Public art

Overview

The purpose of these linked activities is to create a piece of public art inspired by the local history, area and community.

Pupils will:

- Learn and connect around ideas, questions and concepts related to public art
- Use action research to learn about their local area and history
- Learn how to conduct interviews and use oral history to learn about their local area and history
- Design a timeline of the history of the local area
- Create a map showing the change in the local area
- Write a story about their local area
- Visit local sites and document them
- Make a model of their proposed artwork
- Publicly present their public art proposals and gather feedback.

Partner possibilities

Opportunities for collaboration with:

- Artists who have worked on public art or socially engaged projects
- Public Art consultants
- Museums, art galleries, libraries and archives (local and national)
- Artist / photographer
- Cartographer
- Local historian or local history group
Public art

Key Stage 3

Creative writing | Dance | Drama | Film and media | Music | Visual and applied arts

- Oral historian or group
- Local journalist
- Storyteller

Curriculum links

The main areas of the curriculum addressed in this rich activity are:

- Literacy
- Art and design
- History
- ICT
- English
- PSE
- Cymraeg

Resources included with this activity

- Resource 1: Identify the different ways of creating public art
- Resource 2: What we learnt about Public Art
- Resource 3: Costing Public Art (Numeracy activity)
Resources that need to be made available

- Computer / internet access
- iPads or other video recording equipment
- Photocopies / enlargements of relevant sheets
- Available spaces for groups to work around the school if possible
- ‘Post it’ notes / large sheets of paper

Preparation

- Relevant video clips ready
- Relevant worksheets photocopied

Some definitions

Public art is.....'accessible work of any kind that cares about, challenges, involves, and consults the audience for or with whom it was made, respecting community and environment’ **Lucy Lippard**

‘Art is an activating agent,’ **Mel Gooding**

‘Public art, in all its diversity, can mediate all spaces as Places,’ **John Newling**
### Task 1 Exploring different types of Public Art

**RESEARCH** public art projects in Wales and across the UK. Look into and learn about the expanding definition of public art, the effect it can have and how artists approach this.

The aim of Task 1 is to gather background knowledge, examples and an understanding of the range and reach of Public Art. The links in the resources column are a good starting point.

<table>
<thead>
<tr>
<th>Collaboration &amp; Resources</th>
<th>Potential LNF</th>
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</thead>
<tbody>
<tr>
<td>Artist or Public Art Consultant to visit school to talk about Public Art</td>
<td><strong>Literacy</strong></td>
</tr>
<tr>
<td>see Ideas : People : Places</td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><a href="http://www.arts.wales.org.uk">http://www.arts.wales.org.uk</a> search for public art /residencies</td>
<td>RS2: reading strategies to decode</td>
</tr>
<tr>
<td>EMP Projects <a href="http://www.empprojects.com">http://www.empprojects.com</a></td>
<td>RS8: on-screen texts</td>
</tr>
<tr>
<td>Locws International <a href="http://www.locwsinternational.com">http://www.locwsinternational.com</a></td>
<td>RC1: reading new texts</td>
</tr>
<tr>
<td>Celfwaith <a href="http://www.celfwaith.co.uk/projects">http://www.celfwaith.co.uk/projects</a></td>
<td>RC3: locate and use information</td>
</tr>
<tr>
<td><strong>RA3: collate, summarise and synthesis</strong></td>
<td>RC4: deduce meaning</td>
</tr>
<tr>
<td><strong>RA4: distinguish bias</strong></td>
<td>RC5: comparing texts</td>
</tr>
</tbody>
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**Key Stage 3**

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**Creative writing | Dance | Drama | Film and media | Music | Visual and applied arts**
**DISCUSS**
Do you know any International pieces of public art? Where have you seen these? What public art have you seen locally?

**RESEARCH** - Working in pairs or groups, identify the different ways of making public art using the examples. Use resource sheet 1 to help record your findings.

