

**School of Education 22-23**  
**Unit of Learning**Student Name: Emily Briody  
Year: BA3**Class Name:****Year group: 1st years****No of Pupils: 22****Total No of lessons in UoL: 16****Theme/Scenario: Inside my toy box****Working from a primary source - Students choose a primary source, such as their toys or artefact/s from the world around them and develop a realised work from this source****Statements of Learning:****SOL 4: The student creates and presents artistic works and appreciates the process and skills involved.****SOL 23: The student brings an idea from conception to realisation****SOL 21: The student applies practical skills as she/he develops models and products using a variety of materials and technologies.****Key Skills:**

- **Knowing myself**
- **Expressing ideas clearly and accurately**
- **Listening and expressing myself**
- **Exploring options and alternatives**
- **Gathering, interpreting and representing data**

**Entering Characteristics/Inclusive practices**

1x Polyarticular JIA-affects joints in hands and ankles

1x Anxiety

1x Dyslexia

1x Dyscalculia

1x Dyspraxia

- **Inclusion practices**

- Fact sheet with keywords and illustrations
- Fact sheet with explanations and illustrations.
- Allow student with difficulties to take a break halfway through class
- Have students that are progressing quicker to help students with difficulties. Peer teaching.
- 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.

- 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**

**Create a lino print based on thumbnails using a viewfinder of a still life drawing of their childhood toys expressing line, pattern, colour and texture.**

### **Learning outcomes for the unit of learning**

**1.6 use drawings to communicate their personal outlook or understanding**

**2.10 describe art elements and design principles as they are used across a number of different crafts**

**2.15 justify the choice of media in their own or others' craftwork**

**3.8 discuss historical and contemporary design practices**

**3.2 use critical and visual language to explain their own designs and those of others**

<p><b>Lesson No/total in UoL: 1</b>  <b>Duration: 1 hour</b>  <b>Date: 21/03/23</b>  <b>Stage: Drawing exercises</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <ul style="list-style-type: none"> <li>● <b>Teaching Methods/strategies</b> <ul style="list-style-type: none"> <li>● Students should have brought in their toys via google classroom</li> <li>● Talk about the final product-lino piece</li> <li>● Make a still life out of the toys</li> <li>● Timing exercises on drawing activities</li> <li>● contour drawing</li> <li>● blind drawing</li> <li>● continuous line drawing</li> </ul> </li> <li>● <b>Subject knowledge;</b> <ul style="list-style-type: none"> <li>● discussion on how sentimental our toys can be</li> <li>● Why we used to spend so much time playing with them</li> <li>● Setting up still life</li> <li>● Discussion about drawing</li> </ul> </li> <li>● <b>AEDP and Artistic Process</b> <ul style="list-style-type: none"> <li>● Texture</li> <li>● Pattern</li> <li>● Rhythm</li> <li>● Colour</li> <li>● Symmetry</li> </ul> </li> </ul>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>● <b>Students should know</b> what a still life is, how a composition is done</li> <li>● <b>Students should understand</b> what lino is and how at the end of the block their composition should look like towards the end, gearing them up to what the final product will turn out to be</li> <li>● <b>Students should be able</b> to do contour, blind and continuous line drawings of their still life towards the end of the class within each time frame</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>● Set up a still life of their objects</li> <li>● All students know what lino is and what the end product should look like by the end of the block</li> <li>● Completed drawings within the time of their toys</li> </ul>
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	<ul style="list-style-type: none"> <li>• line</li> </ul> <p>• <b>Support Studies/Contemporary Culture</b></p> <ul style="list-style-type: none"> <li>• Kandinsky</li> </ul> <p>• <b>Cross-Curricular links;</b> Geography, Wellbeing, SPHE</p> <p>• <b>Numeracy</b></p> <p>Knowing how much time they have left to complete their drawings</p> <ul style="list-style-type: none"> <li>• <b>Literacy</b></li> </ul> <p>Writing the time limit beside each of their drawings</p>		
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<b>Post class critical reflection</b>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><b>WWW</b></p> <ul style="list-style-type: none"> <li>• I emphasised each step (drawing technique) plenty of times so that the students could understand what it is they need to do, therefore each student did what I had to say</li> <li>• I felt this was a great way for the students to loosen up their drawing skills</li> <li>• There was a nice use of colour going on in their page as they had to overlap their drawings on top of each other (layering).</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>• I didn't have enough paper, so I had to get the students to do all the exercises on the one page, we had to use the back of the page too, this made overlapping/layering look fun although students were not sure where to draw next at times</li> </ul>
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- I felt I confused the students a little bit when it came to contour line drawing and continuous line drawing as they are quite similar, next time I would probably not teach both at the same time as they can be difficult to differentiate

