# NOISE: Visual Arts/Creative Writing/IT Lesson Plan



**Objective**: To ignite an interest in local history, geography and the student's surroundings; To encourage critical thinking through the suggestion of the potential of imagery and sound files to juxtapose fiction and reality.

## Students will learn to:

- Develop communication skills in a target language
- Give a personal response to an idea, experience or other stimulus
- Work from imagination, memory and direct observation
- Sustain projects from conception to realization
- Speak and write about his/her experience in a variety of forms
- Give shape to his/her response in a creative manner and to compare the experience of different media
- Rewrite and redraft to develop his/her writing craft
- Understand the way in which individuals and institutions influence and are influenced by the sequence of events in time
- Present and communicate in a variety of ways
- Explore their natural curiosity about their own and other people's social and physical environments
- Help develop organised thinking and cognitive abilities – not only in the area of important factual knowledge, but in application, analysis, synthesis, evaluation, creativity and imagination
- Develop a range of practical, social, valuing and communication skills which are of geographic and of general significance.
- Develop a range of research skills essential for the study of history
- Develop the ability to think critically
- Utilise technology to present ideas

## Activity:

1. The first part of this project is to work together to choose a place in your area that has a significance for one of you, a place that you have a memory attached to.

2. Together, go and document this place. This can mean taking some photographs of the area, making some sketches of it or even collecting some objects that represent it, such as a newspaper clipping, or using pictures from the internet. You can keep gathering more images from different perspectives throughout the project.

3. The person who chose this place, must then write down the story that relates to it. This is the 'anecdotal' memory of the picture. You should try to write around 400 to 800 words.

4. The second part of your project is to find the real history of this image. So, one person must go and find out a piece of general knowledge about the place. It can be a simple piece of information, or something more complex. For example, if your picture shows a shop you could go into the shop and ask the people there to tell you about when it first opened, who owns it, or any piece of information you can gather. If the picture shows a park, you might be able to find out when that was planned and opened. If the picture shows something general like a post box or a bin, maybe you could find out something about these objects. Write a short passage (400 to 800 words) describing the real history of the place.

5. The next part of the project is to make a fictional story for the picture. This is to be done by the last project member. They must make up a short story (400 to 800 words) to fit the image, completely from imagination, and write this down.

6. As a group, record these three pieces of writing on an audio recorder. You can read them yourselves or ask someone else to voice them. If a recorder is not available, make up the texts you have written and overlay them on the images.

7. Now take the images you gathered of the place you chose. Using simple video editing software you can assemble these images into a short stop motion video. Place the sound files over this video.

8. Post the final movie on Youtube, and link it to the NOISE website at www.noisesouthdublin.com!

## Ways the activity could be expanded:

- The groups of three can make presentations of their three versions and ask the class to determine which stories are 'true' and which are fiction
- Develop a script and make a play or film that presents one of the stories in a new way

## Alternative projects:

- Try the project in a foreign language
- English: Link the photography to literature being read

| Year Group | Curriculum Subject | Specific Links |
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| Junior Cycle | | |
| | Art, Craft and Design | • give a personal response to an idea, experience or other stimulus<br>• work from imagination, memory and direct observation<br>• sustain projects from conception to realisation<br>• appraise and evaluate his/her own work in progress and on completion<br>• use an appropriate working vocabulary |
| | English | • speak and write about his/her experience in a variety of forms: diary, journal, anecdote, autobiographical sketch, story, description, essay, radio-programme, tape-feature, video film, song, poem, dialogue and drama<br>• read and listen to accounts of other students' experiences and to respond positively and creatively to them<br>• practice in speaking to and writing for a variety of audiences such as peers, class groups, school, outsiders, parents, the public and teachers<br>• in using the following language functions for a real purpose :recording, reporting, persuading, arguing, organising, classifying, theorising, documenting, note-taking and letter-writing<br>  • reading strategies such as skimming, scanning, close reading and re-reading should be practised in appropriate and real contexts<br>  • listening skills such as remembering significant details, recalling sequences of words, ideas and events, seeking information, looking for evidence, and sensitivity to tone, irony and suggestion should be developed<br>• become aware of his/her own sensuous, imagistic, affective and intellectual responses<br>• become aware of the pattern of words, forms, sounds and images which occasioned these responses<br>• re-read, review and reflect as necessary disciplines<br>• interpret orally and attempt performances and productions |

