



Visual arts

Lesson plan: brainstorm and discuss artist models

Lesson 1 of 4. Year 9.

Achievement objectives – Curriculum level 4

- Developing ideas
- Communicating and interpreting.

Learning outcomes

- Explain safe pedestrian behaviour.
- Create an artwork that follows the requirements of a design brief.

Key competencies

- **Managing self** – students self-monitor to keep within the constraints of the required techniques.
- **Participating and contributing** – students support peers with positive and constructive feedback.
- **Using language, symbols and text** – students become familiar with visual language examples.
- **Relating to others** – students support peers and understand what is involved in putting their work 'out there'.
- **Thinking** – students monitor process and make correct steps when required, recognising and acting on reflection.

Keywords (encourage use of these)

speed, busy, chaotic, congested, bumpy, grey, stripes, cyclists, pushchairs, hexagon, buildings, blind corners, running, green/orange/red, traffic lights, roundabout, movement, rotating wheels, layering.

Richard Simmons video words:

exaggerated, over the top, super positive, excited, flamboyant, eighties, funny, ridiculous, wacky, playful, colourful, routine, keen, bouncy, aerobics, entertaining; safe, instruction, clear, memorable, step by step, systematic, ordered.

Learning intentions today

- Students will be able to break down the topic 'Pedestrian Safety' into art categories.
- Students will watch a video and discuss ideas from established practice that they can use in their work.

Resources

- YouTube
- Air New Zealand questions
- Whiteboard or smartboard

Lesson sequence

- Give out the design brief and discuss the next four lessons.
- Introduce today's lesson and the learning intentions.
- Discuss the topic, 'Pedestrian Safety'.
- As a class students conduct an in-depth brainstorm on the topic 'Pedestrian Safety'. E.g. Subject matter, shapes, colours, surrounding environment, textures. Write ideas on the whiteboard and ask students to copy them into their workbooks.
- Watch: [Air New Zealand safety video](#), ['Mile-high madness with Richard Simmons'](#)
- Complete the Air New Zealand question sheet.
- Discuss how the style of the Air New Zealand safety video could be applied to students' poster ideas.
- Pack up.

Homework: Complete any unfinished work. Students add further ideas to their brainstorm.



Lesson plan: identify hazards and offer suggestions to improve pedestrian safety

Lesson 2 of 4. Year 9.

Achievement objectives – Curriculum level 4.

- Developing practical knowledge
- Developing ideas.

Learning outcomes

- Identify an opportunity in my local environment where I can improve pedestrian safety.
- Choose an appropriate context in which my work can be viewed and valued.
- Explain how my local area could be safer for pedestrians.

Keywords (encourage use of these)

safe, caution, watch, look, listen, keep, stay, take care, mind, stop, slow, give way.

Learning intentions today

- Students will be able to identify and discuss what it means to be a safe pedestrian in their local environment.
- Students will offer solutions for improving the safety of those at risk in their community.

Resources

- Newsprint and felts
- Pencil (2B, 3B, 4B or 6B) or black ink pen
- Target market worksheet (homework task).

Lesson sequence

- Introduce today's lesson and the learning intentions.
- Explain to students that they will work together in pairs for the next 2 lessons.
- Students use 'Think-Pair-Share' to identify areas in their local environment they believe could be hazardous for pedestrians such as railways, private and commercial driveways, busy urban areas, high speed areas, bus lanes, complex traffic systems, bus tunnels, blind corners, areas with many distractions.
[Think-Pair-Share](#)
- As a class brainstorm and discuss solutions for making these areas safer. For example: 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.
- Each pair selects which area and issue to create a sign for.
- Students decide on and type up the text for their sign in Microsoft Word. Remind them that this text needs to give a clear safety instruction. E.g. 'Caution – shared driveway' or 'Speed limit 15km'.
- Students print their text in a point size that is as large as possible on an A3 page. (Use a sans serif font.)
- Give students feedback to guide them to use appropriate text. Underpin their ideas with information from Waka Kotahi:
[How to stay safe when walking](#)
- Pack up.

Homework: Complete target market worksheet.



Lesson plan: engage in creative thinking and generate ideas

Lesson 3 of 4. Year 9.

Achievement objectives – Curriculum level 4

- Developing practical knowledge
- Developing ideas.

Learning outcomes

- Generate creative ideas.
- Reflect on art-making processes and explain visual ideas in relation to pedestrian safety.

Keywords (encourage use of these)

surrealism, transform, scale, adapt, morph, extend, futuristic, time travel, zero gravity, grow, flight, tunnel, catapult, space, launch,

exaggerated, alert, visible, stop, aware, awake, enthusiastic, keen, excited, flamboyant, over the top, super positive, funny, ridiculous, wacky, playful, colourful, bouncy, entertaining.