<p><b>Lesson No/total in UoL: 2</b>  <b>Duration: 1 hour</b>  <b>Date: 22/March/2023</b>  <b>Stage: 10 Thumbnail sketches using their viewfinder on their still life</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <ul style="list-style-type: none"> <li>● <b>Teaching Methods/strategies</b> <ul style="list-style-type: none"> <li>● How to use a viewfinder</li> <li>● placing their viewfinder on their composition</li> <li>● Set up their still life</li> <li>● picking out interesting areas</li> <li>● 10 Thumbnail sketches using viewfinder on their still life</li> <li>● Teach students how to make Thumbnail drawings</li> </ul> </li> <li>● <b>Subject knowledge;</b> <ul style="list-style-type: none"> <li>● Behind the viewfinder-used for filming purposes, camera</li> <li>● what are thumbnails-chance to experiment possibilities</li> </ul> </li> <li>● <b>AEDP and Artistic Process</b> <ul style="list-style-type: none"> <li>● Texture</li> </ul> </li> </ul>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>● <b>Students should know</b> what a viewfinder is, how to make and use one</li> <li>● <b>Students should understand</b> what thumbnail drawings are used for and why we are using them during this class</li> <li>● <b>Students should be able to</b> make a series of 10 thumbnail drawings of possibilities for their lino composition</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>● Students have made a series of thumbnail drawings for their possible lino composition at the end of class</li> <li>● Have their still life set up</li> <li>● Know what a viewfinder is and how to make and use one correctly</li> <li>● Know what thumbnails are used for</li> </ul>
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	<ul style="list-style-type: none"> <li>● Pattern</li> <li>● Rhythm</li> <li>● line</li> </ul> <p>● <b>Support Studies/Contemporary Culture</b></p> <p>John Lovett</p> <p>● <b>Cross-Curricular links; Geography, Wellbeing, SPHE</b></p> <p>→ Technology</p> <p>● <b>Numeracy</b></p> <ul style="list-style-type: none"> <li>● Angles</li> <li>● <b>Literacy</b></li> </ul>		
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<b>Post class critical reflection</b>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><b>WWW</b></p> <ul style="list-style-type: none"> <li>● The class all got to make a viewfinder, they already knew how to make one from before</li> <li>● Folding up the sheet into 8 sections was a good idea to get the students to do their thumbnails, this saved so much time from having to take out rulers and pencils</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>● Unfortunately, A TY student came into the class to tell the whole class that there's a bake sale downstairs, so this meant that my class ended early, just as the class started to get into their work, meaning I have to carry on this lesson for the next class.</li> <li>● I was feeling ambitious getting the students to do 10 thumbnails, when 8 is a lot better considering they all folded their paper into 8 sections</li> <li>● Some of the students made their viewfinders too big, so next time I will tell them exactly how they should be cut</li> </ul>
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<p><b>Lesson No/total in UoL: 3</b>  <b>Duration: 1 hour</b>  <b>Date: 24/March/23</b>  <b>Stage:</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching Methods/strategies</b> <ul style="list-style-type: none"> <li>• How to use a viewfinder</li> <li>• placing their viewfinder on their composition</li> <li>• Set up their still life</li> <li>• picking out interesting areas</li> <li>• Finish 8 thumbnail sketches using viewfinder on their still life</li> <li>• Teach students how to make Thumbnail drawings</li> </ul> </li> <li>• <b>Subject knowledge;</b> <ul style="list-style-type: none"> <li>• Behind the viewfinder-used for filming purposes, camera</li> </ul> </li> </ul>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>• Students should know what thumbnail drawings are.</li> <li>• Students should understand the method behind thumbnail drawings and why we use them before taking into a piece of work</li> <li>• Students should be able to apply their knowledge of what thumbnails are and finish a series of 8 thumbnail drawings of possibilities for their lino composition</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• All students have completed a series of thumbnail drawings for their possible lino composition by the end of class</li> <li>• Students annotated their thumbnails</li> <li>• Students were able to decide which thumbnail to use for their lino composition</li> </ul>
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- what are thumbnails-chance to experiment possibilities

- **AEDP and Artistic Process**

- Texture
- Pattern
- Rhythm
- line

- **Support Studies/Contemporary Culture**

John Lovett

- **Cross-Curricular links; Geography, Wellbeing, SPHE**

→ Technology

- **Numeracy**

- Angles

- **Literacy**

- Get the students to write down annotations beside their thumbnails

**Oracy-** discussing what thumbnail they will use for their final design

Post class critical reflection	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p>WWW</p> <ul style="list-style-type: none"> <li>Most of the students completed all 8 thumbnails, which meant that we could move onto the next step, even if some of the students didn't get completing all 8, they can still choose one thumbnail from the mix to draw bigger next time</li> <li>I emphasised to the students how I want them all to fill up the whole thumbnail square hence my visual aid on the board, therefore some of the students started to flip the page and learn from where they went wrong.</li> </ul> <p>EBI</p> <ul style="list-style-type: none"> <li>The noise levels were not great in the class at all, I had to move a girl from where she was sitting to a different seat as there was a boy beside her who was distracting her, then another student asked to get moved and I told him he couldn't. Should I have moved one and not the other?</li> <li>Next time I will not ask students to draw 8 thumbnails as the students started to lose interest in what they were doing</li> </ul>		
<p><b>Lesson No/total in UoL: 4</b></p> <p><b>Duration: 1 hour</b></p> <p><b>Date: 28/03/23</b></p> <p><b>Stage: Picking 1 of their best thumbnails</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <p>● <b>Teaching Methods/strategies</b></p> <ul style="list-style-type: none"> <li>Deciding on 1 of their thumbnails</li> <li>Drawing the chosen thumbnail drawing much bigger</li> <li>If students have their composition sketched out they can start</li> </ul>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>Students should know what thumbnail out of the 8 they want to choose to use as their lino composition</li> <li>Students should understand composition and figure how they are going to incorporate their sketch onto their lino block.</li> <li>Students should be able to find out which thumbnail they are going to use as their composition for lino</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>Picked one thumbnail</li> <li>Students know what sketch they are going to use as their final design</li> <li>Students have a good idea of how to sketch from looking at artists who sketch</li> <li>sketches to give them an idea</li> <li>Students drew their thumbnail much bigger to fit the size of their lino block</li> </ul>

