

Class Name:**Year group: 5th Years****No of Pupils: 12****Total No of lessons in UoL: 6****Theme/Scenario:** Art History-Today's world**Statements of Learning/Key Skills:**

- Accessing information from a range of sources
- Presenting information using a range of information and communication technologies
- Hypothesising and making predictions, examining evidence and reaching conclusions
- Expressing opinions, speculating, discussing, reasoning and engaging in debate and argument
- Working with others in a variety of contexts with different goals and purposes

Entering Characteristics/Inclusive practices

1x Asthma

1x Spinal Dysraphism

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

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

Students will have an understanding of what Conceptual art is, covering film making, the job behind a curator and what to look out for when visiting a gallery, the meaning behind sculpture art and environmental art, tapping into the artistic process behind the artists of today's world.

Learning outcomes for the unit of learning

- 1.1 use critical and visual language to describe an artwork
- 1.4 identify links with artists of the past and present that have explored similar topics or themes
- 2.4 communicate the meaning and context of chosen work
- 3.1 question established and new ideas and work
- 3.5 respond to a selection of drawings, studies and realised work

Lesson No/total in UoL: 1	Teaching & Learning Content	Learning Intentions	Success criteria
Duration: 1 hour Date: 23/03/23 Stage:	<ul style="list-style-type: none"> • PP on Conceptual Art <ul style="list-style-type: none"> → What does concept mean → What does conceptual mean → What is conceptual art → When it emerged → Artists based on Conceptual art → The different kinds of conceptual art → Video based on conceptual art using edpuzzle 	<ul style="list-style-type: none"> • Students should know what conceptual art is • Students should understand how conceptual artists work and their meaning behind their work • Students should be able to answer questions based on conceptual art, the video based on John Hilliards video clip analysing the method behind what he does and discuss conceptual works of artists 	<ul style="list-style-type: none"> • Students know what conceptual art is • Understand why it is conceptual art • Students are able to discuss artists who make conceptual works of art • Students are able to watch the video clip based on John Hilliard and answer questions based on each topic discussed

	<p>asking the students questions during the video</p> <ul style="list-style-type: none"> • Artists → Joseph Kosuth → Marcel Duchamp → John Hilliard → Broomberg and Chanarin → Dada → Cabaret Voltaire → Richard Long 		
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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 asked a few higher order questions at the start of the class such as ‘what does concept mean?’, ‘What does Conceptual mean?’, ‘What does conceptual art mean?’ seeing how much the students already know before I start to discuss the topic. • The video worked out well as it kept the students actively listening and engaging as I put the video through edpuzzle which is a great resource for adding questions into the video while the video is playing. <p>EBI</p> <ul style="list-style-type: none"> • Although I put in a lot of research into this chapter, I still didn’t feel overly competent in myself teaching it, I felt like I didn’t know as much as I should, I wouldn’t mind, I was prepared and all, I was just a little nervous teaching something like this for the first time. • I would probably give the students a worksheet to answer the questions that pop up on the video clip as some of the students didn’t fill in the answers in their notebooks
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<p>Lesson No/total in UoL: 2 Duration: 1 hour Date: 30/March/23 Stage:</p>	<p>Teaching & Learning Content</p> <ul style="list-style-type: none"> • The work of a filmmaker • What is a filmmaker? • PP on filmmaking • Well known filmmakers • Personality • Aspects of filmmaking <ul style="list-style-type: none"> → Plot → Themes and Tone → Acting and characters → Direction → Score → Cinematography → Production design → Special effects → Editing → Pace → Dialogue 	<p>Learning Intentions</p> <ul style="list-style-type: none"> • Students should know what a filmmaker is and what it does. • Students should understand all the aspects of filmmaking • Students should be able to go into depth when writing about the different aspects of filmmaking thinking about all the possible questions they can answer. 	<p>Success criteria</p> <ul style="list-style-type: none"> • Students have a greater understanding of what a filmmaker does and how they work • Understood the context of all aspects of filmmaking and the questions you can ask yourself such as <ul style="list-style-type: none"> → Plot → Themes and Tone → Acting and characters → Direction → Score → Cinematography → Production design → Special effects → Editing → Pace → Dialogue
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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 class really enjoyed this topic, we started discussing our favourite filmmakers. It was interesting hearing all of their favourite kinds of films and figuring out their personality. • The video clips worked well as it really showed what special effects are and how they are used. I had one for practical and one for digital special effects. <p>EBI</p> <ul style="list-style-type: none"> • I would have probably put in detail information about each of the aspects of filmmaking rather than possible questions you would ask yourself • There was an awful lot packed into that session that I felt the students only focused on the video clip about special effects, so I probably should have focused on only special effects so that I know it definitely soaked in.
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<p>Lesson No/total in UoL: 3 Duration: 1 hour Date: 20/04/23 Stage:</p>	<p>Teaching & Learning Content</p> <ul style="list-style-type: none"> • Visiting galleries and museums <ul style="list-style-type: none"> → Difference between: → Public gallery → Private gallery • What is a curator • Role of a curator • Displaying the artwork as a curator • What is an exhibition • Ways in which artworks relate to each other • What is a collection <ul style="list-style-type: none"> → Policy → Storage → Conservation • Give handouts of the 2 topics we are going to be discussing • Homework- I will get the students to do a question on what a museum could <p>Oracy: I will get the students to read out a paragraph each from the handout so that the students are all concentrated</p> <p>Literacy: I will get the students at the end of the class to write a summary of what a curator does</p>	<p>Learning Intentions</p> <ul style="list-style-type: none"> • Students will know the difference between a public and private gallery and the work that's involved in being a curator. • Students will understand the role of a curator and what an exhibition and collection in a museum is. • Students will be able to write a question on what a curator does, while understanding all the jobs they do in a museum. 	<p>Success criteria</p> <ul style="list-style-type: none"> • All students know what a curator is and what the difference is between a private and a public art gallery. • Most students are familiar with the policy, storage and conservation around a collection • Some students are familiar with all the jobs that a curator does as part of their job description
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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"> • It was a good idea to get each student to read a paragraph each, this meant that all the students concentrated in the text while getting them to highlight the important words • I was happy to have given each of the students a hand out each, as the computer wasn't working today in the class <p>EBI</p> <ul style="list-style-type: none"> • I would have preferred to give the students an active task such as getting them to act as a curator in a gallery and get them to speak about works from the renaissance that they have already covered but I wasn't quite sure how to do it when the computer wasn't working • Next time I would probably have a few paintings laminated so that I could bring in some layers of learning such as paintings from the renaissance which will be an opportunity for the students to revise what they already know and then I can tell them what they are leaving out. 		