Learning intentions today

- Students will consider creative and playful solutions for their road sign brief.
- Students will create thumbnail sketches to explore a range of ideas.

Resources

- Newsprint and felts
- Pencil (2B, 3B, 4B or 6B) or black ink pen.

Lesson sequence

- Introduce today's lesson and the learning intentions.
- Divide the class into small groups and ask students the following questions to encourage them to think playfully and creatively about pedestrian safety.
If there were no physical limitations in the future, how could you safely cross the road? E.g. transform into a pedestrian crossing lollipop lady and walk across.
If you wanted to attract attention so that you can be more visible when approaching a pedestrian crossing, what sorts of wacky outfits could you wear?
- Encourage students to use surreal ideas such as morphing, scale and transformation.
- Explain the purpose of a thumbnail drawing (i.e. it is all about the idea not the quality of the sketch). Students create a page of thumbnail sketches (at least 6) which explore options for an image supporting their text. Discuss ideas with individual students and give constructive feedback.
- Ask students to add notes next to their drawings to explain their idea. Encourage a range of playful ideas. Explain how established designers often use this process to conceptualise and brainstorm after they have received a job from a client.
- Pack up.



Lesson plan: creating a road sign to improve the safety of pedestrians in my local environment

Lesson 4 of 4. Year 9.

Achievement objectives – Curriculum level 4

- Developing practical knowledge
- Developing ideas.

Learning outcomes

- Generate creative ideas and revisit successful processes to develop further.
- Select images about pedestrian safety.
- Use text and images to convey a positive pedestrian safety message.
- Reflect on art-making processes and explain visual ideas in relation to pedestrian safety.

Keywords (encourage use of these)

Caution, 'stop, look and listen', slow down, mind that pedestrian, school zone, caution – buses, caution – shared driveway.

Learning intentions today

- Investigate the context in which my work can be viewed and valued.
- Create a road sign to improve the safety of pedestrians in my local area.

Resources

- Scissors, glue
- Coloured cartridge
- Tracing: light table or carbon paper or window
- Computers – internet, Microsoft Word
- Exemplar.

Lesson sequence

- Introduce today's lesson and the learning intentions. Explain that today students will continue to work in pairs (from the previous lesson) to create a road sign from cut paper (or Duraseal). Give students guidelines on how to split up tasks and be a respectful partner.
- Explain that they will select an image to go with the text they typed up in the last lesson.
- Compare and contrast artist model examples of stencils that are successful and not so successful. Discuss positive and negative space, contrast, spacing, shape and size.
- Describe how their signs will be informative but also playful and a bit quirky. E.g. 'Caution – pedestrians' with an image of a person with a zebra head. Show animate/inanimate combinations created by Barry Cleavin or Eduardo Recife.
- Supply students with images to transform into a flat silhouette. They could have an image of a police officer sitting on an elephant (large ears relating to hearing). Show students an exemplar.

Making signage – in pairs

- Students select a plain background colour (e.g. fluorescent green).
- Students carefully cut out a sign shape in their chosen background colour. E.g. Circle, triangle or hexagon. If you wish to save time, supply card templates.
- Students select reflective, sparkly Duraseal or paper of a contrasting colour for their text. Discuss the importance of legibility. Students trace their text onto Duraseal or paper. (Trace by using a light-box or transparent paper, by holding the work up to a window or by first putting scribbly graphite on the back of the image.)
- Students lay out text and image and double-check with teacher before sticking down.
- Work with individual students and give constructive feedback on the requirements of the brief.

Homework: Complete any unfinished signs.



Year 9 pedestrian safety design brief

Waka Kotahi has requested road signs be placed in our school environment to help keep pedestrians safe.

Constraints	
Context	As a class you will identify an area in or near your school where there is an opportunity to improve pedestrian safety.
Target Market	Teenagers, secondary school (12–18 years). Or drivers in our community such as teachers and parents.
Client	Waka Kotahi (not a real client, but there may be opportunities in our school environment for the signs to be authentically made).
Colour	Block, flat colour.
Size/Format	A3 size. Choose a shape; hexagonal, circular, diamond, triangular or rectangular.
Style	A positive, light-hearted and humorous message.
Media	Cut outs (coloured paper or Duraseal).
Text	A short sentence or single word that gives a clear instruction relating to pedestrians. <i>E.g. 'Caution – shared driveway.'</i>
Images	An image to support sign text. It should be chosen with the aim of giving a playful and entertaining message. <i>E.g. Image shows a person with a steering wheel in the place of their head.</i>



Air New Zealand safety video analysis sheet – Year 9

<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>.</p>	
<p>Describe 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>	