Peace One Day

Lesson Plan

Ages 6-12

Art of Peace Exhibition




















Copyright on all Peace One Day materials © Peace One Day Ltd 2013. All other rights reserved

• Primary Education Resource •

Art of Peace exhibition

Background for teachers:

Since establishing the United Nations ceasefire/ non-violence day, Peace One Day has worked to raise global awareness of the day. In this lesson we have put together a guide for schools to organise an exhibition of pupils' peace artwork and projects, ideally to be held on, or in the run up to, Peace Day 21 September. Such an event supports the process of awareness-raising and enables students to further reinforce their learning about peace and Peace Day by producing creative work in a range of media on peace-related issues.

For older children, the exhibition could include artwork, commentary, photographs, and factual information on the evolution of Peace Day, the United Nations and Peace One Day.

Materials for the exhibition could be completed through the summer term and collated at the beginning of the new school year. This project will require planning and timetabling and could run from 5 to 50 hours.

Lesson aims:

- KS1 – pupils learn to: represent their own ideas and feelings about the chosen theme (see below); work on their own or with others on art works in different dimensions/sizes using a variety of materials/processes, painting, collage etc.

- KS2 – pupils learn to: collect visual/other information (clippings/images/materials/use a sketchbook) to aid them in the creative process; use their own experiences/imagination to inform their work; thoughtfully review the content/development of their work; think about the stages involved in holding an exhibition.

Learning outcomes:

- KS1 – pupils can: work on their own or with others to create a piece of art using a variety of tools and processes which expresses their ideas relating to the specified themes.

- KS2 – pupils know: how to collect and draw upon a variety of stimuli to help them when creating a piece of art, from conception to completion, including sketches, clippings and samples as well as observations/ imagination; about what needs to be considered when staging an art exhibition.

Preparation:

- The idea of the peace exhibition is to reinforce the message and knowledge pupils have already learned about peace and Peace Day through creativity; to link that learning to a wider sense of purpose and community by exhibiting the resulting artwork for the rest of the school, parents and even the local community. Older students may be asked to engage with the mechanics of putting the exhibition together, as well as creating the artwork itself. The art exhibition could provide a focus for broader Peace Day activities, as well as being a starting point for future Peace Day outreach and activities in the local community.

- If local community involvement is feasible for your school to facilitate, it will of course be necessary to identify a suitable opening date, time and venue, as well as to invite key local figures and press, with sufficient lead time. As part of handwriting practice your pupils, individually or as a class, could handwrite invitations to certain individuals themselves (accompanied by an introductory letter from the school) giving them a sense of involvement and ownership of the process.

- Finally, a class or school trip to a local gallery or museum might provide a good starting point for the exhibition project. For KS1 such a trip might serve as a general introduction to what an exhibition looks like, whereas KS2 pupils could be encouraged to look at the types of information displayed by each object or piece of art, take note of the atmosphere, activities, music (or lack of) and layout. Of course, this type of field trip may not be practicable in your particular school's circumstances and it may be more appropriate for older students at least to research exhibitions online. Museums and galleries such as **The Natural History Museum** and **The National Gallery** have overviews of their current exhibitions that can be viewed on their respective websites.

Introduction:

- Introduce to the class the idea of an exhibition as a public display of works of art or other items of interest, using local museums or famous national galleries to illustrate the range of sizes, scope, content, layout etc. If you have taken your pupils to a gallery or museum, recap the key features of the exhibition.

- Introduce the idea of a Peace Day exhibition of peace artwork. The exhibition is also an opportunity to display any work done for any of the other lesson plans in this resource. You may wish to mention the possibility of including the anti-bullying pledge, world food map etc, as well as the artwork to be specially created.

Activity: choosing themes and media

- In groups or as a class, discuss the possible theme/s of an exhibition that opens on or around Peace Day 21 September. You could use the other lessons in this Resource as inspiration, choose from the list below or you may have your own ideas. For younger pupils you may find it more appropriate to create a short list of themes with the focus on previous work and curriculum goals, and then ask pupils to choose their preferred option:

  - Friendship, making friends
  - The Peace One Day journey
  - Saying sorry
  - Anti-bullying
  - How individuals can make a difference
  - A peace of cake
  - What Peace Day is about
  - The Day After Peace films and **"Peace One Day" song**
  - Peacemakers

- Once the theme/s have been chosen, decide whether pupils will work as individuals to create their art work or in groups.

- Depending on the resources available, encourage pupils to consider a range of media: collage, model, painting, comic strip etc - whatever best reflects the purpose and thoughts behind the idea for the artwork. Encourage students to think in three dimensions as well as two.

Activity: developing themes

- Ask pupils to mind map their initial thoughts and ideas in relation to the agreed theme/s. These could be images, words or phrases. Inspiration could come from a wide variety of sources: previous work - lessons, Peace One Day films, or elsewhere.

- Again, for younger pupils it may be more appropriate to provide a range of ready-made options from which to choose. For example, if the chosen themes were saying sorry and/or friendship, then ideas/options for artwork to offer younger pupils could include hands, shaking hands, waving hands, smiling, hugging etc. If language was the focus, you could research the word for peace in as many different languages as there are children in your class (an internet search will show websites which have done this research for you); give each pupil a different translated word to copy and decorate in their own way.

- Encourage pupils to identify and express feelings in relation to the chosen theme/s. Encourage them to consider the themes in the context of their own experience, in school, at home and in their local communities.

Further considerations:

Once this creative process is underway, you may want to start thinking about the layout of the exhibition and what additional elements could be included. Here are some ideas that you could open up to the class:

Playing recorded music to set a mood.

Showing photos or playing videos of the pupils creating the artwork.

Play Peace One Day short films or Jeremy's documentary 'The Day After Peace' as part of the display.

Will there be refreshments (could your class, or another class, offer the Love Cakes made during the 'peace' of cake lesson?)

Display class poems relating to the themes, or short statements from the pupils on what peace means to them.

Display famous quotes on peace .

A visitors' book.

If the exhibition is a public event consider the extent to which pupils could be involved in inviting press, parents and local figures. An invitation could become a piece of artwork in itself, as could an exhibition poster. Pupils could handwrite the invitation. Include information about Peace Day 21 September and Peace One Day.

At the end of this lesson/project, students should be able to:

- Express the feelings engendered through their participation in the project.

- Reflect on the value of working collectively towards a common goal.