	<p>transferring their image onto tracing paper</p> <ul style="list-style-type: none"> <li>● <b>Subject knowledge;</b> <ul style="list-style-type: none"> <li>● Looking at how artists sketch their ideas</li> <li>● lightly in pencil</li> <li>● Quick and fast</li> </ul> </li> <li>● <b>AEDP and Artistic Process</b> <ul style="list-style-type: none"> <li>● Texture</li> <li>● Pattern</li> <li>● Rhythm</li> <li>● line</li> </ul> </li> <li>● <b>Support Studies/Contemporary Culture</b> <ul style="list-style-type: none"> <li>● Mixture of artists (sketching) <ul style="list-style-type: none"> <li>→ Edgar Degas</li> <li>→ Rembrandt</li> <li>→ Pablo Picasso</li> <li>→ Vincent Van Gogh</li> </ul> </li> </ul> </li> <li>● <b>Cross-Curricular links; Geography, Wellbeing, SPHE</b> <ul style="list-style-type: none"> <li>→ Tech-graph</li> </ul> </li> <li>● <b>Numeracy</b> <ul style="list-style-type: none"> <li>● composition size/shapes</li> </ul> </li> <li>● <b>Literacy</b> <ul style="list-style-type: none"> <li>→ Taking notes of why they chose</li> </ul> </li> </ul>	<p>and draw it thinking about line, pattern and detail.</p>	
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	<p>the composition they are drawing</p> <p>→ <b>Oracy</b></p> <ul style="list-style-type: none"> <li>Explaining in their groups why they chose their composition.</li> </ul>		
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<b>Post class critical reflection</b>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><b>WWW</b></p> <ul style="list-style-type: none"> <li>The students really enjoyed this task as they focused on one drawing instead and didn't feel the pressure to create multiple of drawings</li> <li>The students worked on pattern to fill up the negative space although there was no pattern in their thumbnails, just to add more to the composition, since it is much bigger than the thumbnail</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>I probably should have been more prepared with the sizing of paper that will suit the lino blocks, instead I gave each of the students an A4 page and I got them to put a lino block on top, draw around the page and cut it out to make the page the same size as the lino block, I then got them to do the same with the tracing paper. I feel at times maybe I should prepare the class before hand but at the same time I want the students to learn how to be independent and become independent thinkers. Thinking outside the box and using their own initiative.</li> </ul>
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<p><b>Lesson No/total in UoL: 5</b>  <b>Duration: 1 hour</b>  <b>Date: 29/03/23</b>  <b>Stage: Transferring image onto tracing paper</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <ul style="list-style-type: none"> <li>● <b>Teaching Methods/strategies</b> <ul style="list-style-type: none"> <li>● Transferring the design into tracing paper</li> <li>● Demo</li> <li>● Placing the tracing paper (drawn side) on top of the lino block</li> <li>● Using a coloured pen to draw on top of the tracing paper over the block</li> </ul> </li> <li>● <b>Subject knowledge;</b> <ul style="list-style-type: none"> <li>● Understanding that the drawing is in reverse at the minute on the block but when printed it will look like the original image</li> <li>● Drawing on top of the smooth side of the block (V. Important)</li> </ul> </li> <li>● <b>AEDP and Artistic Process</b> <ul style="list-style-type: none"> <li>● Texture</li> <li>● Pattern</li> <li>● Rhythm</li> <li>● line</li> </ul> </li> <li>● <b>Support Studies/Contemporary Culture</b></li> </ul>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>● <b>Students should know</b> the reason why we are transferring our image onto tracing paper</li> <li>● <b>Students should understand</b> <ul style="list-style-type: none"> <li>→ why we use a different coloured pen to go over what we drew on the flipped side of the paper when over the block</li> <li>→ Why the image is in reverse on the lino block but when we print it, it will go back to the original image</li> </ul> </li> <li>● <b>Students should be able to</b> <ul style="list-style-type: none"> <li>→ transfer their final design onto tracing paper</li> <li>→ leave the tracing paper drawn side flipped on top of the block</li> <li>→ Use a coloured pen to reveal the design on the block</li> </ul> </li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>● Students have transferred their final design onto tracing paper using pencil</li> <li>● Students used a coloured pen to go over what they traced onto of the lino block</li> <li>● All students should have their reversed image filled on their lino blocks</li> </ul>
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	<p>Frances Gearhart</p> <ul style="list-style-type: none"> <li>● <b>Cross-Curricular links; Geography, Wellbeing, SPHE</b></li> </ul> <p>→ Technology</p> <p><b>Numeracy</b> getting the right proportion of their tracing paper sketch into their lino block</p> <p><b>Literacy</b> writing down their steps from this lesson into their sketchbooks</p> <p><b>Oracy</b> Being able to talk about how they transferred their image into their lino blocks</p>		
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<b>Post class critical reflection</b>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><b>WWW</b></p> <ul style="list-style-type: none"> <li>● I was able to give the students who were missing during the last class, the next step they need to do, therefore all of the students were busy</li> <li>● I went over to each student one to one to make sure that they are all on the right track, I gave each of the students ways to reveal their drawing on their lino block, drawing a lot harder onto the tracing paper side when on top of the lino.</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>● I feel at times, what I am saying to each student is very repetitive, I've to repeat myself multiple times as the students are all at different stages as some groups were away hiking yesterday, and others were absent, I can rarely teach all students the one step at the same time. This can be tiring, I feel like I nearly have to put half the class on pause until the rest of the class have caught up, some are fast workers and then there are some students who are very slow.</li> </ul>
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Lesson No/total in UoL: 6

Duration:

Date: 18/04/23

Stage:

### Teaching & Learning Content

- Composition
- Go over our composition before we start into the lino process
- Discuss
  - Middleground
  - Foreground
  - Background
- Rule of thirds
- Golden ratio
- Peer Evaluation
- Take pictures using their phone using the rule of thirds camera tool of their still life
- Design a final outcome using the rule of thirds
- **AEDP**- line, texture, proportion, composition
- **Support Study**- Pablo Picasso, Andrew Wyeth, Leonardo Da Vinci
- **Oracy** Get the students to talk about their current composition to their peers and see what they can do to make it ready for lino
- **Numeracy** Using the rule of thirds and the golden ratio to make their final

