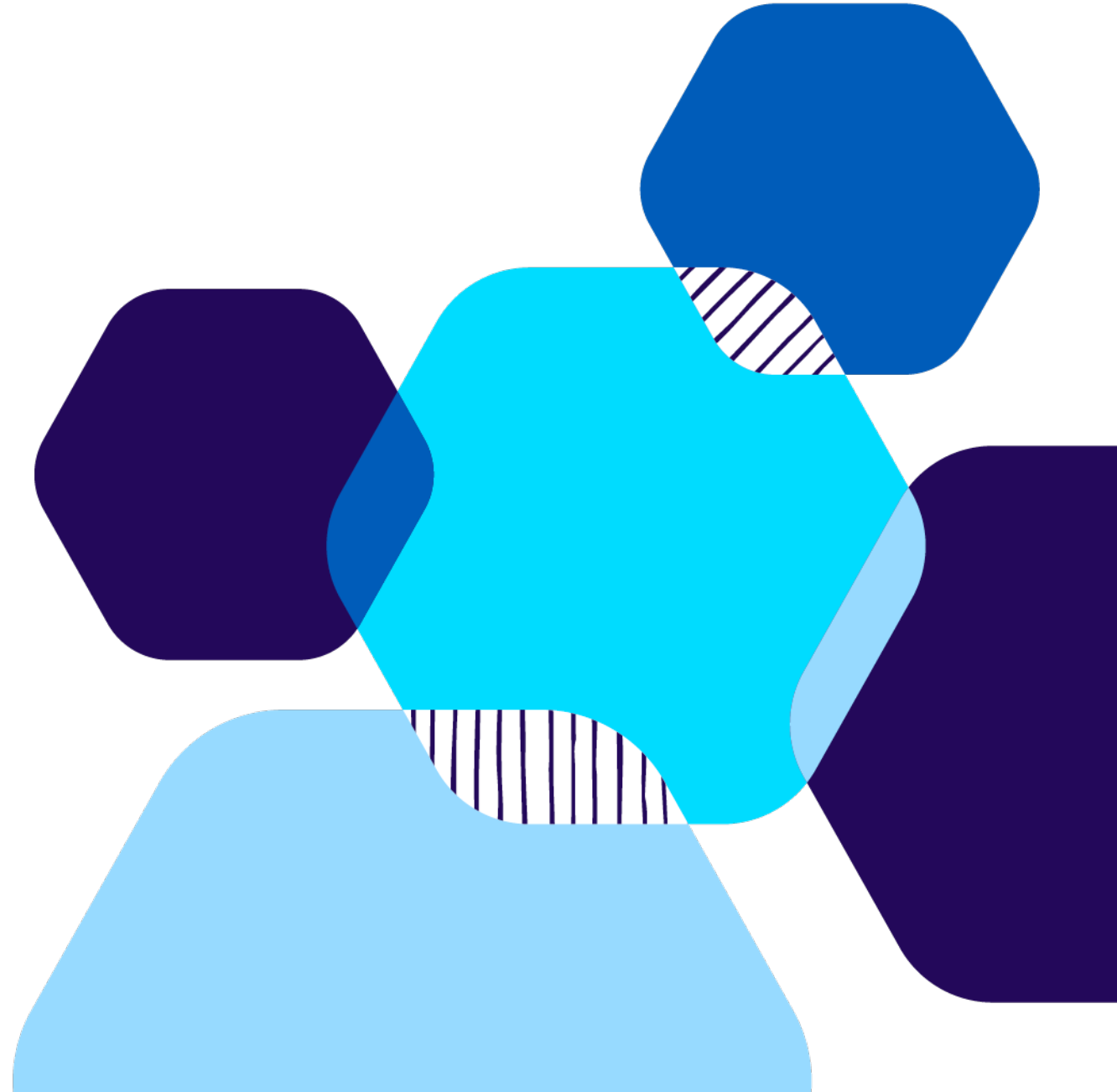


Teaching English

Upper Secondary
A2+

25
years on

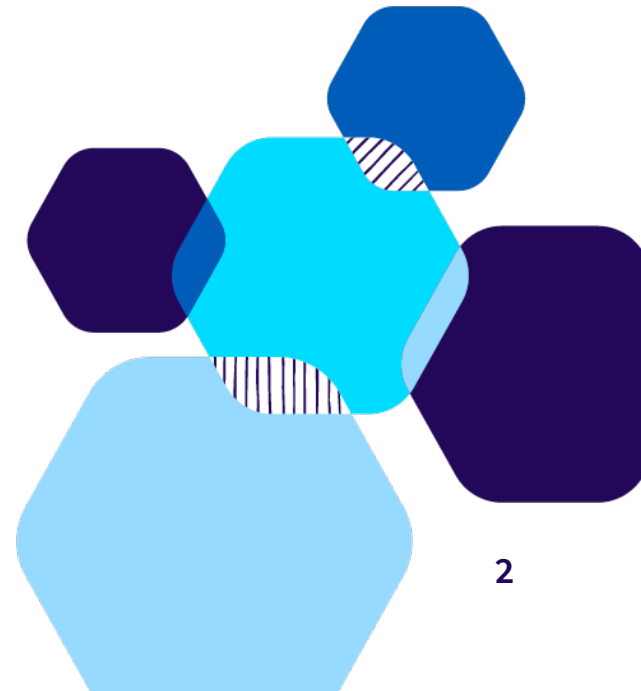
Marking the 25th Anniversary of
the Belfast (Good Friday) Agreement



Our lesson aims

Today, we...

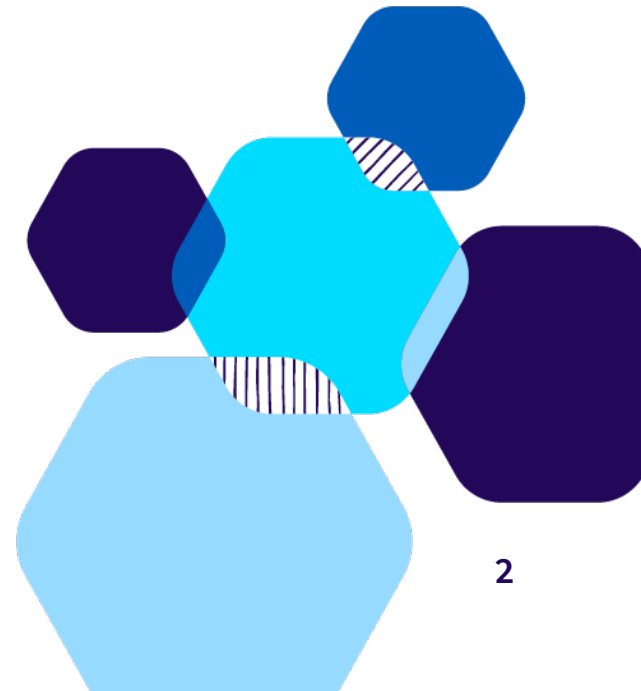
1. look at street art/murals from N [redacted] I [redacted] and understand why these were so important