**DISCUSS** - the inspiration behind the public art works you

<table>
<thead>
<tr>
<th>International examples of Public Art could include:</th>
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<tbody>
<tr>
<td>• Statue of Liberty</td>
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<td>• Angel of the North</td>
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<td>• Eiffel Tower</td>
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<td>• Nelson's Column</td>
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<th>Wales examples</th>
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<tr>
<th>Oracy</th>
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<td>OS2: present ideas</td>
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<tr>
<td>OL1: respond to others</td>
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<tr>
<td>OL3: listen and identify arguments</td>
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<td>OC1: take roles in discussions</td>
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<td>OC2: plan way forward</td>
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<td><a href="http://www.addocreative.com">http://www.addocreative.com</a></td>
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<tr>
<th>RA5: different views</th>
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<tr>
<td>RA6: evaluating content</td>
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</table>
have selected. Pull out key words/phrases that represent the motivations / purpose behind the public art. Use resource sheet 2 to help you.

**APPRAISE**
Reflect on what you liked/disliked about your own and other pairs'/groups’ selections.

**WRITE/COLLABE**– Use resource sheet 2 (enlarged to A3 size) or a flip chart for the class to stick post-it notes on to build up a class record of what you have learnt about public art.

**DISCUSS** your findings. Use these to produce your own manifesto / 'Rules for Making Public Art.'

Display your manifesto as a group / class poster. See Public Art – Now’s manifesto to help you. [https://studiosituation.files.wordpress.com/2015/01/the_new_rule_of_public_art.pdf](https://studiosituation.files.wordpress.com/2015/01/the_new_rule_of_public_art.pdf)

<table>
<thead>
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<th>EMP Projects – Cardiff/Wales</th>
<th>Locws International – Art Across the City Swansea</th>
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<tr>
<td>Celfwaith - Wales</td>
<td><a href="http://www.celfwaith.co.uk/projects">http://www.celfwaith.co.uk/projects</a></td>
</tr>
<tr>
<td>Sculpture/Statues - Cardiff</td>
<td><a href="http://www.cymruculture.co.uk/featuredarticles_87872.html">http://www.cymruculture.co.uk/featuredarticles_87872.html</a></td>
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<tr>
<td>Cardiff Bay</td>
<td><a href="http://cardiffbay.co.uk/index.php/public-art">http://cardiffbay.co.uk/index.php/public-art</a></td>
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<td>Llawn - Llandudno</td>
<td><a href="http://www.llawn.org">http://www.llawn.org</a></td>
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<tr>
<td>Vetch Veg - Swansea</td>
<td><a href="http://www.vetchveg.co.uk">http://www.vetchveg.co.uk</a></td>
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<tr>
<td>Articulture</td>
<td><a href="http://articulture-wales.co.uk">http://articulture-wales.co.uk</a></td>
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<tr>
<td>Arts Council of Wales</td>
<td><a href="http://www.artswales.org.uk">www.artswales.org.uk</a></td>
</tr>
</tbody>
</table>

**UK examples**

**WM1:** writing for different purposes

**WM2:** using detail

**WM3:** planning writing

**WM4:** on screen writing

**WL2:** vocabulary
Public art

Situations – Bristol
http://www.situations.org.uk

Watch Video – Seeds of Change: A Floating Ballast Seed Garden Maria Thereza Alves and Gitta Gschwendtner
http://www.arnolfini.org.uk/learning/projects/seeds-of-change/ballastseedgarden

Locus+ - Newcastle
www.locusplus.org.uk

Art Angel - London
www.artangel.org.uk

Art on the Underground - London
http://art.tfl.gov.uk/

Art on the Metro - Newcastle
www.nexus.org.uk/wps/wcm/connect/Nexus/Art+on+Transport/

Folkestone Triennial
www.folkestonetriennial.org.uk

Liverpool Biennial
www.biennial.com

Take Apart – Plymouth
## Task 2: Connecting with / researching your Local Area

**VISIT** your local library and council offices to look at maps and photographs of your area over a long period of time.

**VISIT & DOCUMENT VISUALLY**
Explore your local area and document it in a variety of different ways – e.g. draw, measure, photograph, film, write, record sounds. Work in pairs / small groups.

