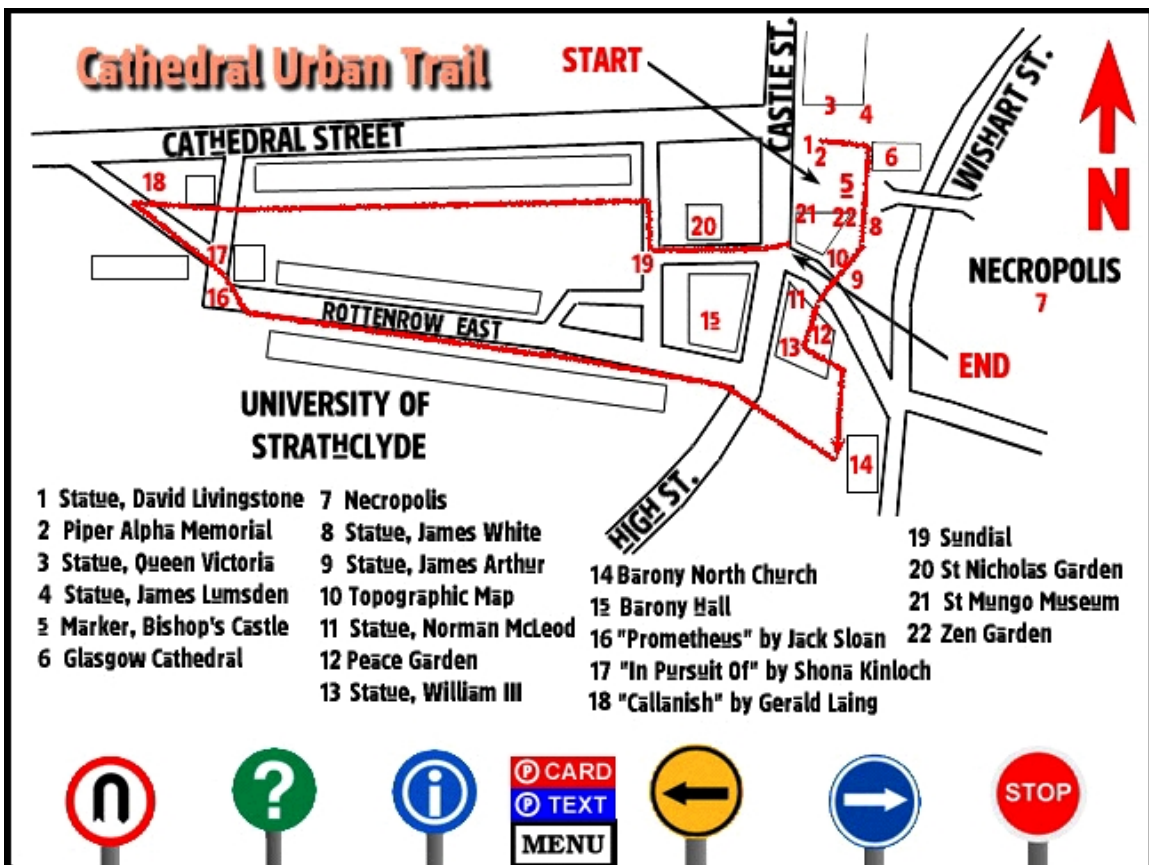


CATHEDRAL URBAN TRAIL: CLASSROOM ACTIVITIES

Street Furniture

Introduction

This activity can be carried out as a class project to produce individual art works and studies or it can be undertaken as small groups of investigators and designers working together. The overall aim is to get young people thinking about the area that they live in, the activities can involve language (report writing and creative writing), Environmental studies and art and design. The activity is aimed mainly at the 10 –14 age range (Key Stage 2), but could very easily be adapted for other ages. This map is from Scanning the City, a CD-Rom about public art in Glasgow – the idea is that young people can look at the public art using school computers then go and see the art for themselves.



Before you start this project, look at the street lamps and street furniture in the area surrounding your school. What are they like? How have they been designed and what is their main purpose? Do you think the designers made them

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especially for your area, or are they much the same as the street lamps you can see in any town or City?