<p>Lesson No/total in UoL: 4</p> <p>Duration: 1 hour</p> <p>Date: 27/April/2023</p> <p>Stage:</p>	<p>Teaching & Learning Content</p> <ul style="list-style-type: none"> → Sculpture → Discussing the different kinds of sculpture → Carving → Modelling → Casting → Constructing → Students will design a mini sculpture piece for outside a school out of plasticine → I will give each student a theme to work with 	<p>Learning Intentions</p> <ul style="list-style-type: none"> • Students will know all the different kinds of sculpture • Students will understand carving, modelling, casting and constructing in relation to sculpture through the examples I show, while focusing on sculpture artist Alex Penter. • Students will be able to create a mini sculpture piece for the outside of the school based around the themes I give, each student will 	<p>Success criteria</p> <ul style="list-style-type: none"> • An understanding into what the different kinds of sculpture are <ul style="list-style-type: none"> → Carving → Modelling → Casting → Constructing • From looking at Alex Penter, each student are able to make a mini sculpture piece out of plasticine based on the theme given for outside the school
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	<p>Support study- Alex Penter and a range of sculpture artists</p> <p>AEDP- Shape, Texture, pattern</p> <p>Oracy- Students will explain what their mini sculpture is based around</p> <p>Numeracy- The scale and size of the sculpture needs to be a small in proportion</p> <p>Literacy- Based around assessment period, students will be given sticky notes to comment on each other's piece</p> <p>Assessment- When all of the students are finished, they have to go to each student's mini sculpture and guess what their sculpture is based around and comment on it.</p> <p>Homework: Students will write about a sculpture artist and illustrate a work by the artist</p>	<p>then explain their meaning behind their mini sculpture.</p>	<ul style="list-style-type: none"> • Each student is able to guess what their peer's sculpture means • Students should then be able to explain their sculpture piece
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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"> • Before discussing sculpture, I asked all of the students if they know of any sculptures in particular, did they ever make one before just to see what they already know, this is always a good way of settling the class. • I thought the plasticine mini sculpture was a great way for the students to understand the meaning is behind sculptures in general, what the sculpture will represent the school by, there should be a meaning behind the work <p>EBI</p> <ul style="list-style-type: none"> • Some of the students were complaining about how hard the plasticine was, but they still got making a sculpture piece, some of the students were overly imaginative and made a sculpture of a stack of pancakes, I thought to myself, that's a bit daft, as long as you've got a meaning behind it, if it represents Home-Ec in the school, thats ok.
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- I felt that I may have rushed through my presentation so that the students could get working on the practical side of the class and it turned out that some of them finished their plasticine sculptures faster than I thought.

