

# Fringe Schools Poster Competition

## Lesson plan – stage 2, age 8–10



### The search for the official poster for the 2016 Edinburgh Festival Fringe has begun!

Each year we ask schoolchildren from across Scotland to send us bright, colourful, bold and imaginative posters capturing their interpretation of the Fringe. This is the chance for your class to learn about, and be part of, the biggest arts festival in the world.

### The aim

This lesson plan aims to introduce your class to the Edinburgh Festival Fringe and help inspire them to create their own posters. The plan is divided into four separate lessons:

1. Lesson 1 – Introduction to the Fringe and the competition
2. Lesson 2 – Poster critics
3. Lesson 3 – Create your own poster
4. Lesson 4 – Assess the poster

Achievable targets and aims for the competition:

1. Pupils will learn about the Edinburgh Festival Fringe.
2. Pupils will analyse images to describe what they see.
3. Pupils will analyse posters to describe what materials have been used to create the poster.
4. Pupils will make informed decisions about design and what materials will be used for their own poster design.
5. Pupils will think about and create a poster design.
6. Pupils will assess the poster they have created and relate back to the words and images they had previously analysed.

Learning experiences and outcomes are detailed at the end of the plans.

### How to use this plan

- Use this lesson plan along with the activity sheet and slideshow available to download on [edfringe.com/poster](http://edfringe.com/poster).
- Photocopy the activity sheet and hand out to your class.
- Where possible, project the slideshow to aid with the lesson plans, alternatively, you can use the online gallery of images and past winners to inform your class about the Edinburgh Festival Fringe.
- Choose one art technique or material/range of materials that your class will use for creating their posters.

### Available resources

- [Slideshow available to download](#)
- [Activity sheets](#)
- [Online image gallery](#)
- [Online video and scenes from the Festival Fringe](#)

# Lesson 1 – Introduction to the Fringe and the competition

Follow the below steps to get started with Lesson 1.

Activity	Completed Y/N
Introduce the Edinburgh Festival Fringe to your class by explaining a few key points about the festival. The activity sheet hand-out includes a factsheet on page two.	
After you have gone through the factsheet, ask your class to complete the word puzzle on page three.	

**Activity 1: Ask pupils to turn to page four of the activity sheet. Use this section to ask your pupils questions about the Festival Fringe.**

<ul style="list-style-type: none"><li>● Have you been to the Fringe?</li><li>● Where does the Fringe take place?</li><li>● What did you see when you went to the Fringe?</li><li>● What did you like about the Fringe?</li></ul>	
--	--

**Activity 2: Download and use the online slideshow (using slides 1–6) to visually inform your class about the Edinburgh Festival Fringe. The slides contain images of the festival and images of previous winning posters. Put your class into pairs and ask them to turn to page five of the activity sheet. While they are watching the gallery ask the class, in their pairs, to talk about and then write down who, what, why, where and when.**

**Activity 3: Introduce your class to the competition.**

<ul style="list-style-type: none"><li>● Tell them they have been asked to create a colourful poster that represents the Fringe.</li><li>● Explain that they are going to think about what words and phrases they would use to sum up the Fringe.</li><li>● Ask your class to turn to page six of the activity sheet and think about the slideshow.</li><li>● Ask them to write down three words and phrases they would use to represent the Fringe.</li></ul>	
---	--

## Lesson 2 – Poster critics

Follow the below steps to get started with Lesson 2.