### Learning Intentions

- **Students should know** what the rule of thirds and the golden ratio is when it comes to composition looking at artists such as Leonardo Da Vinci.
- **Students should understand** why they need to rearrange their current design to make it look much more interesting using the golden ratio and the rule of thirds.
- **Students should be able to** use the rule of thirds and the golden ratio using their phones taking snaps of their still life and recreate a final design for their lino

### Success criteria

- Students used the rule of thirds tool on their phone
- Took pictures of their still life using the rule of thirds tool
- Understood why we are using the rule of thirds
- Have an idea of how they can apply the rule of thirds like Andrew Wyeth
- Students gave each other feedback on their current final design and give reasons why they should make a new design
- Students have a final design ready for lino cutting

	<p>design a much better composition</p> <ul style="list-style-type: none"> <li>● <b>Literacy</b> writing down in their notebooks why they decided to change up their composition to prepare it as a final design</li> </ul>		
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<b>Post class critical reflection</b>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><b>WWW</b></p> <ul style="list-style-type: none"> <li>● The class had a much better idea of what their lino composition should look like from looking at some of my lino techniques that they can incorporate into their final design</li> <li>● Most of the class got to complete their final design which means that I can start the next step of the process with the whole class as they will all be at the same step.</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>● Some of the class finished their final composition too fast and I couldn't tell them to start cutting into the lino just yet as I want that to be a separate lesson so I had to then try and think of work that they can do on the spot, so I got them to take note of the steps we did to get this far in their notebooks.</li> <li>● I should probably get some of the students to work into their workbooks while I am trying to get the rest of the group to catch up.</li> </ul>
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<p><b>Lesson No/total in UoL: 7</b>  <b>Duration: 1 hour</b>  <b>Date: 19/04/23</b>  <b>Stage: Lino Techniques</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <ul style="list-style-type: none"> <li>● <b>Teaching Methods/strategies</b> <ul style="list-style-type: none"> <li>● Introduce Lino techniques</li> <li>● Positive and Negative space</li> <li>● Health and Safety when using lino</li> <li>● Discuss the different sized lino cutters and when to use them</li> <li>● Demo on cutting lino</li> <li>● Flip the lino block the other side</li> </ul> </li> <li>● <b>Subject knowledge;</b> <ul style="list-style-type: none"> <li>● History behind lino</li> <li>● Frederick Walton</li> <li>● Used to be used for wallpaper</li> </ul> </li> <li>● <b>AEDP and Artistic Process</b> <ul style="list-style-type: none"> <li>● Texture</li> <li>● Pattern</li> <li>● Rhythm</li> <li>● Colour</li> <li>● Symmetry</li> <li>● line</li> </ul> </li> </ul>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>● <b>Students should know</b> how lino began and how to be safe when cutting lino</li> <li>● <b>Students should understand</b> what positive and negative space is when cutting lino</li> <li>● <b>Students should be able to</b> use the lino techniques that we learned today in class and have their lino cut by the end of class</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>● Students have their lino cut and prepared for inking during their next class</li> <li>● Understood what positive and negative space is</li> <li>● Understood the importance of health and safety when using lino</li> <li>● Students used the lino techniques shown</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Support Studies/Contemporary Culture</b></li> </ul> <p>Edward Bawden</p> <ul style="list-style-type: none"> <li>• <b>Cross-Curricular links; Geography, Wellbeing, SPHE</b></li> </ul> <p>→ History</p> <p><b>Numeracy</b> The scale and proportion of their cutting techniques</p> <p><b>Literacy-</b> writing down the name of the lino techniques they used in their notebooks</p> <p><b>Oracy-</b> Talk about which of the lino techniques they enjoy using</p>		
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<b>Post class critical reflection</b>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><b>WWW</b></p> <ul style="list-style-type: none"> <li>• I demonstrated health and safety, while using the visualiser to get the students to know how they should cut into lino, students repeated after me “always cut away from your hands”.</li> <li>• I wanted to give the students time to cut, I didn’t want to rush them into any printing today, just focus on the lino techniques and patterns</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>• When I was demonstrating how to cut into lino I used a very small nozzle, this made it harder for me to make a cut, it felt a little embarrassing in front of the first years when I couldn’t cut properly, I’ll make sure to have all nozzles beside me so that the students have a better understanding that you can change them.</li> <li>• A lot of the first years found it hard to cut into the lino because their nozzles were very small, so I had to go looking through my box of cutters to find a suitable nozzle (2) in particular made a good cut.</li> </ul>
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<p><b>Lesson No/total in UoL: 8</b>  <b>Duration: 1 hour</b>  <b>Date: 21/04/23</b>  <b>Stage: Inking</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <ul style="list-style-type: none"> <li>● <b>Teaching Methods/strategies</b> <ul style="list-style-type: none"> <li>● Inking based on their lino techniques</li> <li>● Demo on how to ink</li> <li>● Rolling</li> <li>● pressing into the block using your hands</li> <li>● making a clean print</li> <li>● Rubbing the block</li> </ul> </li> <li>● <b>Subject knowledge;</b> <ol style="list-style-type: none"> <li>1. Vienna is the first country to use lino as art</li> <li>2. Relief print</li> <li>3. Used for flooring</li> </ol> </li> <li>● <b>AEDP and Artistic Process</b> <ul style="list-style-type: none"> <li>● Texture</li> <li>● Pattern</li> <li>● Rhythm</li> <li>● Colour</li> <li>● Symmetry</li> <li>● line</li> </ul> </li> </ul>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>● <b>Students should know</b> what a relief print is, lino is a relief print</li> <li>● <b>Students should understand</b> how to make a clean print using the tips given</li> <li>● <b>Students should be able to</b> make a series of clean prints using the techniques and tips I've taught.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>● Students have their lino cut from the last lesson</li> <li>● Students have a series of prints completed by the end of class</li> <li>● Know what a relief print is</li> <li>● Understand how to make a clean print, using a roller, wooden spoon</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Support Studies/Contemporary Culture</b></li> </ul> <p>Richard Fowler</p> <ul style="list-style-type: none"> <li>• <b>Cross-Curricular links; History</b></li> </ul> <ul style="list-style-type: none"> <li>→ <b>Oracy</b> - Students get to discuss how they are finding the process of inking and ask questions</li> <li>→ <b>Numeracy</b> The amount of ink they apply to their palette before rolling</li> <li>→ <b>Literacy</b> Students will write down their inking methods in their notebooks</li> </ul> <p><b>Evaluation-</b> Students will pick out the AEDP that I mention, and I will get them to pick which print is obvious to the AEDP I mention and explain why</p>		
