NCAD DUBLIN National College of Art and Design *A Recognised College of University College Dublin*	**School of Education DRAFT 23-24** **Unit of Learning (inc LPs)**	Students Name: Emily Briody Year in NCAD: 4th Year

Class Name: **Year group: 1st years** **Programme: Junior Cycle** **Total No of lessons in UoL: 10**	**Aim of Unit of Learning** process product and theme. what you hope to achieve including AEDP *to create… through… under the theme…* **To create a collaborative stop motion animation using clay based figures based on their characters and shoe boxes made into shops/places through the theme '*The place to be'* using technology that will record their stop motion clips.**
	Theme Development: unpack **remembering National priorities and overall context (Scenario [JC]** **"The place to be".** **Scenario-** Students will be using shoe boxes as their set for their stop motion animation clips. Students will be making their characters for the stop motion out of clay. **CC-** Home Ec, English, Drama, Maths

Entering characteristics

1X Migraine headaches which can leave her dizzy, nauseous and tired

- **Inclusion-**
  → Mixture of higher and lower order questions
  → Fact sheet with keywords and illustrations
  → Fact sheet with explanations and illustrations.
  → Classroom management and organisation
  → Step-by-step handouts that are both visual and contain simple clear steps
  → Safety talks and demonstrations before using scissors
  → Recap over brief at the beginning of every class
  → Seating Plan/Arrangements- students seated in groups - across two large tables. Option for students to sit alone or separately if they wish.
  → Slideshows and presentations use minimal text and are kept as simple as possible (fonts such as Arial, Comic Sans, Calibri)
  → 'Breathers' or 'Movement breaks' permitted to re-focus attention; i.e.2 or 3 minutes at the midpoint of the class if it's a double. Allow a walk around (within reason).
  → Alternative tools and media to choose from which achieve the same objectives. Eg. Pen/Pencil, Ink/Pencil, Digital Software, gloves or masks for students with particular sensory issues.

- ➔ Extra time on activities provided if necessary
- ➔ Spend more of my time with struggling students.
- ➔ Avoid quick transitions and gently introduce new topics/activities. Gently scaffold learning.
- ➔ Allow student's own interests to dictate their work as much as possible
- ➔ Lessons should be structured and organised
- ➔ Praise and encourage students often (when due): Positive Reinforcement. 1 compliment, 1 improvement. 2 stars and a wish.
- ➔ Student-led teaching as often as possible.
- ➔ In group work situations, allow students the option of working alone

High Achieving students:
- ➔ Always have 'bonus' activities to test students boundaries and avoid boredom
- ➔ Allow greater freedom to push ahead with ideas of their own / more ambitious activities
- ➔ Dedicate as much time as other students and praise their achievements
- ➔ Allow as much student input as possible: Welcome suggestions and ideas to take the UoL or individual students' work.
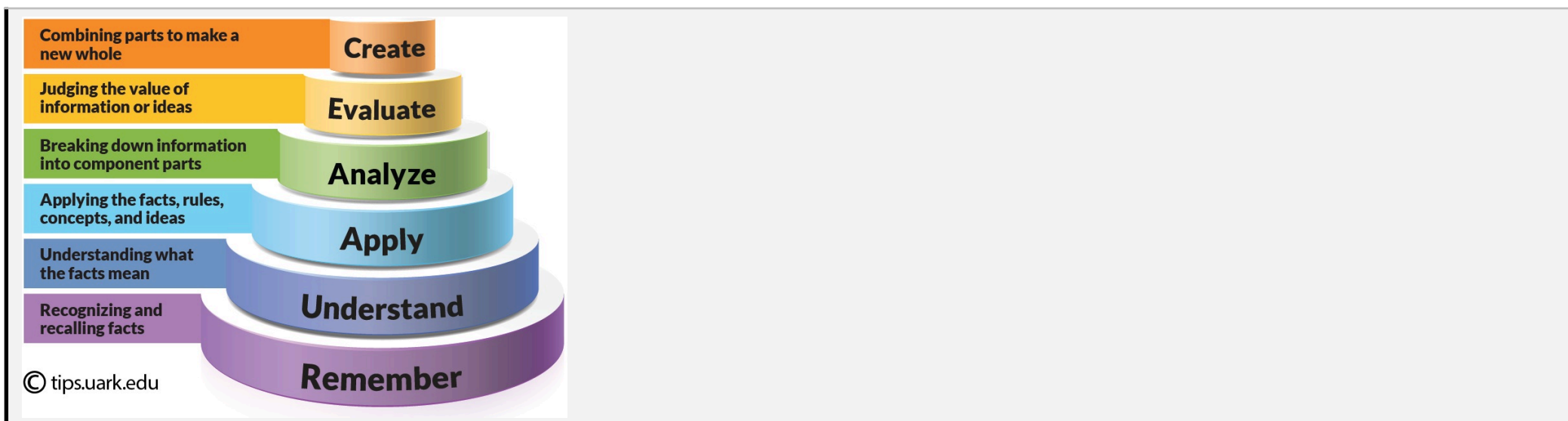- ➔

Managing behaviours

managing behaviours Issues/ Strategies/ link to School policies

https://www.cnocmhuiregranard.ie/wordpress/wp-content/uploads/2011/02/Cnoc-Mhuire-Code-of-Behaviour-updated-may-2016.pdf

Learning outcomes for unit of learning

1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the world around them

1.12 apply their understanding of the art elements and design principles to make an artwork

2.5 develop their ideas for craftwork through drawing

2.12 justify the choice of art elements and design principles in their own or others' craftwork