**Activity 1: Introduce the theme of different art style and materials, such as painting, drawing, printing, collage. Talk about these with the class and include the style, materials that your class will use later to create their posters.**

Activity	Completed Y/N
Using slides 6–12 introduce your class to the gallery of previous winners.	
Divide your class into groups and ask them to think about the images they saw in slides 1–6. Ask them to discuss how they think the posters relate to the pictures and words on the mood board.	
Ask each group to present their findings to the class.	
Individually ask the pupils to turn to page seven of the activity sheet. Ask pupils to choose one poster from the slideshow and write down answers to the following questions: <ul style="list-style-type: none"><li>● What can you see? (shapes, colours, shading etc)</li><li>● What is the mood of the poster?</li><li>● How is it made? What materials has the artist used?</li><li>● What do you like about it?</li></ul>	

**Activity 2: Use the activity sheet notes from Lesson 1 and the slide show images. Recall what was talked about in Lesson 1 and all of the associated words and images of the Fringe in a class discussion.**

## Lesson 3 – Create your own poster

Follow the below steps to get started with Lesson 3.

**Activity 1: Using the activity sheet notes from Lesson 1 and the slideshow images, ask your class to turn to page seven of the activity sheet. Explain that the children will be creating their own posters using materials of their choice.**

Activity	Completed Y/N
Show the collection of past winners on the slideshow again.	
Ask your class to remember the images they saw and the words they used to describe the Festival Fringe earlier on in the activity sheet.	
Explain the <b>DOs and DON'Ts</b> section of the activity sheet on page eight.	
Design brief: <ol style="list-style-type: none"> <li>1. Make your poster as colourful, eye-catching and fun as possible.</li> <li>2. Be original – we are looking for imaginative posters that will stand out from the crowd.</li> <li>3. Looking at the previous winners on the slide, how could you make your poster different to previous winners?</li> <li>4. Your poster could reflect the variety of the Fringe.</li> <li>5. During August Edinburgh is filled with laughter, dancing, singing, costumes, performers and audiences from all over the world. Do you want to include any of these in your poster?</li> <li>6. Although there is no set theme, posters could loosely work to the 'wonders of the Edinburgh Festival Fringe'.</li> </ol>	

**Activity 2: Plan your poster. Ask your class to turn page nine and think about how they would like their poster to look and what materials they would like to use. Ask your class to each choose one of the Fringe-related words they had talked about in Lesson 2.**

Hand out <b>A3</b> paper and art materials to your class. Posters <b>must</b> be portrait layout. Landscape posters <b>will not be accepted</b> .	
Your pupils can now create their posters. Remind your pupils that they can refer to the activity sheet they have completed at any point.	

## Lesson 4 – Assess the poster

Follow the below steps to get started with Lesson 4.

**Activity 1: Reviewing the poster competition brief, discussions and the pupils' activity sheets, ask the children if they think their poster fits the brief and represents the Fringe.**

Activity	Completed Y/N
<p>Put your class into pairs. In pairs, ask them to discuss the following questions:</p> <ul style="list-style-type: none"><li>● What is the mood of your poster?</li><li>● Which colours and shapes did you use and why?</li><li>● Which word did you choose to inspire your poster?</li><li>● How does your poster represent the Fringe?</li></ul>	

**Activity 2: Put all of the posters up around the classroom and ask your pupils to turn to page ten of the activity sheet. Ask them to choose three posters and write the answers to the following questions:**

<ul style="list-style-type: none"><li>● What do you like best about the posters your class has created?</li><li>● What three posters would you like to talk about?</li><li>● What is the mood of the poster?</li><li>● Which shapes have been used, and why do you think these have been used?</li><li>● Which word do you think was used as the inspiration for the poster?</li><li>● How does it represent the Fringe?</li><li>● What do you like best about the poster and why?</li></ul>	
<p><b>Guessing game:</b> Ask each pupil to present their thoughts on these posters to the class. Pupils can reveal which of the Fringe words was the inspiration for their poster and the rest of the class can find out if they guessed correctly.</p>	

# Curriculum for Excellence – experience and outcomes

## Experiences LIT 1–0 Learning outcomes

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a

I can create and present work that shows developing skill in using the visual elements and concepts. LIT 2-24a

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a

As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. LIT 3-05a / LIT 4-05a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a / EXA 1-05a / EXA 2-05a

I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. EXA 2-06a

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 2-07a