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<b>Post class critical reflection</b>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions WWW</b></p> <ul style="list-style-type: none"> <li>• I was happy with the demo, since the visualiser wouldn't work because the computer wouldn't start, I had to get all the students to gather around beside me so that they can all see what I am doing</li> <li>• I asked the students plenty of questions such as what am I printing the colour onto, the part that I haven't cut into which is? I was happy when a student said 'positive space'.</li> <li>• I had a poster stuck to the board of my prints based on practice rounds to give students an idea of what their print will look like when they have finished printing. This poster also emphasises positive and negative space</li> </ul>
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	<ul style="list-style-type: none"> <li>I felt really good about myself when some of the students expressed how much they enjoyed the class saying “I love this!!”.</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>I should have printed Richard Fowlers lino examples to show the students as the projector computer wasn't working and I didnt get to show them an artist. Next time I will show him to the class</li> </ul>
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<p><b>Lesson No/total in UoL: 9</b>  <b>Duration: 1 hour</b>  <b>Date: 25/04/23</b>  <b>Stage:</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <ul style="list-style-type: none"> <li>Print a second colour</li> <li>Reduction linocut print</li> <li>Start cutting out on your lino what you want to stay the original colour from the last lesson</li> <li>Do a demo on cutting out</li> <li>Do a demo on second colour printing</li> <li>Health and safety on cutting, blades, cut away from your hand</li> <li>Postive and Negative space</li> <li><b>AEDP-</b> Pattern, lino, shape, colour, texture</li> <li><b>Support Study-</b> Michelle Hughes, Richard Fowler</li> <li><b>Oracy-</b> Get the students to answer my questions and leave gaps in my sentences for them to answer</li> <li><b>Numeracy</b> This time the students will be cutting</li> </ul>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li><b>Students will know</b> what a reduction linocut print is</li> <li><b>Students will understand</b> how to put a second colour on their print using the reduction process referencing the work by artist Michelle Hughes, while focusing on positive and negative space</li> <li><b>Students will be able to</b> put a second colour on their print by cutting part of their lino block depending on the pattern.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>Students have a second coloured print</li> <li>Students cut into their block for the second time</li> <li>Students have been conscious about what they are cutting thinking about the positive and negative space</li> <li>Students cut away from their hands thinking about health and safety</li> <li>Used Michelle Hughes work as a reference</li> </ul>
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	<p>for a second time so they need to think about the amount they are going to cut off, being weary that they dont cut too much off the lino</p> <ul style="list-style-type: none"> <li>• <b>Literacy</b> When the students are finished they can start writing down the process in their sketchbooks</li> </ul>		
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<b>Post class critical reflection</b>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><b>WWW</b></p> <ul style="list-style-type: none"> <li>• I was happy how I asked the students when they were up at the table where I was demonstrating, how to go about health and safety when cutting</li> <li>• I asked the students about positive and negative space when I starting cutting into the blocks to see if they still remember</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>• When I was demonstrating I ended up using orange paint to ink up with, this colour didn't match with the original navy colour, so I felt embarrassed when some of the students started commenting in front of me about how the colours dont match, next I will be wiser and use a much better colour that matches the colour on the previous print.</li> </ul>
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<p><b>Lesson No/total in UoL: 10</b>  <b>Duration: 1 hour</b>  <b>Date: 26/04/23</b>  <b>Stage:</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <ul style="list-style-type: none"> <li>● <b>Teaching Methods/strategies</b> <ul style="list-style-type: none"> <li>● Using lino techniques to give an idea of what they could look like in print</li> <li>● Start cutting into their final design in their lino blocks</li> </ul> </li> <li>● <b>Subject knowledge;</b> <ul style="list-style-type: none"> <li>● Looking back on the lino techniques to recreate their bigger thumbnail into the print</li> </ul> </li> <li>● <b>AEDP and Artistic Process</b> <ul style="list-style-type: none"> <li>● Texture</li> <li>● Pattern</li> <li>● Rhythm</li> <li>● line</li> </ul> </li> <li>● <b>Support Studies/Contemporary Culture</b>   Claude Flight</li> <li>● <b>Cross-Curricular links;</b>  Wellbeing</li> <li>→ <b>Numeracy</b> The sizing and proportion of their different lino techniques incorporated into their</li> </ul>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>● <b>Students should know</b> why they have chosen their final design, noting the AEDP in it</li> <li>● <b>Students should understand</b> and identify with Claude Flight work that AEDP is visible and what lino techniques they will put into it when cutting</li> <li>● <b>Students should be able to,</b> incorporating AEDP and the lino techniques (imitations) into their lino block when cutting their final design.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>● Students are able to pick out what kind of AEDP is in their final design</li> <li>● Incorporated lino techniques (imitations) to see the possibilities when it comes to cutting the lino into their final design</li> <li>● Got ideas from Claude Flight's work and incorporated it into their work</li> </ul>
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	<p>final design</p> <p>→ <b>Oracy</b> Discussing what techniques they are going to use for the final design discussing AEDP</p> <p>→ <b>Literacy</b> Writing the AEDP they are using in their lino in their notebooks</p>		