3.14 utilise media in their own design work based on a design brief

3.5 experiment with design ideas through research and analytical drawing

3.9 justify the design concepts made by historical and contemporary designers

Combining parts to make a new whole — **Create**
Judging the value of information or ideas — **Evaluate**
Breaking down information into component parts — **Analyze**
Applying the facts, rules, concepts, and ideas — **Apply**
Understanding what the facts mean — **Understand**
Recognizing and recalling facts — **Remember**

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| **Lesson No/total in UoL: 1**
Date: 6/10/23
Lesson type: (S)
Time: 80 mins (double class)
Stage: Introducing Stop motion

[SC]
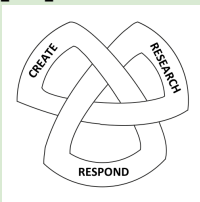
JC
Think- reflect… (action verbs in wheel) | **Learning Content for Pupils and Learning Intentions**

Teaching Content

● Introducing the stop motion project
● Collaborative (students will be in groups) for this project
● Brainstorming the theme "The place to be" among their groups (Where the students like to hang out)
● Discussing claymation (involves the use of clay figures to create moving images and stories) and stop motion animation (capture one frame at a time)
● Primary and secondary sources (using their ipads to research (secondary sources), imagination (primary sources)
● Research the theme (among their groups the students will decide on 'the place to be'.
● Claymation artist-Nick Park (Wallace and Gromit creator- Stop motion)

AEDP-

● Line (loose sketches using pencil) |

	● Colour (the medium the students use to add colour)
	
	Artistic process
	
	   ● Drawing, illustrating and annotating- students will start sketching in their notebooks what their "The place to be".
	
	Support studies:
	
	   ● Nick Park (Wallace and Gromit creator- Stop motion)-claymation artist
	
	Learning Intentions
	
	   ● Identify and describe what stop motion animation and claymation is
	   ● Experiment using an A2 page what possible outcomes they come up with loose drawings
	   ● Explore the theme "The place to be" and annotate what ideas come to mind and illustrate their ideas in their notebooks.
	
	Success criteria
	   ➔ Good knowledge of stop motion animation and claymation
	   ➔ Approached into drawing in their notebooks based on the theme "The place to be"
	   ➔ Students have used colourline, in their sketches
	   ➔ Students worked in their groups collaboratively brainstorming the theme
	   ➔ Know what set they are going to develop on from the theme for the next lesson

LESSON PLAN
 	
☐ **Stop Motion**
	Introduction
	   ● Introduce students to Stop Motion and claymation animation
	   ● Set students into groups of 3 so that they can work collaboratively on this project
	
	Body of lesson
	Introducing the stop motion project
	   ● Collaborative (students will be in groups) for this project
	   ● Brainstorming the theme "The place to be" among their groups (Where the students like to hang out)

- Discussing claymation (involves the use of clay figures to create moving images and stories) and stop motion animation (capture one frame at a time)
- Primary and secondary sources (using their ipads to research (secondary sources), imagination (primary sources)
- Research the theme (among their groups the students will decide on 'the place to be'.
- Claymation artist-Nick Park (Wallace and Gromit creator- Stop motion)

Teacher Activity

- **Powerpoint presentation-stop motion and claymation**
- Introduce stop motion animation
- Show images of well known stop motion (Wallace and gromit)
- Get the students to write down the definition of stop motion (Literacy)
- Play some video clips of the behind the scenes of how stop motion is done (Wallace and Gromit)
- Introduce claymation (involves the use of clay figures to create moving images and stories).
- Discuss how animation was done back in the early 20th century (2D drawn animation Disney)
- Bring the students to my front table to show my visual aid of my set
- Discuss how I made it and explain the materials I used (Clay, paint, gesso)
- Ask some higher and lower order questions (Oracy)
- How did I make this?
- What materials did I use?
- Why did I choose the kitchen as my set?
- Get the students to sit back down in their desks

Demonstration

- I will demonstrate on the board how to do a brainstorm based on the theme 'the place to be'.
- The brainstorm is part of the thought process for their set and what the set will be
- I will give students ideas when it comes to the theme 'The place to be'.
- Will give the students prompts
- I will ask the students what their interests are, where they like to hang out, home, outside, outside the home.

- I will then as part of research, search using my ipad my interests, illustrating and annotating the possible places I'd like to have as my set in my stop motion animation.

Student Activity
- Then I will tell the students what groups they will be in
- I will split the class into 3 groups
- I will ask the students to bring their chairs over to their groups
- I will give each group an A2 sheet of paper
- The students will write down the theme and start brainstorming together discussing possible ideas
- After the students have illustrated and written down their ideas, they can discuss to the other groups their ideas that they have come up with

Support study artist

- Nick Park (Wallace and Gromit creator- Stop motion)-claymation artist
- Sketching and writing short stories
- His way of working- As we're typing, one of us would be drawing, or vice versa, or the other one would be making a mock up model in clay while we were writing. So it all went on at the same time.
- Storyboards would become their story reel (editing and redrawing from it)
- Brainstorming meetings over a scene and thinking -- 'how can we make this scene funnier? How can we make the story point a bit quicker?
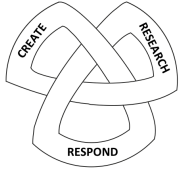- Gives an overall sense of the shape of the movie above all as well.

