</li> <li>Developing ideas</li> </ul>	
<b>Learning outcomes</b>	
<ul style="list-style-type: none"> <li>Use specific design principles to investigate a pedestrian safety sub-topic (layering and scale).</li> <li>Use text and images to convey a positive pedestrian safety message.</li> <li>Create artwork that follows the requirements of a design brief.</li> <li>Select images relevant to pedestrian safety.</li> </ul>	
<b>Lesson before</b>	<b>Lesson following</b>
Plan artwork and analyse artist models.	N/A (Complete any unfinished work.)
<b>Key competencies</b>	<b>Keywords (encourage use of these)</b>
<ul style="list-style-type: none"> <li>Managing self</li> <li>Participating and contributing</li> <li>Relating to others</li> <li>Thinking</li> </ul>	layering, overlapping, hanging, scale, shape, silhouette, colour, pattern, 2D and 3D, found objects, fake, surreal
<b>Learning intentions today</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>Students will create a poster exploring the theme of 'Pedestrian Safety' based on their local environment.</li> <li>Students will apply artist model techniques to their work.</li> </ul>	<ul style="list-style-type: none"> <li>Cartridge to allow images to stand up</li> <li>Scissors, glue, cotton, Blue-Tack, road maps</li> <li>A collection of images for students to cut out</li> <li>Found objects; <i>e.g. toy cars, shoes</i></li> <li>Internet for work of artist model, Ciara Phelan</li> </ul>
<b>Lesson sequence</b>	
<ul style="list-style-type: none"> <li>Introduce today's lesson and the learning intention.</li> <li><i>(Project the work of Ciara Phelan and Peter Madden on the whiteboard for students to refer to as they are completing their collage.)</i></li> <li>Students get into their groups from previous lesson.</li> <li>Explain that today students will create a poster in the form of a mixed media collage in their groups. Explain that their work will be photographed and then printed as A3 portrait.</li> <li>Show an exemplar.</li> <li>Supply students with a collection of relevant objects such as a pair of old leather shoes <i>(relating to pedestrians)</i> to work as a base for their images. <i>(Alternatively students use what they have brought in from home.)</i></li> <li>Each group chooses its base object and decides if this base object will stand up or lie down on its side; if the base object is a pair of shoes, the group decides how the objects will be placed together.</li> <li>Students take a road map of their local area and decide how they might incorporate it with their object. <i>E.g. they could trace around the sole of a sandal and cut out the map silhouette; they could coil it up in the shape of a cone; or they could slice it up and thread it through to replace the laces.</i></li> <li>Students cut coloured paper <i>(e.g. fluorescent)</i> to make up text that describes how to be safe in their environment. <i>E.g. Use pedestrian crossing or they could use a positive slogan such as 'Be smart, don't dart'.</i></li> <li>Students use paper and ink pens <i>(or print from computer)</i> to make up miniature road signs that point out hazards and give advice on how to be safe in their area. <i>E.g. 'Stop, look, listen' or 'Caution – shared driveway'.</i> Demonstrate how students should attach their signs to kebab sticks or how to create tabs to stand them up.</li> </ul>	<p>10</p> <p>Making- 45</p>