2. learn how to 'read' images and practise talking about s [redacted] a [redacted]
3. design our own street art and/or poem with an important [redacted]



Our lesson aims

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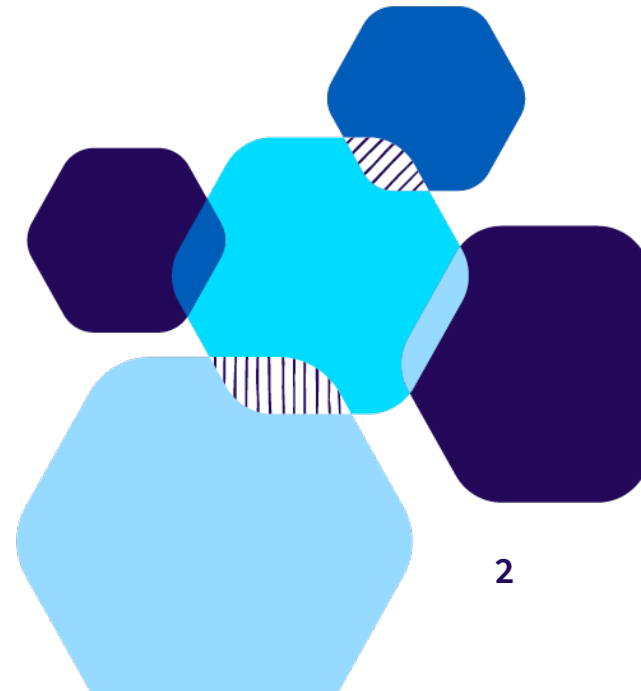
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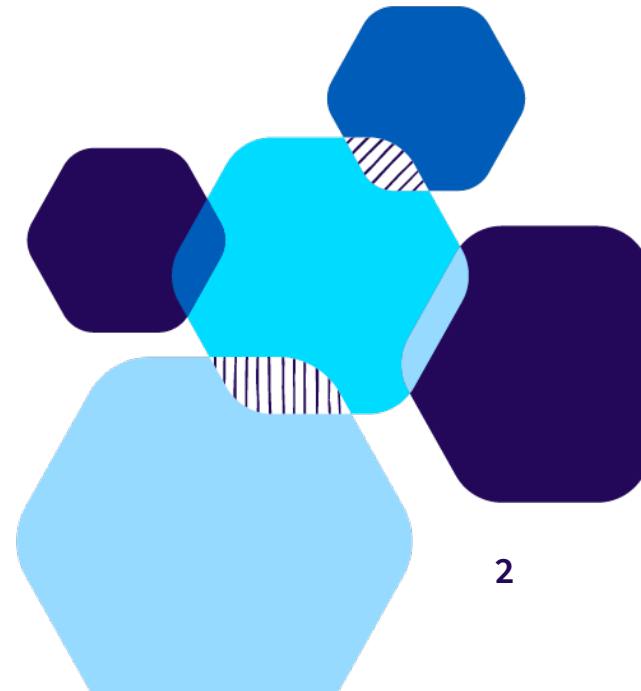
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Our lesson aims