Evaluation

- I will ask all three groups to bring their brainstorms and illustrations to the front table, I will get them all to assign one person in the group to explain what their group's idea is for their set based on the theme 'the place to be'.
- I will ask the students what medium have they used add in colour and where line is evident in their work

Differentiation

	● I will have subtitles on the video clips for all to read the voice over if they cannot hear clearly ● Giving the students clear guidelines when it comes to making a brainstorm ● Giving students handouts on the presentation of Stop Motion and claymation ● Adding the slides to google classroom to give the students an opportunity to look at the videos again based on stop motion
Post class reflection	**What / So what..what went well and why and even better if…. In relation to learning intentions** **Including links to pupil work** (reflect using the relevant headings on the SP report form and focus on what you as the teacher did to facilitate learning and what you could do better) **WWW** ● The students were super excited for the project when I showed them my visual aids of my set. This got them thinking about what they can possibly create ● Putting the class into 3 groups was a good idea as some of the students are shy and some are outspoken so it meant that they could work together well to come up with ideas WH **EBI** ● I should have shown the students what a brainstorm looks like so that they wouldn't find the big A2 blank page so daunting, this was their first time to brainstorm too

Lesson No/total in UoL: 2 **Date: 13/10/23** **Lesson type:** **Time: 80 mins (double)** **Stage: designing the shoe boxes** **[SC]**	**Learning Content for Pupils and Learning Intentions** **Teaching Content** ● Collaborative project. Sketching out the set that they are going to use. ● Students should have chosen their idea for the theme "My favourite place to be", whether its a room, place, area etc. Students should have brought in primary sources so that they can use them to draw from, this could be pictures that they have taken based on their research. ● Introduce Primary and secondary colours ● Students will continue developing their ideas in their notebooks based on their drawings. ● Students can start painting their cardboard boxes and designing them into the spaces they want.

Think- reflect… (action verbs in wheel)

- Introduce Set designer and animator Rick Heinricks (Play a short film by him and Tim Burton)

AEDP

- Space (when it comes to the size)
- Scale (how big/small the box is going to be)
- Colour (the colour of paint they choose to paint their boxes, primary and secondary colours)
- Shape (The shape of the box they use)

Artistic process

- Sketching their plan of the set
- Painting the boxes

Support studies-

➔ Rick Heinrichs (Set designer for stop motion and films)

Learning Intentions

- **Arrange** what space/area they are going to use as their set for their stop motion
- **Discuss** the area they choose based on the theme is what they are going to use as their set for the stopmotion
- Identify what primary and secondary colours are
- Paint their boxes the colour they planned based on their research of the place they choose based off the theme 'The place to be'.

Success criteria
- Know what their set is going to be
- Have developed their drawings and sketches into what will be their final outcomes
- Understand Primary/Secondary and tertiary colours when painting the base of the boxes

LESSON PLAN ☐ **Rick Heinrichs** ☐ **Set Design**	**Recap** ● Introducing the stop motion project ● Collaborative (students will be in groups) for this project ● Brainstorming the theme "The place to be" among their groups (Where the students like to hang out) ● Discussing claymation (involves the use of clay figures to create moving images and stories) and stop motion animation (capture one frame at a time) ● Primary and secondary sources (using their ipads to research (secondary sources), imagination (primary sources) ● Research the theme (among their groups the students will decide on 'the place to be'. ● Claymation artist-Nick Park (Wallace and Gromit creator- Stop motion) **Body of lesson** ● **Developing their idea into what their set and characters will look like (designing the boxes)** ● Recap on stop motion animation ● Show images of well known stop motion the board ● Get the students to tell me about stop motion, what they know know or what they have been researching ● Bring the students to my front table to show my development page of my stop motion project ● Discuss how I went about the process side of things and explain the materials I used to draw ● Collaborative project. Sketching out the set that they are going to use. ● Students should have chosen their idea for the theme "My favourite place to be", whether its a room, place, area etc. Students should have brought in primary sources so that they can use them to draw from, this could be pictures that they have taken based on their research. ● Introduce Primary and secondary colours ● Students will continue developing their ideas in their notebooks based on their drawings. ● Students can start painting their cardboard boxes and designing them into the spaces they want. ● Introduce Set designer and animator Rick Heinricks (Play a short film by him and Tim Burton) **Teacher Activity** ● Bring the students to my front table to show my development page of my stop motion project ● Discuss how I went about the process side of things and explain the materials I used to draw

- Ask some higher and lower order questions (when, where, why, what, how)
- Get the students to sit back down in their desks
- Then I will tell the students to sit down in their groups from the last day
- I will ask the students to bring their chairs over to their groups
- After the students have illustrated and written down their idea, they can discuss to the other groups their ideas that they have come up with
- If students are finished their planning pages they can move onto painting the base
- Will play a short film 'Vincent', stop motion clip featuring the work by Rick Heinrichs and Tim Burton

Demonstration
- Demo- Colour theory
- Do any of you know what Primary colours are? Secondary colours? How do you make them?(Oracy)
- Mix paint together to make secondary colours out of primary colours and tertiary colours out of secondary colours
- Show students how to use a craft knife correctly (move away from your hands) (Health and Safety)
- Demonstrate how to cut windows out of the cardboard and doors

Student Activity
- Students will start to finish their plans of their set
- Students will start to use their knowledge of primary and secondary colours to paint their boxes.
- Students will safely use a craft knife to cut out windows/doors etc
- Students will start painting their shoe boxes based on their colour theory knowledge

Support Study artist
- Rick Heinrichs (set designer and animator)
- visually interesting and evocative work in capacities ranging from stop-motion animation to set design
- Works alongside Tim Burton

Evaluation
- Will ask students how they mixed their colours- what primary colours did you use to make (.....) secondary colour.

