WW1 Heroism: Through Art and Film

Scheme of Work

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>Approx. 1 hour</td>
<td>Approx. 1 hour</td>
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<tr>
<td><strong>Objectives</strong></td>
<td>• To reflect on prior experience of WW1 heroism as portrayed in art and film.</td>
<td>• To produce a poster that depicts a specific message about WW1 heroism.</td>
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<td></td>
<td>• To explore the possible messages within different artworks.</td>
<td>• To reflect on the ability of their poster to portray the intended message.</td>
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Lesson plans for each session can be found on the following pages.
# WW1 Heroism: Through Art and Film

## Lesson 1 plan

<table>
<thead>
<tr>
<th><strong>Starter activity</strong></th>
<th><strong>Learning objectives</strong></th>
</tr>
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</table>
| Students discuss in pairs their thoughts about WW1 heroism. | • To reflect on prior experience of WW1 heroism as portrayed in art and film  
• To explore the possible messages within different artworks. |

<table>
<thead>
<tr>
<th><strong>Main activities</strong></th>
<th><strong>Resources required</strong></th>
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| As a class, watch the video on Step 1.2.  
In pairs, students complete the exercise on Step 1.3 to explore the messages in different posters.  
Students then select one poster or piece of artwork from WW1 (perhaps using the sources listed in Step 1.5) and write an analysis of what it is portraying. | 1. Access to FutureLearn course.  
2. Devices to watch video on. |

### Assessment for Learning

- Poster exercise.  
- Analysis of an artwork.

### Differentiation

- **SEND**: Videos have subtitles.  
- **Low ability**: Peer-learning.  
- **Gifted and Talented**: Peer-teaching.

### Plenary

Students write a short statement that describes the main message in a poster about WW1 they are going to create next lesson.
## WW1 Heroism: Through Art and Film

### Lesson 2 plan

<table>
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<tr>
<th><strong>Starter activity</strong></th>
<th><strong>Learning objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students remind themselves of the message they intend to portray and make a brief plan of their poster design. At this point, students can discuss their ideas with the teacher to get advice.</td>
<td>• To produce a poster that depicts a specific message about WW1 heroism. • To reflect on the ability of their poster to portray the intended message.</td>
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<td>Students design their own poster based on their message. It should not include text that repeats the message verbatim and students should endeavour to avoid telling their peers what the message is. Split the class into two groups. One group remains at their desks displaying their posters whilst the others rotate around the room to try to guess what each poster’s message is. Swap roles so that students showing posters are now exploring the other posters and vice versa.</td>
<td>1. Access to FutureLearn course. 2. Paper or technology as appropriate to present findings.</td>
</tr>
</tbody>
</table>

### Assessment for Learning
- Designing posters

### Differentiation
- **SEND**: Videos have subtitles.
- **Low ability**: Peer-feedback.
- **Gifted and Talented**: Peer-feedback.

### Plenary
Students write a short reflection on their poster detailing how accurate the rest of the class was in guessing their message and what they would change to improve their poster.
## Starter activity
Students list all the titles they know of films about WW1 (not to be confused with WW2).

## Learning objectives
- To analyse the messages within a film trailer about WW1 heroism.

## Main activities
As a class, watch the video on Step 2.2.

### Resources required
1. Access to FutureLearn course.
2. Devices to watch videos on.

### Assessment for Learning
- Group posters
- Trailer summary presentation

### Differentiation
- **SEND**: Videos have subtitles.
- **Low ability**: Peer-learning.
- **Gifted and Talented**: Peer-teaching.

### Plenary
Students identify their favourite piece of art or film that depicts heroism in WW1 and write a short summary to explain why they prefer it.

[Optional] Class watches the video on Step 2.4.