**NUMERACY**
Map the local area using geographical modelling software and Ordnance survey maps.

**CREATE / DESIGN / DRAW**
Using the information gathered, create a map of the local area. This could be drawn by hand, collaged, painted, photographed, or depicted through film or digitally.

**APPRAISE** – A spokesperson for each pair / group gives an

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### Online alternative

- **You could invite a cartographer to school or an artist/painter who documents the local area.**

### Inspiration

- **Explore Welsh artist, Iwan Bala’s maps**
  - [http://www.iwanbala.com/node/82](http://www.iwanbala.com/node/82)

- **UK artist Stanley Donwood creates maps e.g. of London, the Pacific Coast**

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### Oracy

- OS2: present ideas
- OS5: defend a view
- OL1: respond to others
- OL3: listen and identify arguments
- OC1: take roles in discussions
- OC2: plan way forward

### Reading

- RS2: reading strategies to decode
- RS5: skimming and scanning
- RS8: on-screen texts
- RC1: reading new texts
- RC3: locate and use information
- RC4: deduce meaning
overview of their map and the choices they made. As a class, discuss which map seems the most interesting, effective, exciting.

*(Make available a photocopy of each completed map to refer to or pass them around in turn).*

**DISPLAY/ EXHIBIT**

Create an exhibition of your maps and collection of photographs, newspaper clippings etc. on the local area, in the classroom / corridor / entrance hall.

http://www.tagfinearts.com/stanley-donwood.html

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<th>RC5: comparing texts</th>
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**Numeracy**

*Developing numerical reasoning*

- KS3.1 transferring skills
- KS3.2 relevant steps
- KS3.3 appropriate techniques

*Using number skills*

- N11: ratio and proportion

*Using measuring skills*

- M9: Grid references
Public art

Key Stage 3

Using data skills

D4: data presentation (graphs and charts)

Task 3: Connecting with your Local Community

This task involves developing the pupils’ ability to write and ask interview questions; selecting who they will interview and conducting a series of interviews. The Interviews are an active way of researching the history of the local area and identifying a significant change or story that will inspire their public art.

WATCH / LISTEN

TV and Radio Interviews. Research and collect these. This could be set as a homework task.

WATCH / DISCUSS

Watch the 10min video about Oral History (in the resources column alongside). Discuss how you will make decide on the interview questions you want to ask about your local area.

Local reporter or Oral History expert could come into the School to provide a starting point of how to approach interviewing someone.

Oracy

OS2: present ideas
OS4: Respond to others views
OS5: defend a view
OL1: respond to others
OL3: listen and identify arguments
OC1: take roles in discussions
OC2: plan way forward

Writing

WM1: writing for different purposes
WM3: planning writing
WM5: review and improve work
WS1: structures for writing
WS2: organising writing
## WRITE
In pairs/groups write your Interview Questions. Each group decides on the main focus of their Interview.

Very Basic possible Interview Structure
- **Who are you? Where are you from? What job do you do?**
- **What stories or myths do you know about the local area? Where did you hear these stories?**
- **How has the local area changed? What effect did these have on you?**
- **What was there before? Why do you remember the way it was before?**

## REHEARSE
Your interviews in pairs/group. These could be recorded on ipads and played back for evaluating.

## SHARE & EVALUATE
What are the strengths and weaknesses of your interviews? Edit and make improvements to the questions based on listening to your recording and group feedback.

## INTERVIEW
Decide on how you will record your interviews - Digitally (film, audio on ipad or laptop) or will one of the group take notes?

**Oral History Society**
http://www.ohs.org.uk/information-for/schools/

**Sasha Hoare as part of the project "Born and Bred - Stories of Holloway**
https://vimeo.com/49450654

**Local History groups**
http://www.archiveswales.org.uk/using-

**WL1: appropriate language**
**WL2: vocabulary**
Decide on who you will interview – e.g. family and friends - to gather recollections of the area.

Groups could be given a target number / length of interviews to collect.

EXTEND

Pupils record a radio broadcast (max 5 mins) about the area using the interviews. Rehearse timings and work out the length of each recorded piece.