	● Will ask students to explain the set in the short film, will ask a few questions based on the plot of the film (Written responses) (Literacy) **Differentiation** ● I will give each student a sheet based on how they make a secondary colours out of primary colours ● All content will be up on google classroom fo all to have ● Will have subtitles on the short film clip of Vincent ● I will go through health and safety when it comes to using the craft knives in the classroom. (Have a poster made on how to use it correctly) **Numeracy-** The amount of paint you add/take away- consistancy
Post class reflection	**What / So what..what went well and why and even better if…. In relation to learning intentions** **Including links to pupil work** (reflect using the relevant headings on the SP report form and focus on what you as the teacher did to facilitate learning and what you could do better) **WWW** ● Showing the students how I would plan the layout of my set worked well as the students got dug into their planning. I also taught the students how they could use chalk pastels correctly. I wanted the students to get into their research for the planning before they started painting the base of their boxes. ● Since the students are in first year I thought it was important to teach them the fundamentals of paint, the students thought it was interesting how you can make colours from mixing. **EBI** ● I don't know if I should introduce 1st years this early to chalk pastels as some of the group started to use too much of it and then started blowing into it. It created an awful mess in the classroom, the students hands were all destroyed. ● I also need to remind students to make sure that the cap of the paint bottles are tight, as one of the girls went to squeeze paint out of the bottle and it landed on the floor and the bottom of her trousers.

| **Lesson No/total in UoL: 3**
Date: 20/October/23
Lesson type: (S) 80 mins
Time:
Stage: Decorating the Shoe boxes
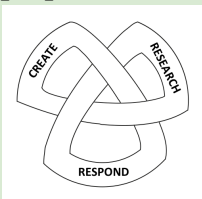
[SC]

JC
Think- reflect... (action verbs in wheel) | **Learning Content for Pupils and Learning Intentions**

Teaching Content

● Decorating their cardboard boxes with materials (felt, materials etc)
● Health and safety talks when it comes to using a glue gun
● Using snapchat avatars etc as their character in the stop motion animation. (sketches of their avatar to make into their character).
● Students will use their avatars as a reference for their characters (notebook work)
● Character building- interests and traits
● Matt Groenning (cartoonist/artist/animator)

AEDP

● Line (sketching out their avatar/character)
● Colour(the colour of the material they will use to decorate the boxes/colour scheme of their characters)
● Texture (the texture of the materials the students use)
● Space (the space of the box they are using to decorate)

Artistic process-

● Portraiture- face and body

Support studies-

● Matt Groening (animator/cartoonist)
● Character building

Learning Intentions

● Identify what their characters are going to look like based on their avatars from snapchat ect., personality and the figure
● Apply portraiture to the face, personality and the figure
● Draw their avatars in their notebooks as a reference to what their clay models will look like.
● Develop their shoe boxes collaboratively, decorating the boxes with materials |

	Success Criteria ● Decorated their boxes with materials ● Applied portraiture techniques to the face of their avatars ● Students have sketched out their characters in their notebooks and have annotated their personalities and interests. ● Character building is illustrated and annotated ● Created character profiles ● Discussed Animator Matt Groening and analysed his work
LESSON PLAN ☐ Matt Groening ☐ Dressing the set	**Recap** ● Collaborative project. Sketching out the set that they are going to use. ● Primary and secondary colours (painting) ● Developing their ideas in their notebooks based on their drawings. ● Painting their cardboard boxes and designing them into the spaces they want. ● Set designer and animator Rick Heinricks (Vincent-short film) ● Recap on stop motion animation ● Show images of well known stop motion the board ● Get the students to tell me about stop motion, what they know know or what they have been researching ● Have you spotted any stop motion when you were flicking through your channels on television (Oracy) ● Developing their idea into what their set and characters will look like **Body of lesson** ● Decorating their cardboard boxes with materials (felt, materials etc) ● Health and safety talks when it comes to using a glue gun ● Using snapchat avatars etc as their character in the stop motion animation. (sketches of their avatar to make into their character). ● Students will use their avatars as a reference for their characters (notebook work) ● Character building- interests and traits ● Matt Groenning (cartoonist/artist/animator)

Teacher Activity

- Bring the students to my front table to show my development page of my stop motion project
- Discuss how I went about the process side of things and explain the materials used to decorate the kitchen set
- Ask some higher and lower order questions (How, why, when , what, discuss)
- Get the students to sit back down in their desks
- Powerpoint of my decorating of the box
- My step by step process
- What materials I used to decorate the house
- How I cut the materials, what I used to cut the materials
- How I stuck the materials together (glue gun-health and safety)
- Decorating their cardboard boxes with materials (felt, materials etc)
- Show the students cartoon artist Matt Groenning (The Simpsons)

Demonstration

- Show the students how to cut the materials safely with a scissors
- How to stitch the seams to make pleats for the curtains
- How to use a glue gun correctly and safely when attaching the decoration
- How to draw their character profiles (portraiture-section the face off)

Student Activity

- I will ask the students to bring their chairs over to their groups
- I will give each group an A2 sheet of paper
- The students will start looking at their Snapchat Avatars
- They will start to bring their Snapchat avatars into paper
- The students will use markers, chalk and oil pastels to draw their avatar ideas
- I will ask the students to start making a character profile for their avatars (characters)
- Students will start to write a description of their characters down on their page (Literacy)
- Students will start to decorate their boxes with materials and felt

