

School of Education 22-23
Unit of LearningStudent Name: Emily Briody
Year: BA3**Class Name:**
Year group: 5th years
No of Pupils: 12
Total No of lessons in UoL: 6**Theme/Scenario: Irish myths and legends****Statements of Learning/Key Skills:**

- Thinking imaginatively, actively seeking out new points of view, problems and/or solutions, being innovative and taking risks
- Composing and performing in a variety of ways
- Being able to appraise oneself, evaluate one's own performance, receive and respond to feedback
- Checking progress, reviewing the work of the group and personally reflecting on one's own contribution
- Presenting information using a range of information and communication technologies

Entering Characteristics/Inclusive practices

1x Asthma

1x Spinal Dysraphism- Have most of the equipment prepared for this student

1x Hayfever

- **Inclusion**

- Allow student with asthma to take a break halfway through class
- Have students that are progressing quicker to help students with difficulties. Peer teaching.
- Student with Spinal Dysraphism will be sat near a door as this allows for easy access outside of the classroom
- Seating arrangement - sit strong students beside weaker students to encourage peer learning and motivation
- Safety talks and demonstrations before using scissors
- Recap over brief at the beginning of every class
- Fact sheet with keywords and illustrations
- Fact sheet with explanations and illustrations

Behaviour Management & Classroom Strategies

1. Students will treat everyone in the College with courtesy and respect at all times.

2. All College activities begin and end at the College. The Code of

Behaviour of the College applies to all activities, trips, etc., taking place under the control of the College.

3. A formal dress code including personal appearance operates in the school for all 1st to 6th year students.

4. Students will follow all instructions given to them by any member of staff and hand up their School Diary upon instruction.

5. Students will attend the College every day on time.

A written explanation in the diary from a parent/guardian must be given to the form tutor on return to the College after being absent. A phone call on its own is not enough for school records.

6. Students will not leave the College without permission.

7. Students will line up in class groups for assembly at 8.40 a.m. and 1.50 p.m. each day and after breaks. {Note - Friday afternoon – 12.50.}

8. Students will have a school bag containing Student Diary, copybooks and text books

9. Students will do all classwork, homework, taskwork and projects by due date.

10. The following types of behaviour are not acceptable and are not permitted in the college: Appropriate notification may be made to the relevant State authorities.

- Toilet Procedures
- Toilets may be used during all breaks. Use of toilets other than during breaks is permitted only in exceptional circumstances with a note in the student's diary from a teacher. Medical issues must be covered with an appropriate medical certificate.
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- REWARDS
- The college recognises and rewards good behaviour, good attendance and co-operation in its regular rewards schemes and draws.
- SANCTIONS
- When there are breaches of the school's Code of Behaviour and or classroom rules, one or more of the following interventions will be carried out.
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- verbal correction

- corrective notes in diary for students and parents
- additional classwork
- additional homework
- detention
- communications with parents – phone, letter, meeting.
- report card
- restricted timetable
- withdrawal from an assigned class or classes
- suspension
- recommendation for exclusion

Aim of Unit of Learning

Using a mixture of clay construction and sewing techniques, with a focus on shape, texture and pattern, students will make a rod puppet based on a character using the the theme “Irish Myths and Legends” .

Learning outcomes for the unit of learning

- 1.5 draft a selection of drawings and studies that support their ideas and work
- 2.4 curate and present their work in a considered way
- 3.5 interpret sources of information
- 2.3 explain the rationale for their choices
- 1.3 use problem-solving skills to develop ideas