Task 4: Make a timeline using the interviews & write a story

The class uses the information they have collected to create a timeline showing the change in the local area:
- Past
- Present
- Stories
- Landmarks

CREATE – Pupils discuss and then create a timeline for the local area using the information they have collected. The timeline can be visual/text/annotated. Encourage students

archives/archives-for-local-history/

Jennie Savage – Star Radio
http://starradio.me.uk

and
http://www.jenniesavage.co.uk/starradio/starradio.htm

Learn about oral History/Interview training from Oral History Society
https://www.le.ac.uk/emoha/training/no2.pdf

TES History Timeline
https://www.tes.com/teaching-resource/history-timeline-for-display-easily-adapted-6092746

WATCH Sonia Cerezquita creating her Tate Modern Artists Timeline
https://vimeo.com/67015825

Wales based artist Laura Sorvala creates timelines in her work
http://www.auralab.co.uk/portfolio/memorable-encounters/

Oracy
OS2: present ideas
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to explore different approaches by artists, as inspiration to create their own an innovative, artistic timeline.

**EXTEND** - Use an animation app to create an animated timeline
If budget allows, you can download **I can Animate** app for Ipad
https://itunes.apple.com/gb/app/i-can-animate/id399760501?mt=8

**EXTEND** - Record your presentations for posterity

**DISCUSS / REFINE**
In groups, bring together the information from their map, interviews and timeline. Discuss and select their favourite stories.

**WRITE**
In pairs, pupils write their own short stories / diary entries (you could use a storyboard / or comic book template for the structure) based on a mixture of fact and fiction using all the information they have collected.
- Who are the characters in the story? How can you introduce them?
- What is the setting? Describe the area
- What problem does the character face?
- What is the resolution?

It may help to have a vocabulary sheet to help them. Each pairs could be given a particular genre in which to write their

**Writing**
WM1: writing for different purposes
WM2: using detail
WM3: planning writing
WM4: on screen writing
WM5: review and improve work
WS1: structures for writing
WS2: organising writing
WS4: paragraphs and sections
WL1: appropriate language
WL2: vocabulary
WG1: sentence structures
WG3: punctuation
### Public art

**Key Stage 3**

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<tr>
<th>Creative writing</th>
<th>Dance</th>
<th>Drama</th>
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<tbody>
<tr>
<td><strong>story.</strong></td>
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<tr>
<td><strong>REHEARSE/PERFORM</strong></td>
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<tr>
<td>In pairs, the class perform /read aloud their short stories to the class.</td>
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<tr>
<td><strong>EXTEND</strong></td>
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<tr>
<td><strong>PERFORM / RECORD</strong> – Groups perform their stories dramatically. Record the audio on an ipad.</td>
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| **Task 5: Create a model of your public art** | **WG4: spelling strategies** | **WG6: handwriting** |
| **WRITE** | | |
| Class makes a list of the local stories/history they have learned about using their maps and timelines. | | |
| **DISCUSS** | | |
| Decide which story you are most interested in. | | |
| What ideas do you have for your piece of public art? | | |
| Is there a particular part of the story that would be best to use? | | |

**WATCH Anthony Gormley talk about what 'Another Place' represents and why he chose to site it on Crosby Beach**
http://www.bbc.co.uk/education/clips/z6r87ty

**WATCH Antoni Gaudi's Barcelona**
http://www.bbc.co.uk/education/clips/zrc87ty


**Oracy**
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**Writing**
- WM1: writing for different purposes
DISCUSS/DEBATE

In groups, discuss the area you are interested in. How does this fit with your story? Look at your maps and Interview display. Consider the documentation you have made.

Decide on the location for your public art and consider how it relates to the story you have chosen. How does it relate to the community?

NUMERACY /PLAN / MODEL

Make a scale model of their public art

REFLECT/DISCUSS

Refer to your Manifesto on Public Art

DESIGN/CREATE/PROCESS — Design and develop the concept for your piece of public art considering

- Shape
- Line
- Colour
- Texture
- Pattern
- Movement/Sound

Examples

**Colin Priest - Bay Watch**

Coinciding with the centenary of the Swansea Slip Bridge, Priest created and worked with local ice cream parlour, Joe’s Ice Cream, to produce the *Swansea Slip Bridge Summer Sundae*.