	Support study Artist ● Matt Groenning (cartoonist/artist/animator) ● His skillful pen to communicate his painfully humorous outlook on every institution of modern life ● While none of his characters are drawn realistically, each of them has become a distinct and memorable personality, and each speaks a bit of truth that is both touching and humorous. ● Groening's work is widely respected and has influenced many creators of graphic novels. ● Students discuss their opinion on his animations/characters **Evaluation** ● After the students have illustrated and written down their character profiles, they can discuss to the other groups their personalities that they have come up with to the rest of their peers (oracy) **Differentiation** ● All notes are up on google classroom for all students to view ● Students who are finished their decoration can move onto their character building ● There will be a workstation just for the glue gun which will be supervised by me (poster stating how to use it correctly will be on the table) ● I will give students a hand with stitching their material together if they are struggling
Post class reflection	**What / So what..what went well and why and even better if…. In relation to learning intentions Including links to pupil work** **WWW** ● I was happy I broke the class up into 2 parts, first 40 mins- finish painting the boxes. Last 40 minutes- making the character profiles. This gave structure to the class and gave students a clear guide on what they need to complete. ● I got the class excited when they found out that they can use their phones to find their snapchat avatars to draw from. This encouraged the class to get drawing as soon as they could using their own digital self from their snapchat. **EBI** ● Some of the students don't have snapchat so I should have considered it a bit more, so instead I took pictures of the students who didnt for their character profile. This definitely speeded things up as they

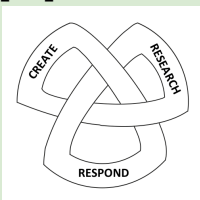|	then thought that they didn't have to do the activity because they didn't have snapchat. Anymore I should just mention to the class the alternative to avoid confusion.

| **Lesson No/total in UoL: 4**
Date: 27/October/23
Lesson type: (S) 80 mins
Time:
Stage: Making characters using clay

[SC]

JC
Think- reflect... (action verbs in wheel) | **Learning Content for Pupils and Learning Intentions**

Teaching Content

● Making the characters out of clay
● Making the props/furniture for the set of the cardboard box
● Claymation (style of stop-motion animation that uses clay as the medium to create character models.)
● The benefits of claymation (why is it useful)
● The challenges when it comes to clay (lots of work and patience)
● Slip and scoring (glue made out of water and clay to attach pieces together)

AEDP

● Shape (the shape of the body/faces-clay building-Clay is very malleable and can be manipulated into many shapes and sizes)
● Colour (Once the 'skin' is selected, pastels and paint are applied to give it a unique color scheme)
● Texture (creates a special 'skin', which can be used to give the figure a different appearance than the usual rough clay.)
● Symmetry (is the character's body symmetrical)
● Scale (considering the height/width of the clay characters)

Artistic process

● Clay building/slab building
● Making the characters out of clay

Support studies |

	● Alexander Tatarsky (animation director, screenwriter, animator, producer, artist) **Learning Intentions** ● Describe what slip and scoring are ● Apply slip and score technique to attach their clay pieces together ● what pieces of furniture/props they need to make ● Demonstrate why we slab build and what slip is and why we use it ● Analyse Alexander Tatarsky's models from his animations **Success criteria** ➔ Each student has their character made out of clay ➔ Students understand how to slab build ➔ Students used slip and know why we use it
LESSON PLAN	**Recap** ● Decorating their cardboard boxes with materials (felt, materials etc) ● Health and safety talks when it comes to using a glue gun ● Using snapchat avatars etc as their character in the stop motion animation. (sketches of their avatar to make into their character). ● Students will use their avatars as a reference for their characters (notebook work) ● Character building- interests and traits ● Matt Groenning (cartoonist/artist/animator) **Prior to class commencing:** ● Seating plan ready to hand. ● Ensure the projector and all necessary technology needed for the lesson is working. ● Clay are laid out on each table ● Clay tools handed out to each student **Body of lesson** ● Making the characters out of clay ● Making the props/furniture for the set of the cardboard box

- Claymation (style of stop-motion animation that uses clay as the medium to create character models.)
- The benefits of claymation (why is it useful)
- The challenges when it comes to clay (lots of work and patience)
- Slip and scoring (glue made out of water and clay to attach pieces together)

Teacher Activity
- Run through character ideas
- Present classics that have clay heads and puppets yo give students an idea of characters that they could possibly design
- Rodgers and Hammerstein's 1965 film adaptation of The Sound of Music, Maria and the von Trapp children sing 'The Lonely Goatherd' during their marionette show, a performance
- Show students a character that I made and explain to them where I came up with the idea
- Claymation (style of stop-motion animation that uses clay as the medium to create character models.)
- How claymation is made
- The benefits of claymation (why is it useful)
- The challenges when it comes to clay (lots of work and patience)
- Higher and lower order questions (when, why, what, how, discuss)
- Show the students the clay techniques

Demonstration
- Making the props using clay
- Discuss what kinds of props/furniture should be seen in each set
- Asking the students to write the definitions slip and score into their notebooks
- Kneading the clay
- Choosing a surface to roll onto
- Deciding what shape you want your slab to be
- Flattening the clay
- Rolling a clay slab
- Lifting and turning a clay slab
- Slicing a clay slab
- Throwing out a clay slab
- Using the scoring technique and slip to attach parts of the props together
- Smoothing out the props using the clay tools

Student Activity
- Writing down the definitions of slip/score/slab build into their glossary (Literacy)
- Students are given clay to start making their characters
- Students are looking at guided instructions on how to make the clay build/slab build
- Making characters using clay
- Discuss what kinds of props/furniture should be seen in each set
- Asking the students to write the definitions slip and score into their notebooks
- Kneading the clay
- Choosing a surface to roll onto
- Deciding what shape you want your slab to be
- Flattening the clay
- Rolling a clay slab
- Lifting and turning a clay slab
- Slicing a clay slab (numeracy)
- Throwing out a clay slab
- Using the scoring technique and slip to attach parts of the props together
- Smoothing out the props using the clay tools