Now look at the lampposts in the Cathedral and Garnethill areas of Glasgow:



You could make your own lampposts from cardboard tubes and Mod Roc and even fit a light inside. Make a stand from the tubes that is strong and balanced enough to support a battery powered light. Make the lamp post as unusual as you like in cardboard and then make it strong and solid using Mod Roc. Add some weird extras too like birds, squirrels or something completely unusual. You could make several of the lampposts to illuminate your classroom or the corridor in your school.

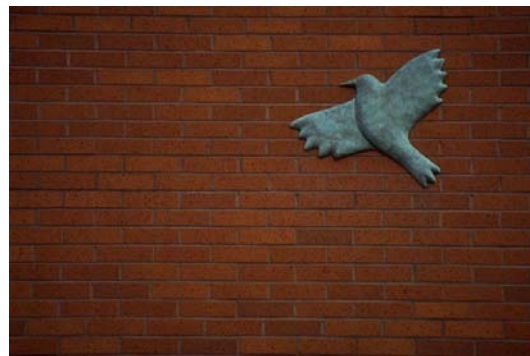


CATHEDRAL URBAN TRAIL: CLASSROOM ACTIVITIES – Street Furniture

The lampposts in the Cathedral Trail in Glasgow include images from the City's coat of arms, so the lampposts are about the city of Glasgow. What kind of images would be best to include in lampposts or other street furniture for the area around your school?



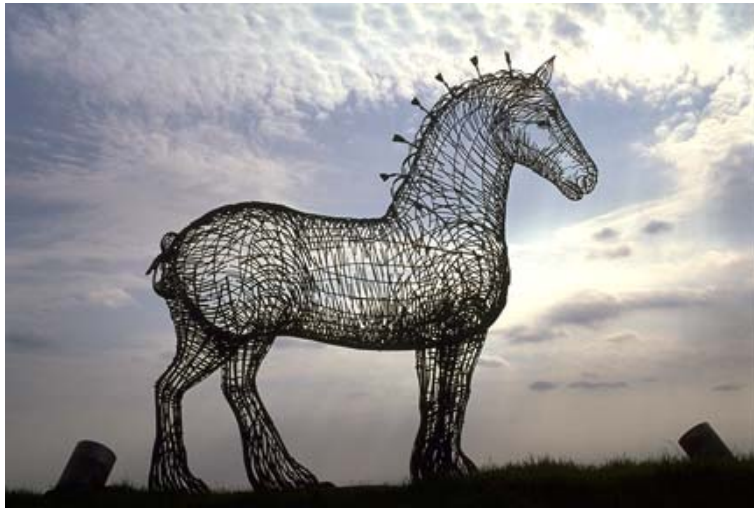
Animals quite often appear in the public art works in Glasgow. For example, there are fish and birds that relate to the city's Coat of Arms, statues of people like the Duke of Wellington who are riding horses, or the cats and birds in Shona Kinloch's sculpture for the University of Strathclyde.



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What other animals would you like to see in public art in your own area? Think about the animals that live in cities and then design and make your own sculpture using an animal that you think would be really appropriate for your own area.

Does the area that you live in have a special identity of its own? What are the spaces like around and between buildings? How would the local area be changed if public art were added? What would you concentrate on to give your local environment a unique appearance?



HEAVY HORSE BY ANDY SCOTT, 1997





HEAVY HORSE BY ANDY SCOTT, 1997

How to go about this project:

Stage 1 (week 1)

This stage involves making a study of the local area. Look carefully at the buildings and street furniture (lampposts, bus stops, traffic signs and seating) on your way to school. Think about what these objects are for; make sketches, photographs and notes about what they are like.

Things to do

- Make sketches
- Take photographs
- Make written notes about buildings and street furniture, which objects or buildings stand out?

You can select objects or buildings either because you like them or you don't, but think about the reasons why.

- Try to do a little research about the place that you live and go to school in, what is its history and geography?

Stage 2 (week 2)

- Collect as much information as possible about your local area, it could be your route to school, a favourite place in your town or even the school playground, how could adding public art make it a more interesting place?
- Collect your drawings, photographs and notes together in the classroom.