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<b>Post class critical reflection</b>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><b>WWW</b></p> <ul style="list-style-type: none"> <li>• I went through the stages on the board of where everyone should be at, this gave the students a good idea of what stage they are on. Some students were at the stage (cutting into their final lino block) and some were behind.</li> <li>• I had up on the board examples of lino techniques and the what positive and negative space are to remind students of what they are doing.</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>• When I asked all the students if they had a lino block each, not all of the students had one so I had to route for more to give them, then when I asked if they had their final designs, some of them either couldn't find theirs or they didn't have one. This was a waste of my time looking, I should have knew they had a reason for not being given one in the first place. I should have asked why did you think you didn't have one.</li> </ul>
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<p>Lesson No/total in UoL: 11 Duration: 1 hour Date: 28/04/23 Stage: Lino cutting + printing</p>	<p><b>Teaching &amp; Learning Content</b></p> <ul style="list-style-type: none"> <li>● <b>Teaching Methods/strategies</b> <ul style="list-style-type: none"> <li>● Emphasising Positive and Negative space</li> <li>● Going back on the lino techniques we learned before</li> <li>● Continue cutting into the lino using the lino techniques</li> <li>● <b>Only if students have finished cutting they can move onto printing</b></li> <li>● Inking based on their lino techniques</li> <li>● Demo on how to ink</li> <li>● Rolling</li> <li>● pressing into the block using your hands</li> <li>● making a clean print</li> <li>● Rubbing the block</li> </ul> </li> <li>● <b>Subject knowledge;</b> <ul style="list-style-type: none"> <li>● Understanding <ul style="list-style-type: none"> <li>→ positive space</li> <li>→ negative space</li> </ul> </li> <li>● What they want to leave in colour-positive space</li> <li>● white-negative space</li> </ul> </li> <li>● <b>AEDP and Artistic Process</b> <ul style="list-style-type: none"> <li>● Texture</li> <li>● Pattern</li> </ul> </li> </ul>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>● Students should know the difference between positive and negative space</li> <li>● Students should understand when they are cutting <ul style="list-style-type: none"> <li>→ negative space is white (removing)</li> <li>→ Positive space is the black space (coloured) remains on the lino/hasn't been cut</li> <li>→ Whatever is drawn onto the block must be left on (positive Space)</li> <li>→ Whats left white must be removed/cut out (negative space)</li> </ul> </li> <li>● Students should be able to cut into the lino block using the techniques they have learned in previous lessons and start their first print</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>● Students are already in the middle of cutting into their lino blocks</li> <li>● Know the difference between positive and negative space</li> <li>● Students cut away all the negative space using the lino techniques</li> <li>● Some students who have finished cutting started their first print</li> </ul>
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	<ul style="list-style-type: none"> <li>● Rhythm</li> <li>● line</li> <li>● colour</li> </ul> <p>● <b>Support Studies/Contemporary Culture</b></p> <p>William Rice</p> <p>● <b>Cross-Curricular links; Geography, Wellbeing, SPHE</b></p> <p>→ Technology</p> <p>● <b>Numeracy</b> The scale and proportion 60% positive 40% negative.</p> <ul style="list-style-type: none"> <li>● <b>Literacy</b> Writing the steps they have taken in their notebooks relating to cutting</li> <li>● <b>Oracy</b> Discussing amongst themselves the parts they want to leave in colour and what they want left white and helping each other out, giving tips</li> </ul>		
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<b>Post class critical reflection</b>	<b>What went well and why and even better if.... E.g.: In relation to learning intentions WWW</b>
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	<ul style="list-style-type: none"> <li>• The students who had finished their first cut on their lino blocks, got to start printing, so I set up a work station for the few students who were at the printing stage, then I gave those students a mini demo while the rest of the class remained cutting into their blocks.</li> <li>• I made sure that the whole class were all doing something, whether it was printing, tracing their image or transferring their image onto their lino block.</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>• I find some of the students will just sit down with their folder in front of them and wont know that they have to continue on until they are given instructions, this can be very tiring for me having to go to each of them telling them exactly what they should do, they should know to do it. I think I should at this stage tell the students next class, or even make a point/lesson during the next class that they need to think for themselves and know that they should always continue on from where they were at from their previous lesson</li> </ul>
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<p><b>Lesson No/total in UoL: 12</b>  <b>Duration: 1 hour</b>  <b>Date: 2nd May 23</b>  <b>Stage:</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <ul style="list-style-type: none"> <li>• All students are at different stages</li> <li>→ Some students are still on their first cut</li> <li>→ At their first print</li> <li>→ Cutting for the second time</li> <li>→ Printing over their first print</li> <li>• Negative and positive space</li> <li>• Start printing the lino</li> <li>• Inking</li> <li>• Choose your ink</li> <li>• Squeeze ink onto tray</li> <li>• Using rollers</li> <li>• Sticky sound-start rolling the ink</li> </ul>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>→ <b>Students should know</b> what colour ink they want to use for inking and consider mixing colours</li> <li>→ <b>Students should be able to</b> start rolling ink onto their lino blocks making a variety of prints</li> <li>→ <b>Students should understand</b> that they need to squeeze a small amount of ink onto a tray and keep rolling the ink until they hear a sticky sound and only roll ink onto the block in one direction to get an even print</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• Students chose what colour ink they will print with</li> <li>• Some students printed onto their first print bringing out 2 colours</li> <li>• Some students should be starting their reduction print</li> <li>• Students wait to roll ink onto their lino block until they heard a 'sticky' sound</li> <li>• Students rolled ink in one direction onto block</li> <li>• Students have already attempted to make a clean print using a rough sheet of paper first using the steps</li> </ul>
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	<ul style="list-style-type: none"> <li>● Roll in one direction only</li> <li>● Placing paper over the lino block</li> <li>● Smooth with hand and then use a spoon</li> <li>● Circular motion</li> <li>● <b>AEDP</b> line, colour, texture, pattern, space</li> <li>● <b>Artist-</b> Leopoldo Mendez</li> <li>● <b>Cross-curricular links-</b> woodwork, history</li> <li>● <b>Oracy</b> Let the students tell me what step they are going onto next and explain why</li> <li>● <b>Numeracy</b> Pressing onto the block in circular motion using a spoon</li> <li>● <b>Literacy</b> Writing down the inking process in their sketchbooks so that they can look back on their steps</li> </ul>		