Support Study
- Alexander Tatarsky (animation director, screenwriter, animator, producer, artist)
- Play a short clip (plasticine crow 1981)
- Ask the students to describe what is going on in the clip
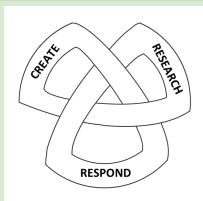- How the characters were made and designed

Evaluation

- Students will explain where they used the slip and score technique
- They will explain what it is
- I will ask each of the students how they made their character's out of clay

Differentiation

- I will give all students handouts of the slip and score technique
- Students will have access to Google classroom where I have all the notes uploaded

	● I will have posters and visual aids of my claymation up for all students to see how they go about the process clearly, step by step. ● I will help out with the students who are struggling to attach their clay together with their slip and scoring technique.
Post class reflection	**What / So what..what went well and why and even better if…. In relation to learning intentions Including links to pupil work** **WWW** ● The Demo worked out great as the students all had their ball of clay and we started to pass the ball of clay back and forth like a handball to get the students to burst the trapped air bubbles. I was able to tell them why we do this- the students were asking plenty of questions like why is there hairs inside the clay. I could inform them that clay comes from the ground. ● Giving the students new vocab such as slip and score and being able to demonstrate what it is as well as telling them the definition was very beneficial as I hope they will remember what it is in its practical sense. **EBI** ● Near the end of the second class most of the students who dressed up for Halloween had to leave the class as they had to go to the assembly hall to find out who won best dressed. This meant that my double class was cut short and most of the students could do their own clean up afterwards and I had to clean up most of the clay. If I knew this was going to happen I would have probably given the class a separate activity for the second class.

Lesson No/total in UoL: 5 **Date: 10/November/23** **Lesson type: (S) 40 mins** **Time:** **Stage: Painting the Clay models** **[SC]**	**Learning Content for Pupils and Learning Intentions** **Teaching Content** ● Painting the clay model with acrylic paints ● Colour theory (Demo on basic colour mixing, Primary Colours, Secondary Colours) ● Character ideas (clothing/facial expressions) ● Painting techniques and brush techniques ● How to paint onto clay ● Play a stop motion clip by Kathy Strutz, 'Alive'.

JC
Think- reflect… (action verbs in wheel)

- Colour (The paint the students use to add colour to their clay characters)
- Texture (will the clothes that the students will paint onto the models look wooly/smooth/rough)
- balance (The colour balance when it comes to the colours of the clothes that the students are going to paint onto the clay models).

Artistic process

- Painting the Clay models using acrylic paint (skin/body/clothes/shoes)

Support studies

- Kathy Strutz (artist based in Portland, OR who makes many different things, often involving puppets and portraits of people you know and people you don't. Fascinated by the aesthetics of stop motion in the age of CGI, and endlessly enjoy investigating how best to capture tactile characters in photography).

Learning Intentions

Students should be able to…

- Classify colour theory, identify primary and secondary colours when colour mixing
- Paint their clay models using the colours thats they have mixed
- Apply texture to their models depending on the texture of the clothes the students choose
- Discuss stop motion artist Kathy Strutz and her use of expression in her work

Success criteria
- Identified primary and secondary colours
- Experimented with colour patches when colour mixing
- Painted their clay models using the colours thats they have mixed
- Discussed stop motion artist Kathy Strutz and her use of colour

LESSON PLAN

☐ **Kathy Strutz**

☐ **Colour Theory**

Recap

- Making the characters out of clay
- Making the props/furniture for the set of the cardboard box
- Claymation (style of stop-motion animation that uses clay as the medium to create character models.)
- The benefits of claymation (why is it useful)
- The challenges when it comes to clay (lots of work and patience)
- Slip and scoring (glue made out of water and clay to attach pieces together)

Body of Lesson

- Painting the clay model with acrylic paints
- Colour theory (Demo on basic colour mixing, Primary Colours, Secondary Colours)
- Character ideas (clothing/facial expressions)
- Painting techniques and brush techniques
- How to paint onto clay
- Play a stop motion clip by Kathy Strutz, 'Alive'.

Teacher Activity

- Explain colour theory (Primary and Secondary colours)
- Ask students what they are….
- Start the class by getting all the students to start thinking about what colours they will use based on their plan
- Higher and lower order questions (when, what, why, how, discuss)
- Go through character facial expressions (happy/sad/angry)
- Ask the students what kind of character they are making
- Play stop motion clip by Kathy Strutz 'Alive'.
- Questions and Answers based on the clip, 'Alive'.
- Present different kinds of stop motion characters
- Explain where I got my character idea (Snapchat Avatar)
- Discuss brush techniques
  - ➔ Small brush-details
  - ➔ Big Brush-larger areas
- Show the students my visual aid of my painted clay model

Demonstration

- Painting onto clay
- ➔ Smooth the surface using sand paper (remove any lumps/bumps)
- ➔ Seal the surface applying a layer of gesso
- ➔ Leave to dry beside the radiator
- ➔ Draw the design
- ➔ Paint the design
- ➔ Sand the edges

Student Activity

- Students can start painting their clay models
- Smooth the edges
- Draw their design
- Paint onto their clay models using acrylic paint
- Give students a page to practice colour mixing while they are thinking colour wise
- They will be making secondary colours from primary colours and adding colour patches to their notebooks/piece of paper
- Group evaluation on their ideas and their painting plan