Things to do

- Select the object or area you intend to work on and think about the reasons why. Most buildings and objects in towns have functions, they are there to provide light and safety (street lamps), shelter (bus stops) or provide a service (library or school).
- Make some sketches or models of your first ideas for a piece of public art. Remember to think about safety, and whether there will be a function, a project for public seating that is sharp or a redesigned street lamp that does not allow light through will not be very successful!

Stage 3 (week 3)

This stage is when artists, designers, architects and planners often make changes to their first ideas, it is called a 'prototype'. Sometimes the first ideas need to be changed, because the scale is not right or the materials are wrong. When you work on this stage, try to keep an open mind about how your work will develop.

Things to do

- Develop your model or picture of the public art work, all the time thinking about where it is to be situated (keep looking at your sketches, photographs and drawings)
- Start your drawing, painting or model using paint, drawing materials, card, clay or Mod Roc
- Make any changes as you go along, remember things like safety, scale and the Scottish weather! It does not matter if your model is made of cardboard, you can paint it to look like metal or stone. A real cardboard street lamp would not last very long!

Stage 4 (week 4)

This is the last stage of the project, by now you will have collected a lot of information about your local area its buildings, street furniture, history and geography. This will include sketches, photographs, notes, perhaps articles from local newspapers and books.

You should also have completed your idea for the public artwork. The final stage is to look at what you have designed and present the finished work to your classmates and teacher. You should also think about what you would do differently if you were to carry out the project again.

Things to do

- Finish your model, drawing or painting
- Complete your notes, remember that artists designers or architects have to present their ideas and often use a short explanation along with the models or proposals
- Write a short report on why you think your artwork would be a good addition to the local area. In your report include comments on
- Why the artwork 'fits in' with the area

CATHEDRAL URBAN TRAIL: CLASSROOM ACTIVITIES – Street Furniture

- How the real artwork would be made and what it would be made from (stone, metal?).
- What would you change if you were doing the project again?

Further projects might include:

- Designing seating for the school playground
- A study of public art in the area, this could use a digital camera and producing a PowerPoint presentation
- A proposal for signs in the school, how would you identify areas for computing, art, mathematics, the library or language?

Across the curriculum

English/ language

- Writing about public art and personal responses to the urban environment-creative writing
- Descriptive writing on statues, their history and subjects
- Surveys and interviews, with peers, family on aspects of public art
- Word banks, vocabulary and new terminology
- Writing to artists, designers or architects

Mathematics

- Looking, shape, form and scale
- Surveys and compilation of data, how many items of public art, mapping positions and locations

Art and Design

- Using new materials and media
- Evaluating and appreciating - their own work and that of other artists
- Designing, making and problem solving
- Survey, cultural mapping of a selected area
- Study of historical and cultural influences on artists

Science

- Study of scale, volume and weight

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- Study of the properties of materials, for instance the effect of weather on different materials – stone, metal etc
- Contrasts of natural and built structures

Religious and Moral Education

- Surveys and notes, drawings and photographs) of public art with a religious theme (sand sculptures in George Square for instance)

Modern Languages

- Surveys and word banks, non Scottish artists role in public art in the city
- Increasing role of culture in tourism
- Signs and symbols graphic communication usage in areas where many languages are spoken e.g. airports and railway stations

Social Subjects

- Historical significance of much commemorative public art
- Survey and investigation of subjects of many figurative sculptures
- Social significance of certain works, e.g. the Piper Alpha memorial in Cathedral Precinct
- Cultural shifts – what is the significance to Glasgow's changing population of many Edwardian and Victorian commemorative statues?
e.g. David Livingstone, Lord Roberts?
- More recent work such as George Wylie's Straw locomotive or Andy Scott's Heavy Horse both draw on Glasgow's industrial past.

Technology

- Using computer software (Photoshop) or hardware (digital cameras) to research and document work and processes
- Making scale models
- Working with new materials and construction techniques

Suppliers of art materials

Art Mediums Ltd,
Block E Unit 1,
Glenwood Business Park,
Glenwood Place,
Castlemilk,
Glasgow,
G45 9UH
Tel: 0141 630 9339
Fax: 0141 630 9394
www.artmediums.co.uk

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