Lesson No/total in UoL: 1 Duration: 1 hour Date: 21/03/2023 Stage:	Teaching & Learning Content • Teaching Methods/strategies <ul style="list-style-type: none"> • Making the puppet head • Clay making-base • Kneading the clay • Scoring • Discuss Kiln • History behind puppetry 	Learning Intentions <ul style="list-style-type: none"> • Students should know a brief history around puppetry and the theme ‘Irish Mythology’. • Students should understand why we use a kiln, why we need to take a knead the clay very well before we use it • Students should be able to start making their clay head, thinking about the theme, giving the clay 	Success criteria <ul style="list-style-type: none"> • All students have started their clay head • Know a brief history about puppetry • Understood why we knead clay before the kiln, what it is about • Understand the theme, ‘Irish Mythology’. • Understand why we use slip-why we use scoring method
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	<ul style="list-style-type: none"> • Why we are basing our puppet around Irish mythology • AEDP- shape, texture, proportion, balance <p>• Subject knowledge;</p> <ul style="list-style-type: none"> • Why we use a kiln • Using slip-what it is, why we use it • Thinking about the theme- Irish Mythology • History behind puppetry <p>Cross curricular links- Home Economics</p> <p>Support Study Jess Riva Cooper</p> <p>Oracy Explaining why it is so important to knead the clay before putting it into the kiln</p> <p>Numeracy The amount of clay I gave each student to work with</p> <p>Literacy Writing down the reason why we knead the clay and the technique 'Push, turn, lift'.</p>	head some character using the clay techniques- scoring	
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Post class critical reflection	What went well and why and even better if.... E.g.: In relation to learning intentions WWW
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	<ul style="list-style-type: none"> • All of the students got to start their clay head, they all look individual, meaning they didn't just copy my example of the pp • The students made sure to knead their clay very well, some of the students even asked me if they had to knead the small amounts of clay I gave them, which means they understood very well and were even saying how they don't want their clay to explode in the kiln • A lot of the students had an idea before they came into class of what character they are aiming for. Some had their ideas drawn in their notebooks. <p>EBI</p> <ul style="list-style-type: none"> • There was a class going on before me so I had to knead the clay at the start of class which took up a bit of time, the students had to knead the clay for about 15-20 mins so that they made sure to burst any trapped air bubbles • Cleaning up after also takes up a huge chunk of the clay making process, so next time going forward I will definitely consider kneading the clay fully before hand and then letting the students work away at it so that they understand why they do it
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<p>Lesson No/total in UoL: 2 Duration: 1 hour Date: 28/03/23 Stage:</p>	<p>Teaching & Learning Content</p> <ul style="list-style-type: none"> • Finishing off the face • Slicing the head in 2 and scooping out a ball of clay • Put the head back together securely • making the neck and shoulders • Moving onto making the hands and feet → Artist- Georgina Hayns → AEDP- Shape, texture, scale, symmetry → Homework- Have an idea of what way they will 	<p>Learning Intentions</p> <ul style="list-style-type: none"> • Students should know the basic steps into preparing the clay head for the kiln • Students should understand why we have to slice the head in half and scoop a ball of clay out in preparation for the kiln • Students should be able to finish their clay heads, successfully scooped out a ball of clay from the head and patch it back together using the scoring method 	<p>Success criteria</p> <ul style="list-style-type: none"> • Students successfully scooped a hole out of their clay heads • Applied a neck and shoulders to the head • Know the steps into preparing their clay head for the kiln for future purposes • Started into making the hands and the feet using clay
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	<p>approach into painting their clay heads</p> <p>Oracy Getting the students to explain what they are doing when scooping out the holes from 2 parts of the head. 'slip, score, coil method'.</p> <p>Numeracy splitting the head in half. Scooping two of the same sized holes from the 2 parts.</p> <p>Literacy Get the students to take note of their process in their notebooks when they are finished</p>		
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Post class critical reflection	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p>WWW</p> <ul style="list-style-type: none"> • The students all completed the process of preparing their heads for the kiln, splitting the head in half, scooping 2 hole, slip and scoring and wrapping a coil around the head to secure it. I was happy with my slide on the board of my process. The students could follow the basic steps. • I helped a student who was slow at making the face, move onto the next step (splitting the head in two and scooping out the holes) so that she could catch up with the rest of her classmates. <p>EBI</p> <ul style="list-style-type: none"> • One of the students I was helping to split the head in two, has anxiety which I wasn't fully aware of and she got upset when the head appeared to look like it was squashed. I felt guilty about it but I had to help her get to the next step. I tried to fix up the clay head so that it would be back to its original shape. The student admitted to me that it's her anxiety that has her in this state right now. I kept reassuring her it is fixable and I applied more clay onto it to adjust it to make it look even better along with her. If I knew about her anxiety before this I would have been a lot slower at splitting the head, making sure I wouldn't distort the face.