Today, we...

1. look at street art/murals from Northern Ireland and understand why these were so important
2. learn how to 'read' images and practise talking about street art
3. design our own street art and/or poem with an important message



Look at some murals from Northern Ireland.



© Pacemaker Press International



© Pacemaker Press International

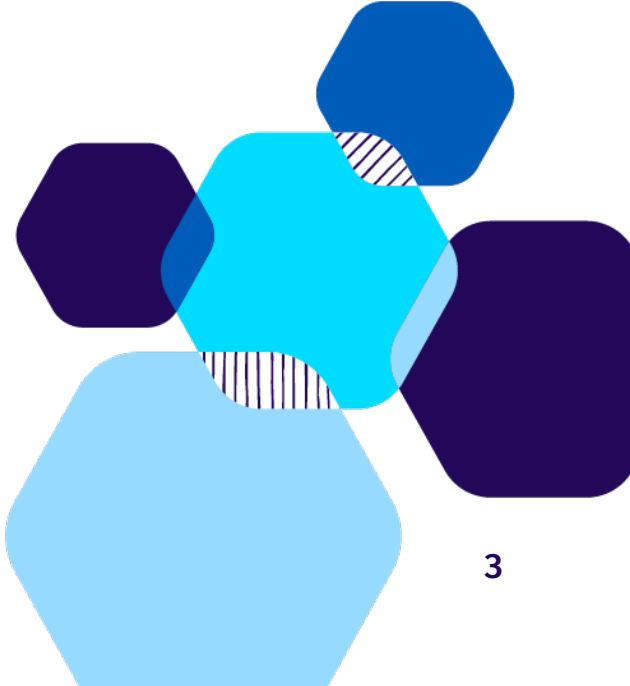
Where are they painted?
How are they the same?
Which one is different?
Why?



© Pacemaker Press International



© Karen Cleland



Why is street art so important for communities?

Answer the questions with your classmates:

1. Where do we see street art?
How does this help connect to communities?
2. Are the murals usually big or small?
What impact does this have?
3. Do they have to be painted by famous artists?
Who can paint them?
Why is this important to help connect to communities?

Use the answers to your questions to practise your answer to:

Why is street art so important for communities?

Why was this important during ‘the Troubles’?



Visual literacy: 'reading' images

There are ways we can 'read' an image by thinking about; **the viewer, the context, the artwork & the message**. 4 questions are not in the right place (1 from each box)! Can you put them in the right place?

The viewer

- What is the message it's communicating?
- Why does it make you feel this?
- How do you relate to it?