**Heather and Ivan Morrison – Love me or Leave me**

The artists were inspired by the shingled stave churches of Norway and the ad hoc beach shacks of 1960s West Coast America to create an animal-like form that is inventive and playful in design.

[http://www.chapter.org/node/35781](http://www.chapter.org/node/35781)

**Mark Folds - Dylan’s Pencil**

Inspired by the presence of a large tree stump standing at over 30 foot high, as well as the long association the park has with the poet Dylan Thomas. ‘Dylan’s Pencil’, represents simple, humble beginnings: initial ideas jotted down on paper.

WM2: using detail
WM3: planning writing
WM4: on screen writing

Numeracy

**Developing numerical reasoning**

- KS3.1 transferring skills
- KS3.2 relevant steps
- KS3.3 appropriate techniques

Using number skills

- N11: ratio and proportion

Using measuring skills

- M9: Grid references

Using data skills
The material your piece of public art will be made of

How does this relate to your
- Story
- Area
- Community?

Model can be made from paper, clay, plasticine etc.

**EVALUATE / APPRAISE** – Which of the public art pieces was the most successful and why? Consider what makes a good piece of public art? What is most important? Is it...

- Being eye catching and standing out?
- Bringing a sense of unity to the local community?
- Having the local community engaged with the decisions and making of the work?
- Being aware of the architecture and other monuments in the local area?

As a class, do a **diamond ranking** to put these in order of importance

(INSERT LINK TO TLC - LEARNING TOOLS)

<table>
<thead>
<tr>
<th>Model Makers based in Cardiff</th>
<th><a href="http://www.locwsinternational.com/?portfolio=mark-folds">http://www.locwsinternational.com/?portfolio=mark-folds</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Hiller – Documents place through photography</td>
<td><a href="http://www.susanhiller.org/otherworks/rough_s">http://www.susanhiller.org/otherworks/rough_s</a> eas.html</td>
</tr>
<tr>
<td>Cardiff Architecture – look at past students work</td>
<td><a href="http://sites.cardiff.ac.uk/architecture/">http://sites.cardiff.ac.uk/architecture/</a></td>
</tr>
</tbody>
</table>

D4: data presentation (graphs and charts)
## Public art

### Task 6

The aim of Task 6 is for pupils to present their completed public art proposals and gather feedback.

### CONSULT / DESIGN

Run a session sharing your public art idea in an inventive way. Come up with ideas for a public event. Think about what it will do. How will people learn about your piece of public art? How will you achieve this?

### REHEARSE / REFINE

Practise your workshop in pairs. Question each other about how you can make it better.

### PERFORM/RECORD – Groups perform their workshops.

Record on Ipad

### PRESENTATION/FAYRE

Host an art fayre at school, present your model, workshop as well as your map and timeline. You will need to think about how to present this information. Write letters and create posters inviting members of the community (it could include

### Oracy

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### Writing

- WM1: writing for different purposes
- WM2: using detail
- WM3: planning writing
- WM4: on screen writing
- WM5: review and improve work
those who have already visited as part of the project) to your Fayre. Ask them to talk about what they like and why.

**DISCUSS / FEEDBACK**
Discuss the feedback you received. What would you change or do differently? What improvements would you make? What were you unhappy with?

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<td>WL1: appropriate language</td>
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<td>WL2: vocabulary</td>
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<td>WG6: handwriting</td>
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**Task 7: How much will it cost to make?**

The aim of Task 7 is to learn about the different jobs and duties of the people who will work on public projects and give an understanding of the cost of materials.

Possible links with the Maths Department and/or a project manager who works on public art projects

**Oracy**

OS2: present ideas
OS4: Respond to others views
OS5: defend a view
OL1: respond to others
OL3: listen and identify arguments

www.arts.wales
DISCUSS – Pupils to consider everyone involved in the process of creating their piece of public art. Make a list of everyone involved and their contributions in terms of time and cost.