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<b>Post class critical reflection</b>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><b>WWW</b></p> <ul style="list-style-type: none"> <li>● I was happy with how the class was very busy, I made sure that everyone was working. If there were any students who were finished, I put up the slide of Leopoldo Mendez's work and I wrote down some AEDP for the students to look out for and write about it in their notebooks</li> <li>● I emphasised how important the printing stage is, to get it right and make the time to press into the block for a good result</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>● The cutting tools were at my desk, a few students started coming up to change their blades, I should have told them from the start, if they want a new blade, ask me first as it is a health hazard, I will know for next time, they must ask me first.</li> </ul>
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<p><b>Lesson No/total in UoL: 13</b>  <b>Duration: 1 hour</b>  <b>Date: 3/05/23</b>  <b>Stage:</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <ul style="list-style-type: none"> <li>• All students are at different stages</li> <li>→ Some students are still on their first cut</li> <li>→ At their first print</li> <li>→ Cutting for the second time</li> <li>→ Printing over their first print</li> <li>• Negative and positive space</li> <li>• If the result of the print doesn't work out, students can re-cut to make it work out better when they go to repeat the print</li> <li>• <b>AEDP</b> line, colour, texture, pattern, space</li> <li>• <b>Support Study</b> Elizabeth Calett</li> <li>• <b>Oracy</b> Students will discuss Elizabeth Calette's prints comparing the similarities towards Leopoldo Mendez work</li> <li>• <b>Numeracy</b> Students will be looking at their first print and will work out what space they are going to use to cut out more from their block</li> <li>• <b>Literacy</b> Students will write down these</li> </ul>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>• <b>Students will know</b> from looking at their first print (Colour) what should stay the original colour and what should be cut out revealing the second colour..</li> <li>• <b>Students will be able to</b> continue what they were at last, whether its cutting or printing</li> <li>• <b>Students will understand</b> how the second colour is applied to the original print due to the reduction print from looking at Calett's 'Sharecropper' black and white cut to the coloured cut.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• Students continued on with what they were doing the last day (shows initiative )</li> <li>• All students have</li> <li>→ Their second cut complete</li> <li>→ Print on top of their original print</li> <li>→ Have a clean print due to re-cutting the block again</li> <li>• Taken inspiration from Calette and use some of her pattern and line in their work when cutting for the second time</li> </ul>
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	similarities in their notebooks, write down what the work is about		
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Post class critical reflection	<p><b>What went well and why and even better if... E.g.: In relation to learning intentions</b></p> <p><b>WWW</b></p> <ul style="list-style-type: none"> <li>• This time I see a huge improvement in the printing process since I really emphasised it, students know from the last time that they need to press down on their blocks a lot harder, standing up rather than sitting down in order to make a clean print</li> <li>• Having a picture of my patterns on the projector is a great way for the students to create patterns and texture, I also noticed since I showed and discussed Calettes work, some of the students incorporated her style into their own which is really nice to see</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>• I should have probably emphasised balance into this lesson as a student told me that he was finished cutting and when I went up to see, I told him he was not, that there's no sense of balance in his work, one side had much more negative space than the other.</li> <li>• I tend to think that most of the students have a good sense of what the perfect design should look like from all the lino artists I've shown them at this stage but I still think I need to emphasise with them what success looks like</li> </ul>
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<p><b>Lesson No/total in UoL: 14</b>  <b>Duration: 1 hour</b>  <b>Date: 5/05/23</b>  <b>Stage:</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <ul style="list-style-type: none"> <li>• Students will continue on their second cut</li> <li>• Printing after their second cut</li> <li>• Making a few prints with their their print before printing directly on top of their original print</li> <li>• Re-emphasising how important it is to press down really hard before taking the page off the inked block</li> <li>• If students cannot see their design they may need to cut into their block a bit deeper next time</li> <li>• Evaluating the whole time, where they are going wrong and what they can do to make it work better the next time</li> </ul> <p><b>AEDP-</b> Shape, colour, pattern, Rhythm, scale, proportion, balance</p> <p><b>Support Artist-</b> Lill Tschudi</p> <p><b>Oracy-</b> Students will discuss how they need to improve on their second cut, if they were not impressed with their print and what they could possibly do to make it work out better.</p> <p><b>Numeracy</b> When cutting, students will work on how much</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>• <b>Students should know</b> that the second cut will show up the previous colour when printing directly onto their original print from the first cut</li> <li>• <b>Students should understand</b> that for a successful print they need to spend time pressing onto their block and rolling to ensure all areas are covered for a clean cut</li> <li>• <b>Students will be able to</b> make a print using two colours by cutting and printing for the second time, thinking carefully about the colour they choose for the second print to bring out their original colour.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• Students have a clean print by the end of this session based on the emphasis of printing harder onto the block</li> <li>• I should see the two colours pop out at me</li> <li>• I should be able to see their design on the print</li> <li>• Students who finished their print have evaluated at least 2 of 3 of Lill Tschudi's work looking into the AEDP in her work giving detailed explanations</li> </ul>
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	<p>they want to cut, thinking about their timing too, figuring out what size tool they should use so that they can spend less time cutting</p> <p><b>Literacy</b> When students are finished printing they can look up at the board at lino artist Lill Tschudi, I will put up a list of AEDP that they will write up about 3 of her pieces.</p>		