The Context

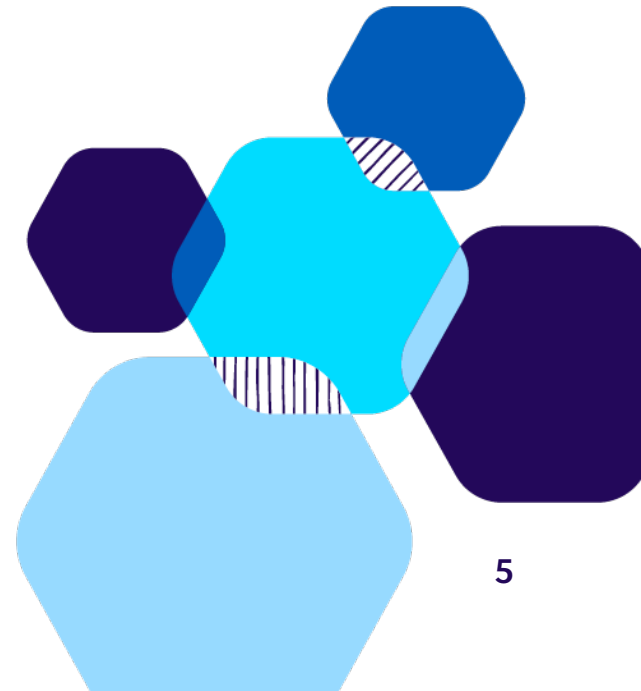
- When was it made?
- Why was it made?
- What do you see and what does it symbolise?

The artwork

- Where was it made?
- What colours and/or shapes do you see?
- What is in the foreground and background? Why?

The message

- How does it make you feel?
- How does it communicate this message?



Visual literacy: 'reading' images

There are ways we can 'read' an image by thinking about; **the viewer, the context, the artwork & the message.**

The viewer

- How does it make you feel?
- Why does it make you feel this?
- How do you relate to it?

The Context

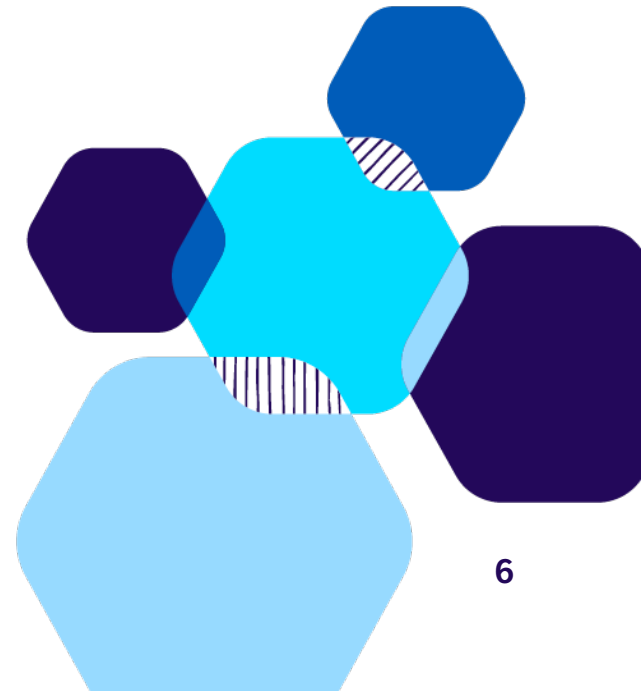
- When was it made?
- Where was it made?
- Why was it made?

The artwork

- What do you see?
- What does it symbolise?
- What colours and/or shapes do you see?
- What is in the foreground and background? Why?

The message

- What is the message it's communicating?
- How does it communicate this message?



Useful language

The viewer

- It makes me feel...
- I think this is because...
- I relate to it because...

The Context

- It was made in...
- I think it was made because...

The artwork

- I see....
- I think it symbolises/represents...
- I can see... in the foreground/background...

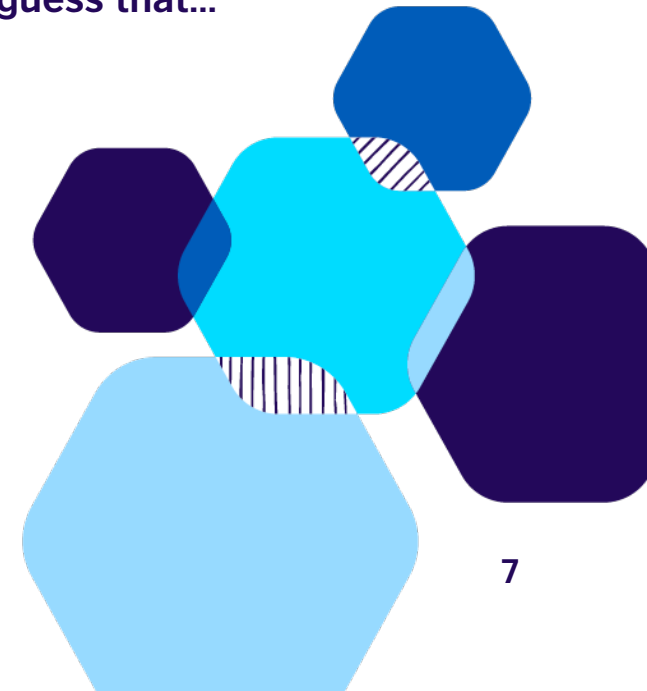
The message

- I think the message is about...
- The artwork communicates this message by...