Support Study artist

- Kathy Strutz (artist based in Portland, OR who makes many different things, often involving puppets and portraits of people you know and people you don't. Fascinated by the aesthetics of stop motion in the age of CGI, and endlessly enjoy investigating how best to capture tactile characters in photography).
- Play a stop motion clip 'Alive' by Kathy Strutz
- Students will be given the opportunity (Question and answers) after they have watched the clip

Evaluation

- I will ask the class to bring all their painted clay models up to the front desk, I will ask the students how they mixed their colours to achieve the colours they made.
- I will question the students on the texture of their painted clothing and the detail they have put into it

|	
	● The students are given sticky notes to write down what expressions (happy/sad/etc..) that they see in each of their peers clay models and then they can place the sticky note next to the clay model. **Differentiation** ➔ Mixture of higher and lower order questions ➔ Fact sheet with keywords and illustrations of my painted clay model with explanations. ➔ Fact sheet with explanations and illustrations. ➔ Step-by-step handouts that are both visual and contain simple clear steps ➔ Safety talks and demonstrations before using scissors, paint brushes ➔ Recap on the last lesson at the beginning of every class
Post class reflection	**What / So what..what went well and why and even better if…. In relation to learning intentions** **Including links to pupil work** **WWW** ● Teaching the students the basics of colour (Primary and Secondary colours). Asking the students what they know first before I explain to them how to make each secondary colour. When mixing colours to make the secondary colours, I called out 3 students from the group to mix the colours for me as my demonstration to make the demo student led. ● I was able to squeeze in the script writing/plot sketch for the students to do after they had finished painting their models, I didn't think I would have had the time to do it but I managed to get the students to start this exercise. **EBI** ● Some of the students' clay heads/arms fell off when they picked up their clay pieces from the box. Some of the students had already attempted to glue the head/arms/legs back together using water, therefore when I started to glue them back together using a glue gun, some of the pieces were quite stubborn and won't stick together after several attempts. So I told the students to start painting the pieces whether they stick or not and I will attempt to glue them back together next week.

| Lesson No/total in UoL: 6
Date: 17/November/2023
Lesson type: (S) 80 mins
Time:
Stage: Making the Stop motion clip

[SC]
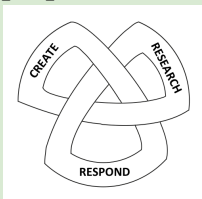
 JC
Think- reflect… (action verbs in wheel) | **Learning Content for Pupils and Learning Intentions**

Teaching Content

● Storyboarding (start to plan out what they are going to do for the do for the stop motion clip)
● Introduce the Stop Motion app on on the phone (how to use it and make the most out of the app
● Movement, Actions, Expression
● Show a video clip of how to use the stop motion app (step by step process)
● Introduce stop motion artist Wes Anderson (play a clip of how he makes stop motion)

AEDP

● Line (when it comes to making the storyboard, a quick sketch of how it will go)
● Shape (The shapes of the characters that the students made and will be using)
● Space (The Space of the boxes that the students made into little dioramas)
● Colour (the colour of the characters/boxes/story boards/clips)
● Balance (The balance of the characters in the box)
● Symmetry (are the characters symmetrical/boxes)

Artistic process

● Using Thumbnails to annotate the storyboard with annotations
● Using the stop motion app on the students devices/phones to make the stop motion clip).

Support studies

● Joseph Cornell (Surrealist assemblage works housed in shallow wooden boxes)
● Wes Anderson (Stop motion animator)

Learning Intentions

● **Explore** the layout of their shoe box based on their set design in their notebooks
● **Rearrange** the space of their shoe boxes to enable their clay models to move around the space.
● Explain what the plot is in the storyboard, transitions, set, mood etc.
● Evaluate what process they enjoyed most to date and what they found challenging (Ticket out the door) |

	● Create a stop motion clip using their characters and boxes based on the theme 'the place to be'. **Success criteria** ➔ Filmed a stop motion animation based on their theme 'the place to be'. ➔ Students have stuck to their plans from the research stage making their plan come to life ➔ Have included movement and a plot to their scene ➔ Completed an illustrated storyboard among their group ➔ Self-evaluated what they enjoyed most to date and what they found challenging with reason for their answer
LESSON PLAN **Stop Motion Studio** ☐ **Wes Anderson** ☐ **Joseph Cornell**	**Recap** ● Painting the clay model with acrylic paints ● Colour theory (Demo on basic colour mixing, Primary Colours, Secondary Colours) ● Character ideas (clothing/facial expressions) ● Painting techniques and brush techniques ● How to paint onto clay ● Play a stop motion clip by Kathy Strutz, 'Alive'. **Body of Lesson** ● Storyboarding (start to plan out what they are going to do for the do for the stop motion clip) ● Introduce the Stop Motion app on on the phone (how to use it and make the most out of the app ● Movement, Actions, Expression ● Show a video clip of how to use the stop motion app (step by step process) ● Introduce stop motion artist Wes Anderson (play a clip of how he makes stop motion) **Teacher Activity** ● Show students how to use the stop motion app ● Play a clip on how to use the stop motion app ● Show students Stop motion artist Wes Anderson ● Play an Edpuzzle Q&A based on Wes Anderson's making of Stop Motion animation ● Show students Joseph Cornell (Surrealist assemblage works housed in shallow wooden boxes) **Demonstration** ● How to use the stop motion app (videoclip)