<p>Lesson No/total in UoL: 5 Duration: 1 hour Date: 4/5/23 Stage:</p>	<p>Learning Content</p> <ul style="list-style-type: none"> → Environmental art → Art and Nature → Characteristics of environmental art → Main aims and keys → AEDP Shape, colour, balance (pos/neg space), Rhythm, Scale → Support Study <ul style="list-style-type: none"> ➤ Andy Goldsworthy (Colour, Form, theme) ➤ Robert Smithson ➤ Andrew Rogers ➤ Joseph Beuys ➤ Herman De Vries → Oracy Getting the students into a discussion about each of the artists work → Keywords and definitions: Ephemeral, etc. • Homework Students will research an environmental artist and discuss the work along with an illustration 	<p>Learning Intentions</p> <ul style="list-style-type: none"> • Students should know what environmental art is, its characteristics and aims • Students should be able to make their own mini installation pieces using twigs, branches etc referencing artists that we have looked at • Students should understand the reason for environmental art and why people should be aware of their impact on the environment and what they can do to spread awareness 	<p>Success criteria</p> <ul style="list-style-type: none"> • Students should have a good understanding of the main aims, keys and characteristics of environmental art • Students should have a mini installation art piece complete based of the artists work that I've shown them today putting their own stamp into it • Used their camera app on their phone to edit the pictures they have taken • Students should have a meaning behind their piece keeping note of it in their notebook <p>Modes of assessment: Peer assessment- end of lesson Group Assessment- end of lesson -teacher led.</p>
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	<ul style="list-style-type: none"> ● Assessment Students will all gather around the pieces of work that they made and will discuss the AEDP found in the work and give each other their opinion <p>Teaching Methods/Strategies: Demo Powerpoint & Questioning</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"> ● When I started discussing Andy Goldsworthy the whole class were in awe of his work, I was able to describe what he does and how he does it very well ● The task I gave the students to do at the end was very enjoyable for them and I felt that they will remember Andy Goldsworthy by their making of a landscape piece <p>EBI</p> <ul style="list-style-type: none"> ● Less artists on a slideshow, only choose one or two that you know plenty about ● Less text in my slides, highlight what is essential ● Less images on one slide, choose one slide per image, so that the students can see the images clearly ● Talk about the AEDP in the artists work, go through it with them ● When evaluating, if I am going to be asking about AEDP at the end, I should always incorporate that as part of the lesson, asking the students about the artists work in terms of AEDP. ● When giving a task, have a list of what you expect them to incorporate into their work. ● Write up on the board a checklist of what you want from the students such as AEDP and a theme etc. ● For literacy, keywords are good for incorporating and knowing that they fully understand
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<p>Lesson No/total in UoL: 6 Duration: 1 hour Date: 11/May/23 Stage:</p>	<p>Teaching & Learning Content</p> <ul style="list-style-type: none"> → Recap on the previous lesson → Go through the characteristics of environmental art again → Run through the main aims and keys → Focus on Herman De Vries as the support study → I will write down on the board a list of the success criteria such as AEDP → AEDP Shape, colour, tone, pattern, Rhythm, line → Oracy Asking the students higher and lower order questions in terms of the artists way of making art through biodiversity → Numeracy Students will be drawing on an A4 sheet, so they will have to think about size and proportion when they are drawing → Literacy Students will write down the characteristics, aims and keys of environmental art in their notebooks. → Cross-curricular links Geography → Assessment- Students will place all their 	<p>Learning Intentions</p> <ul style="list-style-type: none"> ● Students should know the main purpose behind environmental art ● Students should understand the concept behind the work of Herman De Vries keeping in mind the characteristics of environmental art. ● Students should be able to refer to the work of Herman De Vries and do a detailed drawing or a rubbing of leaves/branches that they brought into class incorporating AEDP. 	<p>Success criteria</p> <ul style="list-style-type: none"> ● Students understood the aims and characteristics of environmental art ● Students have either a detailed drawing or rubbings of their leaves completed by the end of class ● It is clear in their work (TASK) that they have thought about AEDP ● Students understand the concept behind the work of Herman De Vries ● Students have discussed whether they relate to his work or not
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	drawings on one of the main tables, gather round and pick out AEDP in each other's work and explain		
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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"> ● Recapping on what we did during the last session was a good way of finding out what the students could remember from the last session. ● Just focussing on artist Herman De Vries worked out well as the students could fully understand the concept behind the work and they wouldn't get mixed up with other artists who have a similar practice <p>EBI</p> <ul style="list-style-type: none"> ● Maybe I shouldn't have given the students an option of rubbings as some of the students were finished them in no time and then I had to tell them to do more of it until the students who were drawing had finished. ● Next time I do something like this I will get the students to use view finders so that they will pay attention to some close ups of their leaves etc. ● I could take the students outside for about 20 mins and get them to do some small studies of plants and nature that most people would just walk by
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