Hmmm, I'm not sure but I think...

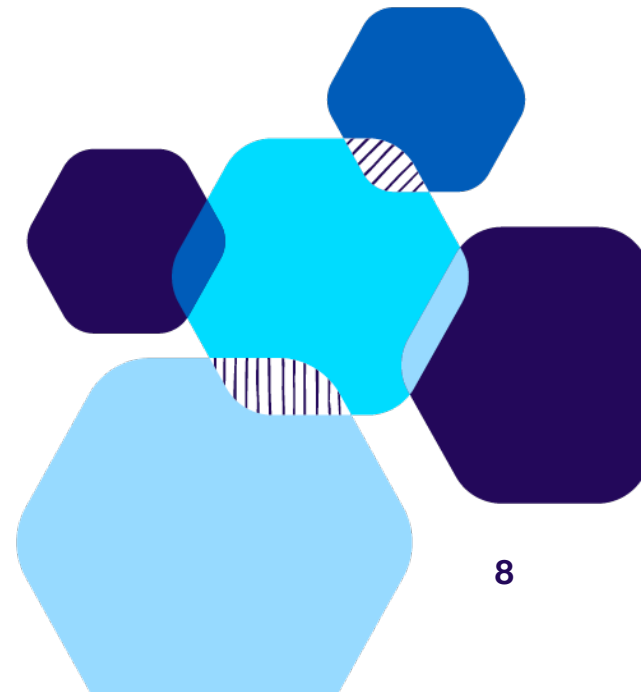
I really don't know.

I guess that...



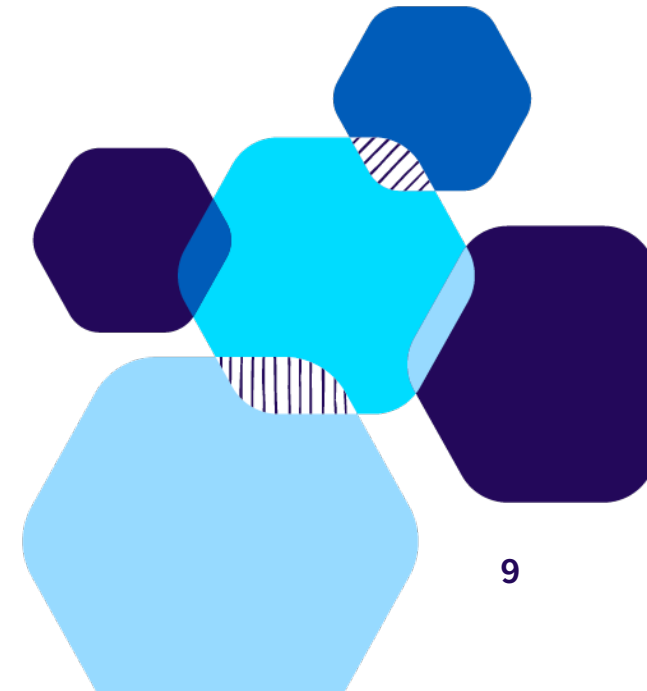
Student B

Use the questions to talk about your mural to your classmate. Don't show them!



Student A

Use the questions to talk about your mural to your classmate. Don't show them!



What is different and what is similar?

Now show your mural to your partner.

1. Do you think/feel the same about the artwork?
2. Find two things that are similar and two things that are different.
3. Who do you think painted them: the Unionists or the Nationalists? Why?



© Professor Bill Rolston



© Pacemaker Press International

After the Peace Agreement

No more bombing, no more murder
No more _____ of our sons
No more _____ at the grave side
Having to bury our loved ones

No more _____ every hour
Hoping our children, they come home
No more maimed or wounded people
Who have suffered all alone

No more _____ to leave a building
No more _____ of just parked cars
No more _____ our shoulders
No more killing in our bars

No more _____ from our children
No more. No more. No more!



