



Using the Cape Farewell Youth Expedition and website as a resource to help you in the Art room

Please find below a list of activities, with suggested resources and outcomes that may inspire you when using Cape Farewell as a resource in your art room.
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voyage4.capefarewell.com

YEAR 7

Aims: To get students to think about energy and why and how we create and use it.
To get students to think about using energy in ways that are less harmful to the environment.

Objectives: To get students to explore how design can be used to help people make decisions that have less impact on the environment.

Lesson/s outline:

- 71% of the Earth is covered by its ocean.
- 60% of the heat from the equator is moved North and South by ocean currents.
- 'The North Atlantic circulation system... carries warm surface water northwards and returns cold deep water to the south. It results in a transfer of free heat to the atmosphere equivalent to 30,000 times the power-generating capacity of the UK'.

In groups students look at where we currently get the energy we use from and how it is made – use info from Cape Farewell website. They can then explore what greener energy sources are available and what we can do as individual to use less energy. Students could then look at their own lifestyles and choose one area they would like to change in order to lessen their impact. They could then be encouraged to design a product or system or advert that would help them and others to change their ways positively (fits in to My Self scheme of work). You could adapt this so they look at building design in order for it to fit with “What’s in a Building”.

Other useful websites:

www.cat.org.uk (go to education>resources)

www.est.org.uk

www.goodlivingtips.co.uk



YEAR 8

Aim: To get students to think about the issues involved in climate change and the impact our behaviour and choices have on the environment.

Objective: To get students to explore how we visually communicate information to each other.

Lesson Outline/s:

Students explore the signs and symbols we use regularly in our lives – specifically ones that use no writing at all. Explore how we as a human race already use a common language, and how this could be used to communicate the positivity of environmentally friendly behaviour. Students work on developing a set of signs and symbols that communicate actions they can take to lessen their impact on their environment, using the work of some of the artists from the 2004 voyage to inspire them (details on www.capefarewell.com).

Other useful websites:

www.goodlivingtips.co.uk

www.green.nationalgeographic.co.uk/environment/going-green/?source=G2301&kwid=green%20living|811698774

www.greenfutures.co.uk

YEAR 9

Aim: To explore students' imagination and enhance their understanding of how decisions and actions taken now have an impact on the future.

Objectives: To explore the basic aspects of design and what is fundamentally required for something to work OR To explore the creation of mood and the ability to communicate a message using visual language.

Lesson/s Outline:

To explore the impact climate change is having and will continue to have on the planet and on life in whatever area the students live. To create either designs for buildings of the future based on the changed landscape that will exist, or, to create images that will communicate a particular event they foresee happening in their local vicinity in the future as a result of climate change. Use scientific info from www.capefarewell.org to stimulate predictions for the future and use the work from the 2004 voyage to inspire students' imaginations.

Other useful websites:

www.direct.gov.uk/ActOnCO2

http://www.panda.org/about_wwf/what_we_do/climate_change/news/index.cfm

<http://www.peopleandplanet.net/doc.php?id=2191>

<https://www.barbican.org.uk/artgallery/event-detail.asp?ID=5549>



YEAR 10/11

Aims: To explore the ephemerality of time.

Objectives: To explore how objects can be used as metaphors.

Lesson/s outline:

Students look at the work of Antony Gormley and Peter Clegg in the 2004 Cape Farewell expedition, and also the work of Andy Goldsworthy. They look at the facts about climate change and how it is changing the landscape of the Arctic. They explore the notion of “capturing the moment” and look at the current youth expeditions records of their experiences so far.

Students explore ways of representing ephemerality and time/change and erosion in a visual way e.g. making sculptures from ice cubes, photographing shadows changing through the day etc.

Other useful websites:

www.artcyclopedia.com/artists/goldsworthy_andy.html

<https://www.barbican.org.uk/artgallery/event-detail.asp?ID=5549>

YEAR 12/13

Aim: To explore the interaction of humanity with its environment

Objectives: To explore ways of visually representing the relationship a person has with their environment

Lesson/s outline:

Analyse work done by Gormley and Clegg during the Arctic expedition in 2004. Look at own lifestyles and measure impact currently made on the environment. Generate ideas of how to visualise this impact – e.g. creating a sculpture of themselves from all the rubbish they have thrown away in a given time period, or calculating their carbon footprint and making this from some type of material. Many varied responses and uses of materials at this level but an interesting and though provoking starting point!

Other useful websites:

www.antonygormley.com

www.direct.gov.uk/ActOnCO2