- Fist of all I will ask all the students to download the stop motion app on their devices so that when we are about to use the app, it will be installed and ready to go
- I will ask the students to take out their storyboards from the last class
- I will ask the students to complete their story boards
- Finish illustrating and annotating the plot takes
- Show the students my video clip of the stop motion that I filmed using a stopmotion app on my phone
- Bring the students up to my desk
- Set up my shoe box and clay models
- Demo- How to video a stop motion animation
- Ask the students to look at my kitchen and think of a plot that we can make a video clip on
- Discuss movement, how will we move the clay models
- I will demonstrate how to use the stop motion app
- I will start to film the stop motion asking the students to move the models during each take
- When I feel that the students fully get it, I will ask them to move back into their groups to get set up
- I will ask the groups to assign each other to a job whether it be filming, working on the movement of the model during each take…
- The number of shots they will take for the clip and the length of the clip (Numeracy)
- Show the students how I make a stop motion clip using my own visual aid (box)
1. Select a new movie
2. Select the camera Icon
3. Take a photo
4. Set Transparency
5. Finish your animation (increase/decrease your speed)
6. Select your animation
7. Export your video clip

Student Activity
- Ask students to download the stop motion studio app on their devices
- Students will fill out a storyboard together with the plot of their stop motion clip (Literacy)
- Students will do a quick sketch of their stop motion clip
- Students will answer a Q&A based on how Wes Anderson made his stop motion animation (Oracy)
- Start to film their stopmotion clip using the box and their characters that they have created the past 5 weeks.
-

Support Study Artist
- Joseph Cornell (Surrealist assemblage works housed in shallow wooden boxes)

| | Wes Anderson (Stop motion animator) American filmmaker. His films are known for their eccentricity, unique visual and narrative styles and frequent use of ensemble casts. They often contain themes of grief, loss of innocence, and dysfunctional families. Play an Edpuzzle clip of the Wes Anderson Clip based on how he approaches it (Q&A) (Oracy)
Evaluation
After the students have finished filming the stopmotion I will ask them to download their clips and upload them to google classroom so that we can watch the clips together on the big screen (projector)
There will be a spokesperson in each group who will present their clip and tell us a bit about their plot
When all 3 groups have finished presenting their stopmotion I will ask the students to fill up a self evaluation sheet based on what they enjoyed most to date and what they found challenging with reason for their answer (ticket out the door)
The students will describe what movement is going on in their stopmotion. When presenting their stopmotion on the board, one of the students in the group will be the spokesperson presenting the clip and explaining what the plot is (Oracy)
Differentiation
Presentations all up on google classroom
Fact sheet with keywords and illustrations
Fact sheet with explanations and illustrations.
Classroom management and organisation
Step-by-step handouts that are both visual and contain simple clear steps
Inclusion-
➔ Mixture of higher and lower order questions
➔ Fact sheet with keywords and illustrations
➔ Fact sheet with explanations and illustrations.
➔ Classroom management and organisation
➔ Step-by-step handouts that are both visual and contain simple clear steps
➔ Safety talks and demonstrations before using scissors
➔ Recap over brief at the beginning of every class
Body of lesson **Making the Stop motion animation** |

| | ● Fist of all I will ask all the students to download the stop motion app on their devices so that when we are about to use the app, it will be installed and ready to go
● I will ask the students to take out their storyboards from the last class
● I will ask the students to complete their story boards
● Finish illustrating and annotating the plot takes
● Show the students my video clip of the stop motion that I filmed using a stopmotion app on my phone
● Bring the students up to my desk
● Set up my shoe box and clay models
● Demo- How to video a stop motion animation
● Ask the students to look at my kitchen and think of a plot that we can make a video clip on
● Discuss movement, how will we move the clay models
● I will demonstrate how to use the stop motion app
● I will start to film the stop motion asking the students to move the models during each take
● When I feel that the students fully get it, I will ask them to move back into their groups to get set up
● I will as the groups to assign each other to a job whether it be filming, working on the movement of the model during each take…
● After the students have finished filming the stopmotion I will ask them to download their clips and upload them to google classroom so that we can watch the clips together on the big screen (projector)
● There will be a spokesperson in each group who will present their clip and tell us a bit about their plot
● When all 3 groups have finished presenting their stopmotion I will ask the students to fill up a self evaluation sheet based on what they enjoyed most to date and what they found challenging with reason for their answer (ticket out the door)
● **Oracy** the students will describe what movement is going on in their stopmotion. When presenting their stopmotion on the board, one of the students in the group will be the spokesperson presenting the clip and explaining what the plot is
● **Numeracy** The number of shots they will take for the clip and the length of the clip.
● **Literacy-** The students will annotate in their storyboards what the plot is in their stopmotion clip.
● Ticket out the door evaluation
● **Reflection and Evaluation. WWW/EBI.** |

	SLA. Get students to discuss in their tables what kind of art element they are more focused on. Use keywords and go over AEDP. **Conclusion** **TA;** Get class to sit down in their seats. - Give a short recap of the basic vocab we learned. **Exit strategy (5 mins)** Ask students to pack up and clean up. Work should be stored away & students should spray their desks (H&S).
Post class reflection	**What / So what..what went well and why and even better if…. In relation to learning intentions** **Including links to pupil work** **WWW** - Teaching the students the basics of colour (Primary and Secondary colours). Asking the students what they know first before I explain to them how to make each secondary colour. When mixing colours to make the secondary colours, I called out 3 students from the group to mix the colours for me as my demonstration to make the demo student led. - I was able to squeeze in the script writing/plot sketch for the students to do after they had finished painting their models, I didn't think I would have had the time to do it but I managed to get the students to start this exercise. **EBI** - Although I put up on the board what I would like the students to discuss in their self-evaluation sheets they didn't overly elaborate and give me enough detail and I wouldn't mind I emphasised that I don't want one sentence answers so maybe I should give the students a tick the box evaluation sheet so that I can figure out what they are thinking instead of leaving it for them to explain to me in an open self evaluation sheet.