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| | | • give shape to his/her response in a creative manner and to compare the experience of different media<br>• play and experiment with language so that he/she will discover the innate power of words to create and suggest meaning and energise thought to write within the discipline of literary forms<br>• rewrite and redraft to develop his/her writing craft<br>• develop a critical consciousness with respect to all language use<br>• focus on the choice of words and the reasons for a particular choice of words in any medium<br>• become familiar with varied patterns of sentence and paragraph construction<br>• become aware of the concept of style and the effects of different styles |
| | **SPHE** | • promote self-esteem and self-confidence<br>• provide opportunities for reflection and discussion |
| | History | • understand the principal trends, issues and events of the History course studied<br>• understand the way in which individuals and institutions influence and are influenced by the sequence of events in time<br>• Present and communicate in a variety of ways |
| | **Geography** | • explore their natural curiosity about their own and other people's social and physical environments<br>• help develop organised thinking and cognitive abilities – not only in the area of important factual knowledge, but in application, analysis, synthesis, evaluation, creativity and imagination<br>• develop a range of practical, social, valuing and communication skills which are of geographic and of general significance. |
| | **Foreign Language** | • enhance awareness of language as a system of communication<br>• enhance awareness of another culture, and thus a more objective perspective of their own culture<br>• help develop the capacity to engage in fruitful transactions and interactions with others<br>• gain access to sources of information, culture enrichment and entertainment through the target language<br>• be equipped to consider participating in social and cultural activities which may involve some use of the target language |

| | Technology | • show awareness of the possibilities represented by the development of materials, techniques and equipment;<br>• use technical equipment in order to mark out, cut, shape, form, join and finish materials;<br>• represent, using recognised conventions, the visualisation of a completed piece of work;<br>• communicate in simple technical terms through the composition, reading and<br>• produce the work to a chosen design using, where appropriate, unprepared raw materials, part-prepared raw materials, and fully-prepared components or subassemblies;<br>• complete tasks to a standard of excellence;<br>• demonstrate an understanding of the properties of materials;<br>• take proper care of equipment and materials;<br>• recognise the limitations of technology; |
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| **Senior Cycle** | | |
| | **History** | • develop a range of research skills essential for the study of history<br>• develop an appreciation of the nature and variety of historical evidence<br>• develop the ability to think critically |
| | **English** | • a respect and appreciation for language used accurately and appropriately and a competence in a wide range of language skills both oral and written.<br>• an awareness of the value of literature in its diverse forms for enriching their perceptions, for enhancing their sense of cultural identity, and for creating experiences of aesthetic pleasure;<br>• the ability to think, reason, discriminate and evaluate in a wide variety of linguistic contexts, personal, social, vocational and cultural. In comprehending, students should be able to analyze, infer, synthesise and evaluate; in composing, students should be able to research, plan, draft, re- draft, and edit.<br>• knowledge about the nature and uses of language and the variety of functions and genres in which it operates.<br>• interpreting and controlling the textual features (grammar, syntax, spellings, paragraphing) of written |

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| | | and oral language to express and communicate. |
| | | • the development of interest and enjoyment in using language, a respect for its potential to make meaning and an appreciation of its diverse cultural manifestations. |
| | **Geography** | • apply a perspective of physical and environmental phenomena and processes<br>• consider the interaction and inter-relationships between physical, environmental, social, cultural, and economic phenomena |
| | **Foreign Languages** | • further develop communicative skills in the target language<br>• gain a critical awareness of how meaning is organised and conveyed by the structures and vocabulary of the target language, and thus to contribute to their understanding of the workings of human language in general<br>• help with developing strategies for effective language learning. |
| | **Technology** | • understand terminology associated with technology<br>• appreciate that technology impacts on our everyday lives and contributes to personal, social and economic development, and that technological solutions are linked with their specific cultural and environmental settings<br>• know and adhere to the health and safety requirements associated with planning and conducting practical work, and understand how these requirements, together with environmental considerations, affect the design of artefacts or systems<br>• select and use appropriate materials, tools and equipment in the production of an artefact or system, according to a chosen design, in response to a given brief or an identified problem<br>• develop a competence in the processing of materials |