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<p>Lesson No/total in UoL: 3 Duration: 1 hour Date: 18/04/23 Stage:</p>	<p>Teaching & Learning Content</p> <ul style="list-style-type: none"> ● Painting the clay face ● Painting the base white ● Colour theory ● Demo on basic colour theory ● Character ideas ● Group evaluation ● Painting techniques ● Brushes- techniques ● How to paint onto clay <p>AEDP- symmetry, colour, tone, light, balance</p> <p>Cross-curricular- Well-being</p> <p>Support Study -Kathy Strutz</p> <p>Oracy- Talking about what colour scheme they will base their puppet around</p> <p>Numeracy- The amount of paint they will use for the base/detail, when mixing the paint, knowing the amounts of the paint they will add</p> <p>Literacy- Writing their colour schemes into their notebooks</p>	<p>Learning Intentions</p> <p>→ Students will know colour theory, recapping on their primary, secondary and Tertiary colours when color mixing</p> <p>→ Students will be able to use their knowledge on colour theory to paint their clay heads thinking about the kind of character their puppet is.</p> <p>→ Students will understand how to make the colour they want using the basic knowledge they have learned, while identifying with artist Kathy Strutz on how she applies paint focusing in on brush techniques</p>	<p>Success criteria</p> <p>→ Students have started painting their clay heads</p> <p>→ Have a general knowledge on colour theory</p> <p>→ White base coat completed</p> <p>→ Students already know their puppets character</p> <p>→ Students know how to use brushes correctly</p> <p>→ Students have taken inspiration from Kathy Strutz</p>
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<p>Post class critical reflection</p>	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p>WWW</p> <ul style="list-style-type: none"> ● The students are all at the same stage, painting their clay heads, this meant that I could teach the students all at the same time ● For most of the students who are using skin colour in their clay heads, they got to see a demo by me, which meant that they now know how to make the colour. <p>EBI</p> <ul style="list-style-type: none"> ● I should have been more inclusive when it came to skin colour and involved ethnicity for people of colour when I was demonstrating skin tone, as I only taught the students how to mix colours for white people.
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	<ul style="list-style-type: none"> • I shouldn't just presume that the students know colour theory, Although I had a pp of the colour wheel on the board, I should have still did a demo on how to mix colours. I should have mentioned why red, blue and yellow are primary colours, because they can never be made. • I should have did a class evaluation at the end of the class to wrap things up and make sure that the students fully understood what they learned today, "So, what did we learn today wasn't enough". • I didn't fully meet my learning intentions, I covered them but not fully, not enough that I feel some students still wouldn't be able to answer what we did in detail. • I have really good slides, I just need to use them properly, tell the students to drop tools and look up at the board
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Lesson No/total in UoL: 4 Duration: 1 hour Date: 25/04/23 Stage:	Teaching & Learning Content <ul style="list-style-type: none"> • Stitching the 2 pieces of fabric (body) together • Making the body • Stuffing the body with cotton • Sewing-stitching-running stitch • Size- width and height Artist- Paul Klee → Sasha Morgenthale Cross-curricular- Home economics AEDP- Shape, texture, pattern, balance, symmetry, scale	Learning Intentions <ul style="list-style-type: none"> → Students should know what size they want their puppet to be considering height and width. → Students should be able to cut up their fabric according to size and sew using a running stitch attaching the costume together, then put it inside out so that you can no longer see the stitching. → Students should understand why we have to stitch carefully around the edges/corners of the fabric so that it doesn't thread or loosen and always put the costume inside out so that you will no longer see the thread/stitching. 	Success criteria <ul style="list-style-type: none"> • All students have attached their 2 pieces of fabric together • Stitching is complete • fabric is inside-out • If students have time they can finish off the clay hands and feet • Understand the work of Paul Klee and Sasha Morgenthale
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Post class critical reflection	What went well and why and even better if.... E.g.: In relation to learning intentions WWW <ul style="list-style-type: none"> • I started off by showing the students a study of the measurements I went by and the fabric cut outs to give the students an idea of what they are going to do for the majority of the class • I also had sheets prepared of the measurements of dresses/trousers/skirts etc to give all students an option of what way they may want to dress their puppets EBI <ul style="list-style-type: none"> • The class is very much divided ability wise, there are strong students and there are some very weak students so I sometimes feel like I am giving so much of my time to the students who are struggling and not enough to the students who are thriving. I feel like I need to start working in a way that will benefit all in the class. 		

