

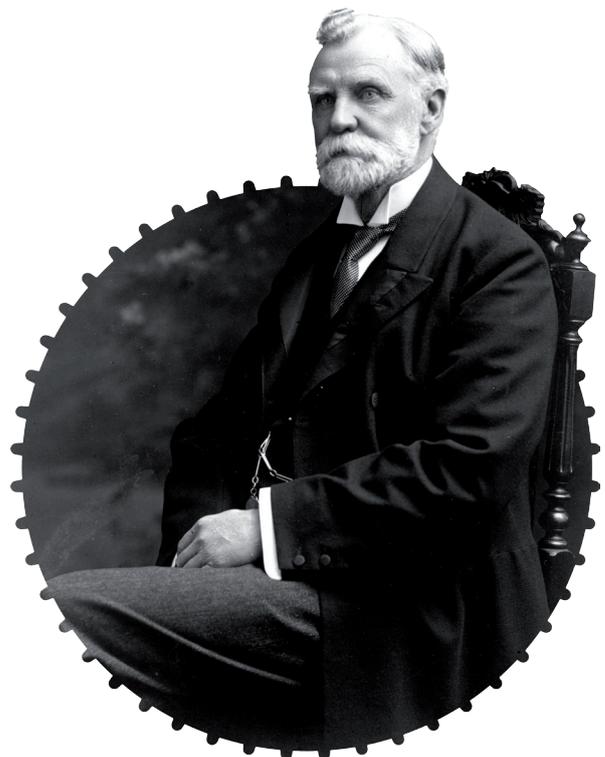
MAKING A
MARK

Making a Mark in the Tees Valley

CLASSROOM ACTIVITIES

KS 3

Exploring the history of their locality helps students develop a sense of identity and place in the world. The online resource can be used to support students' learning as preparation or follow up to a museum visit, and to support classroom work focusing on local heritage and identity – particularly in History and Art. Try the lesson and project starters suggested here, adapt them or simply use the images and information to create your own activities. Click through to the large versions of an image and project it onto your whiteboard or print it out. Students can use different digital applications and platforms to add images to presentations and written work or to create artworks and simple animations.



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HISTORY



Use the resource to develop students' skills in historical enquiry, focusing on local history and the impact it has had on their own lives and identity as well as on Britain and the wider world.

The following questions could be used to spark enquiries, activities and projects:

How did the Stockton & Darlington Railway help to make the Tees Valley an important place?

How did the Stockton & Darlington Railway affect the lives of local people? Did everyone think it was a good thing?

Why did Middlesbrough become the fastest growing town Britain has ever seen?

In what different ways did World War I impact on the lives of men, women and children from the Tees Valley?

What did the Pease family ever do for me?

How did the students in our class come to live in the Tees Valley? What links can be made between their lives and the history of the area?

Students could use the resource to develop and research their own enquiry questions about their locality.



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ART & DESIGN

Specific artworks, images or whole themes from the resource can be used with students to support works and projects exploring themes of personal and local identity such as:



Developing mood boards using mixed media, or a digital tool like Pinterest to answer questions like ‘what does the Tees Valley mean to me?’

Emulating local artists featured in the **Made in the Tees Valley** theme, like Kenneth Cozens, Glynn Porteous and Christopher Dresser. Students create their own works influenced and inspired by their locality, everyday lives or by people, places or things that are important or meaningful to them.

Creating a school exhibition of works linked entirely by their school building or grounds, everyday features of their home, or by the life of a local person, event or feature. Visit a local museum or gallery with the students to research ways in which exhibitions are displayed.

Manipulating and repurposing images, experimenting with techniques such as layering, collaging, using different colour palettes or creating symbols or motifs. Students could use these techniques to reimagine or put a contemporary twist on a historical object or photograph, or to embed a motif from their local heritage into their own works.

Using the images in the **Teesiders** theme to explore portraiture through local people and their stories. What image are these local people projecting about themselves and their achievements? How could students project a positive image of themselves in a portrait? Use the National Portrait Gallery’s resources and extensive collection to explore image and identity further <http://www.npg.org.uk/learning/digital/art.php>



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