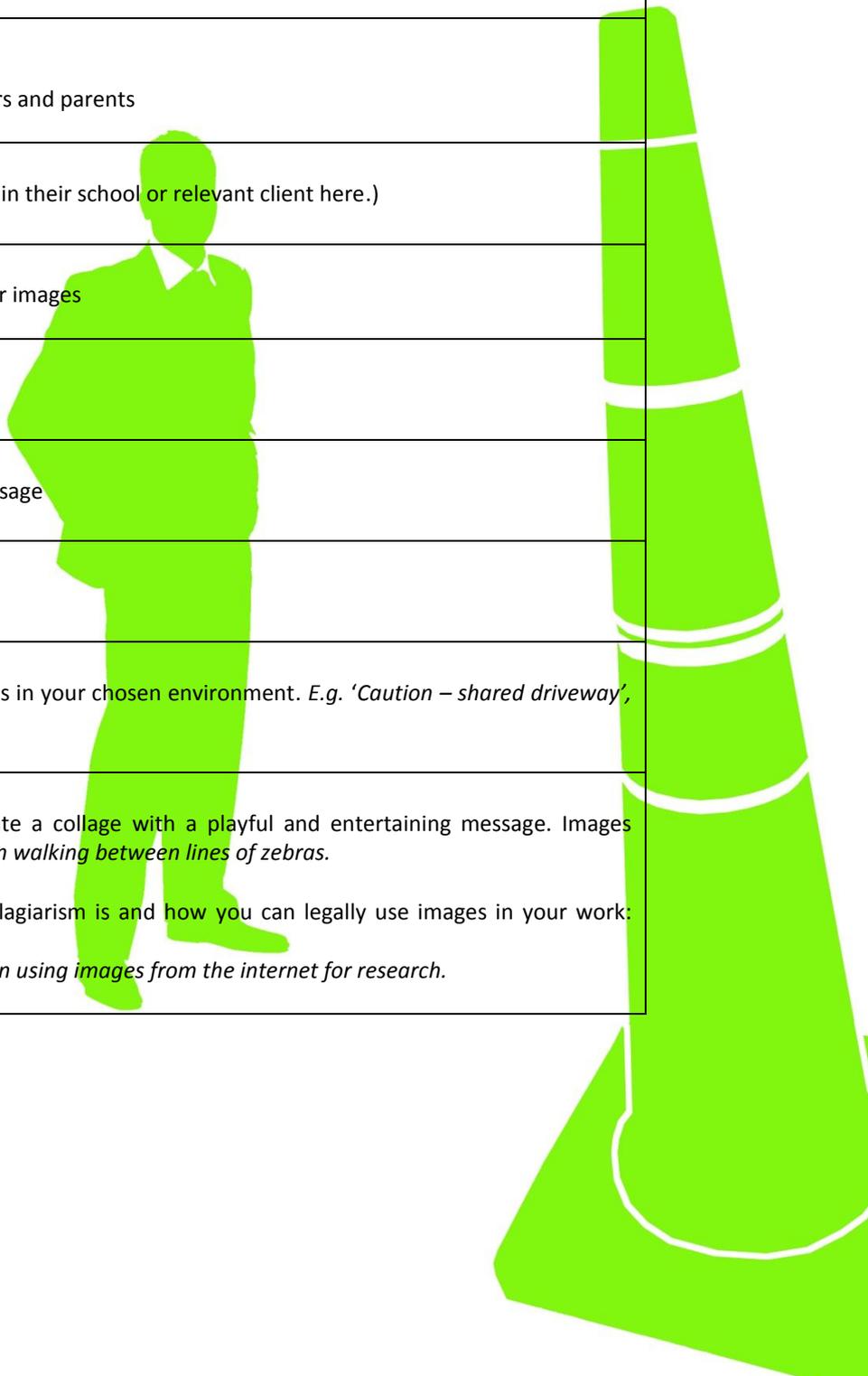
- Students decide where to attach their road signs to their base object. *E.g. Poking out of holes in the shoe.*
- Students select high-quality images (*not yet manipulated*) relating to their chosen environment/issue from photographs, the internet and books. *E.g. A zebra, a pedestrian crossing lollipop, and a person crossing.*
- Paste images onto cartridge (*perhaps with a bright colour silhouette on the other side*) and carefully cut them out including tabs.
- Students decide how to attach the images. *E.g. A collection of images coming out of the entrance of their shoe or up and over the toe.*
- Students create cut paper shapes such as flat circles, and lines to lead the eye up to the footwear (*which will be the focal point for the poster*). They could also make three-dimensional shapes such as simple cones or diamonds. (*Teacher could supply a template.*)
- Students could also use found objects such as toy cars, fake plants and mini road signs **relating to their chosen issue.** (*Could be purchased from \$2 shop, dump shops, second hand stores.*)
- Students could also use cotton to allow objects to hang.
- Photograph students' work using a lighting studio or light stands to create strong shadows.
- You could organise to have samples of the work put on your school website with a blurb about pedestrian safety for students, teachers and caregivers to see.
- Pack up.

# Year 10 Pedestrian Safety Design Brief

## Situation

Our school has requested us to produce A3 posters to launch a campaign that explores pedestrian safety in our local environment. Samples of final posters will be uploaded onto our school website for other students and parents to view. The aim of the posters is to help you and pedestrians in your community to be more alert to and aware of safety around vehicles.

Constraints	
<b>Context</b>	As a class you will identify an area in or near your school where there is an opportunity to improve pedestrian safety.
<b>Target Market</b>	Teenagers, secondary school (12–18 years) Or drivers in our community such as teachers and parents
<b>Client</b>	Our school Board of Trustees (Teachers add in their school or relevant client here.)
<b>Colour</b>	A combination of black and white and colour images
<b>Size/Format</b>	A3 portrait
<b>Style</b>	A positive, light-hearted and humorous message
<b>Media</b>	Three-dimensional mixed media collage
<b>Text</b>	Include signs and text that point out hazards in your chosen environment. <i>E.g. 'Caution – shared driveway', 'Stop' or 'Give way'.</i>
<b>Images</b>	Do not use copyright images. Aim to create a collage with a playful and entertaining message. Images should explore Surrealist ideas. <i>E.g. A person walking between lines of zebras.</i>  Your teacher will discuss what copyright/plagiarism is and how you can legally use images in your work: <a href="http://www.makeitdigital.org">www.makeitdigital.org</a> . <i>E.g. You must acknowledge the sources when using images from the internet for research.</i>



## Year 10 – Pedestrian Safety Worksheet

What is your chosen pedestrian safety issue?	Describe the environment where your pedestrian is most at risk.	Create a list of ideas for potential subject matter. <i>E.g. Road features, people, vehicles.</i>	Describe being a safe pedestrian in your chosen environment. What advice would you give people in your target market to help them be safer?	What do you want people to think about when they look at your poster? What is the purpose of the poster?	Brainstorm words relating to your issue.

## Air New Zealand Safety Video Analysis Sheet – Year 10

<p>List the catch phrases Richard Simmons uses to link aerobics with flight safety. E.g. <i>'Fit to fly'</i> and <i>'grab and pull'</i>. How does this technique make the video entertaining for the viewer?</p>	
<p>Analyse what style of language and imagery has been used in the advertisement to capture the audience's attention.</p>	
<p>Describe the outfits in the video. What wacky outfits could you wear to make yourself a super safe pedestrian?</p>	