© Karen Cleland

What are the missing words?

looking over killing

waking up hatred

minutes fear

standing

After the Peace Agreement

No more bombing, no more murder
No more killing of our sons
No more standing at the grave side
Having to bury our loved ones

No more waking up every hour
Hoping our children, they come home
No more maimed or wounded people
Who have suffered all alone

No more minutes to leave a building
No more fear of just parked cars
No more looking over our shoulders
No more killing in our bars

No more hatred from our children
No more. No more. No more!



© Karen Cleland

Which symbols relate to the words?

Modern-day Murals

Thanks to the Belfast (Good Friday) Agreement, Northern Ireland is a more peaceful place. But the street art tradition continues!

Look at the recent street art examples and use your new visual literacy skills to talk about them together.



© Jonathan Stewart



© Courtesy of the artist SANCHO

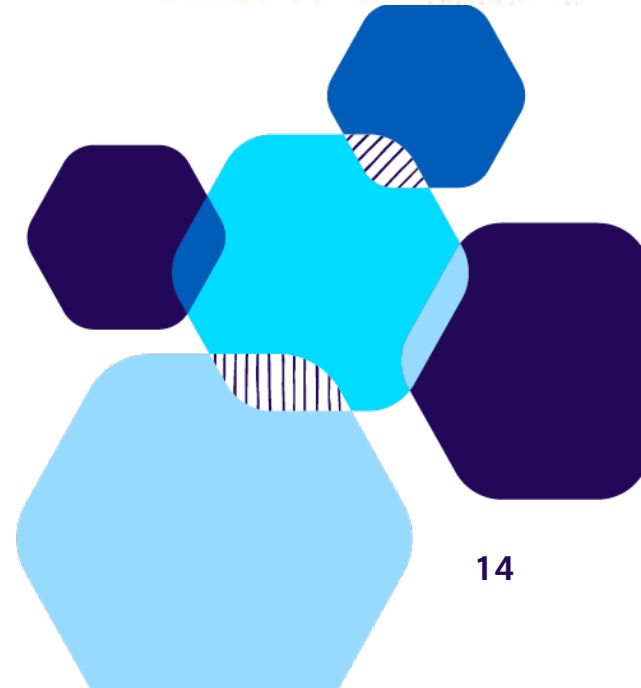
Your task

Design your own street art

Think of a topic that is important in your community/society.

Think of 5 symbols that represent the problem, think of 1 slogan and 3 colours to use. Get ready to present this to your classmates.

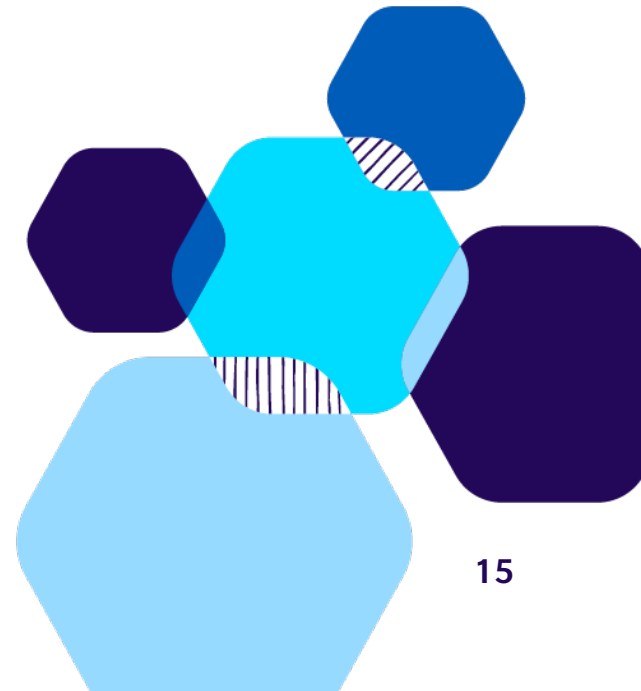
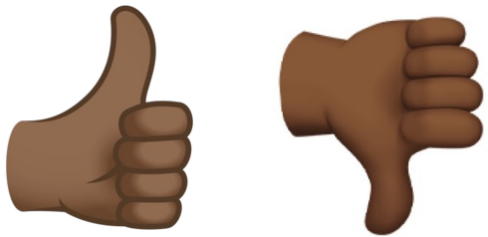
You can draw it if you want!



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Thank you

25
years on

Marking the 25th Anniversary of
the Belfast (Good Friday) Agreement

www.britishcouncil.org