DISCUSS / RESEARCH – How much will your piece of public art cost to make? How much will the installation cost? How much should you budget for the research and artist roles? If you need to save money, where would you make cuts or make compromises? What wouldn’t you compromise on?

NUMERACY
Provide pupils with the resource sheet 3: Costing Public Art.

The first task is data handling involving a pie chart and percentages, showing pupils how the money from the public art project is shared out.

The second task is data handling using a table with a focus on money and percentages.

The final task involves multiplication skills and problem-solving.

OC1: take roles in discussions
OC2: plan way forward

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Numeracy
Developing numerical reasoning
### Key Stage 3

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<td>KS3.4 mental and written strategies</td>
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<td>KS3.5 identify information</td>
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<td>KS3.11: explaining results</td>
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<td>KS3.14: appropriate notation</td>
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<td>KS3.15: appropriate presentation</td>
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<td>KS3.16: interpret graphs</td>
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<td>KS3.17: checking answers</td>
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<td>KS3.18: interpreting answers</td>
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<td>KS3.19: drawing conclusions</td>
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<td>KS3.20: justify answers</td>
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<td>KS3.21: interpret mathematical information</td>
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**Using number skills**

N5: multiplication and division

N9: fractions, decimals and percentages

N10: calculate percentages
Suggested further activities

- Redesign your local school environment
- How can you improve areas in your class/school? Consider how you could better design and use your existing space – Is space important for us to learn well?
Public art

- Re-design the class room furniture – What makes a good chair? WATCH five international designers create a chair [http://www.bbc.co.uk/education/clips/zhxqmb]
- WATCH Chair design through the ages [http://www.bbc.co.uk/education/clips/zjfxpv]
- Create an alternative design of the playground / outside space at school.
- Create a piece of Public Art for the School
  - This could be a series of flags, a monument or an activity that the community could be involved in. For example – collecting recipes from the local area to create a School Cook Book.
- Create a multi-view postcard of your area. Write a short poem on the back using one of the stories you discovered from your interviews.

Assessment against the LNF

Learners may demonstrate many elements and aspects of the LNF as they undertake this activity. The tables below show the main focus areas.

| Literacy                     |  |  |
|------------------------------|  |  |
| **Oracy across the curriculum** | Developing and presenting information and ideas | Speaking |
|                              |                            | Listening |
|                              |                            | Collaboration and discussion |
| **Reading across the curriculum** | Locating, selecting and using information | Reading strategies |
### Writing across the curriculum

<table>
<thead>
<tr>
<th>Activity</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to what has been read</td>
<td>Comprehension</td>
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<tr>
<td></td>
<td>Response and analysis</td>
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<tr>
<td>Writing across the curriculum</td>
<td>Organising ideas and information</td>
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<tr>
<td>Writing accurately</td>
<td>Language</td>
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<td></td>
<td>Grammar; Punctuation; Spelling; Handwriting</td>
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</tbody>
</table>

### Numeracy

<table>
<thead>
<tr>
<th>Strand</th>
<th>Element</th>
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</thead>
<tbody>
<tr>
<td>Developing numerical reasoning</td>
<td>Identify processes and connections</td>
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<tr>
<td></td>
<td>Represent and communicate</td>
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<tr>
<td></td>
<td>Review</td>
</tr>
<tr>
<td>Using number skills</td>
<td>Use number facts and relationships</td>
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<tr>
<td></td>
<td>Fractions, decimals, percentages and ratio</td>
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<td></td>
<td>Calculate using mental and written methods</td>
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<td></td>
<td>Estimate and check</td>
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<td></td>
<td>Manage money</td>
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<tr>
<td>Using measuring skills</td>
<td>Length, weight/mass, capacity</td>
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<td>Time</td>
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<tr>
<td>Temperature</td>
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<tr>
<td>Area and volume; Angle and position</td>
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</tbody>
</table>

**Using data skills**

| Collect and record data; Present and analyse data; Interpret results |  |