Lesson No/total in UoL: 5 Duration: 1 Hour Date: 2/05/23 Stage:	Teaching & Learning Content <ul style="list-style-type: none"> • Continue costume making • Using a sewing machine • Adding some detail to the clothes • Embroidery etc, stitching more fabric onto the body • History of embroidery, where it originated • AEDP Colour, line, space, shape, pattern, rhythm • Support Study Stacey jones, Michelle Kingdom, Jenny Hart • Oracy Students can help each other out and 	Learning Intentions <ul style="list-style-type: none"> • Students should know all the different kinds of embroidery stitches there are • Students should be able to use 2 or 3 of the embroidery stitch techniques and apply them to their puppet's costumes or use a sewing machine to patch it all up together. • Students should understand the history behind embroidery, where it originated and how the stitches back then were used 	Success criteria <ul style="list-style-type: none"> • Students are continuing their costume making • Some students used a sewing machine • Some students hand stitched • Cut out their fabric-colour co-ordinated and are in the process of sewing taking inspiration from some of the embroidery artists we looked at
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	<p>discuss how to use a sewing machine</p> <ul style="list-style-type: none"> ● Numeracy Students will think of the size of their costume and estimate how much thread they are going to use at once ● Literacy Students will keep note of what stitch they used on the sewing machine or embroidery ● Cross curricular- Home Economics ● Homework- Students will aim to finish making their costumes by next Tuesday ● Cross-curricular- Home Economics, maths 		
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Post class critical reflection	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p>WWW</p> <ul style="list-style-type: none"> ● I gave the students examples of embroidery that I did throughout the years so that they could add in some embroidery to their puppets for extra detail. The students were in awe of it and it encouraged them to do it ● I asked the students before they started choosing colours, what colours would match their puppet, just so I know they are good at choosing colours, thinking of the rhythm <p>EBI</p> <ul style="list-style-type: none"> ● I gave the students a task over the long weekend to complete their costumes, none of the students came in with their costumes finished, I was a bit frustrated, as I only have one day left with them to work on the puppet, So I probably wasn't clear enough with them, next time I need to be firm with the students and let them know that they need to be keeping up with the pace. ● Since none of the students worked on their costumes during the long weekend, it was difficult to move onto the embroidery stage for any students who were interested in applying it to their puppets
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<p>Lesson No/total in UoL: 6 Duration: 1 hour Date: 09/May/23 Stage:</p>	<p>Teaching & Learning Content</p> <ul style="list-style-type: none"> ● Going over the last finishing touches ● Giving the puppet hair/hat ● Self directed ● Health and safety when using a glue gun ● Demo-Using a sewing machine to stitch the clothes/body together ● Pushing the rod through the body <p>AEDP- colour, pattern, rhythm, texture, shape</p> <p>Support Study Micheline Legendre</p> <p>Oracy Students will discuss their puppet's personality to the rest of their peers</p> <p>Numeracy Students will measure the size of their puppets using a measuring tape</p> <p>Literacy Students will write about who their puppet is and its personality</p> <p>Assessment Students will all be given sticky notes with AEDP. Students will place a sticky note with the relevant kind of AEDP beside the puppet. Then I will get the students to explain their choice and reason why.</p> <p>Get the students to discuss the character, personality and AEDP in each other's work and write</p>	<p>Learning Intentions</p> <ul style="list-style-type: none"> ● Students should know how to use a sewing machine ● Students should be able to connect the head with the rest of the body and stuff it all together thinking of proportion ● Students should understand that colour is very important when it comes to pattern and the puppets personality looking at Micheline Legendre's puppetry style 	<p>Success criteria</p> <ul style="list-style-type: none"> ● The costumes should already be put inside out so that you cannot see the stitches after sewing ● The puppet is all put together, head, body, arms etc is all connected. ● Being able to guess the puppets personality when discussing each other's puppets ● The students understand the AEDP in each other's work and explain how they can see it
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	and illustrate their character		
	Cross-curricular- Home Economics, maths		

Post class critical reflection	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p>WWW</p> <ul style="list-style-type: none"> • I could bring Home-economics to the class, teaching the students how to use a sewing machine, how to set one up, changing the stitches etc, then the students who didn't do home ec learned for the first time • I started to see an awful lot of the students helping their peers and getting on with what they had to do, I would assist any student who was struggling. <p>EBI</p> <ul style="list-style-type: none"> • I didn't have much time left for the students to finish their puppets, so I had to tell them all to bring home their puppet if they have not finished it today. Six classes are visual studies and the other six classes are practical (puppetry), this meant I had little time to focus on puppetry and we had to rush through it. If I was doing it again I would have to do it with a class that I could spend all their class time working on. Six classes just wasn't enough for this unit of learning. • Had to improvise as the rod wouldn't go through the hole (through the neck) as after the kiln the hole shrunk so we had to make the puppets into marionettes instead with invisible string and blocks
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