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<b>Post class critical reflection</b>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><b>WWW</b></p> <ul style="list-style-type: none"> <li>• I had a system in place for the students who were printing, inking on one side of the table and printing on the other side, I had a waiting list for the students who were ready to start printing, I couldn't have too many inking at the one time, I felt I had good control in the classroom.</li> <li>• Before students started to print I looked at their block and I knew if some of them needed to add more to it or cut deeper, otherwise it would be a waste of time for the students.</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>• I should have printed off worksheets for the students who were finished rather than getting them to write their own notes based on the artist and their AEDP. As it was hard to get every students attention to the board. I still think I need to work harder on projecting my voice as its just had to get the full classes attention, When it comes to following my directions verbally, the students are easily distracted by each other's company</li> </ul>
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<p><b>Lesson No/total in UoL: 15</b>  <b>Duration: 1 hour</b>  <b>Date: 10/May/23</b>  <b>Stage:</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <ul style="list-style-type: none"> <li>● Finishing the second print</li> <li>● If students are already finished, making a border for their best print</li> <li>● Picking the right coloured paper to bring out the best in your lino block</li> <li>● Colour theory (primary, secondary, tertiary).</li> <li>● Positive and negative space</li> <li>● Health and safety when re-cutting</li> <li>● <b>AEDP</b></li> <li>● <b>Support Study</b> Mark Herald</li> <li>● <b>Oracy</b> getting the students to discuss what colour border they will use in the background of their best lino print</li> <li>● <b>Numeracy</b> The students will use a ruler to measure how much they will cut into coloured paper to fit around the print for proportion.</li> <li>● <b>Literacy</b> Students will write down their colour scheme when making their borders for their lino prints.</li> <li>● <b>Assessment-</b> Get all of the students to place their lino prints on one of</li> </ul>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>● <b>Students should know</b> how to get the right border by looking at their coloured composition (lino print).</li> <li>● <b>Students should understand</b> colour theory when it comes to choosing coloured frame that will make their artwork pop out, looking at the colour wheel and seeing what colours are opposite to each other.</li> <li>● <b>Students should be able to</b> finish their second print and then choose based on the colour wheel, what colours they have chosen from their best print and match it up with coloured paper to make the frame</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>● Most students have finished their second print</li> <li>● Students were be able to tell me what primary and secondary colours are</li> <li>● Most students should have chosen a coloured frame that will make their print stand out</li> <li>● Students could spot out the different kinds of AEDP in their peers work and explain</li> </ul>
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	the tables and ask each of the students what AEDP they see and explain. What worked well and what didn't.		
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<b>Post class critical reflection</b>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><b>WWW</b></p> <ul style="list-style-type: none"> <li>At the end of the end of the session I was able to bring all the students together to look at everyone's prints, I asked them about what AEDP could they see, what do you think went well, what didn't and what they could do coming forward, this will give all the students a guide as to how they might improve next time.</li> <li>Recapping on colour theory for the border/frame part of the class was a great way to figure out who already knows what primary and secondary colours are.</li> </ul> <p><b>EBI</b></p> <ul style="list-style-type: none"> <li>Sometimes I feel when I'm not standing next to the students while they are printing, they are unsure of what they are doing at times and end up not printing correctly etc. I feel the students are too dependent on me to help them at every single stage. This kind of thing happened during the class and maybe I need to have a video of me printing on repeat on the board so that the students are clear as to what they have to do.</li> </ul>
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<p><b>Lesson No/total in UoL: 16</b></p> <p><b>Duration: 1 hour</b></p> <p><b>Date: 12/May/2023</b></p> <p><b>Stage:</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <ul style="list-style-type: none"> <li>Picking the right coloured paper to bring out the best in your lino block</li> <li>Recap over colour theory (primary, secondary, tertiary).</li> <li>Evaluation worksheets</li> <li>Making the frame (border)</li> <li>completing the lino in a frame</li> </ul> <p><b>Support Study</b> Kat Flint</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li><b>Students should know</b> what primary, secondary and tertiary colours are</li> <li><b>Students should understand</b> that they need to add balance and make their print stand out by using a border to express the colours</li> <li><b>Students should be able to</b> finish making their border for their print and then fill in my evaluation worksheets so that I know how much they understand</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>Students have all chose an appropriate colour for their lino print that will bring out the colours in their print</li> <li>The border is neatly laid under the print</li> <li>Students could explain to me what they think is going on in Kat Flint's prints</li> <li>All students completed my evaluation with valid explanations</li> </ul>
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	<p><b>AEDP</b> Colour, shape, proportion, balance</p> <p><b>Oracy</b> I am going to see if any of the students can remember what the primary, secondary and tertiary colours are</p> <p><b>Numeracy</b> Students will use their rulers to measure and cut their frames to make their lino print fit accurately on the frame</p> <p><b>Literacy</b> I will give each student an evaluation worksheet to see what/if the students liked/disliked/know/understood this lino project.</p> <p><b>Assessment</b> part of the evaluation process- giving each student a worksheet to see how much they know about the different stages we went through and important parts of the process.</p>		
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<b>Post class critical reflection</b>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><b>WWW</b></p> <ul style="list-style-type: none"> <li>• The colours of the students prints stood out very well against the colour of their border due to my lesson based around colour theory</li> <li>• The student evaluation sheet was a great way for me to know what the students understood during this project. It will give me some pointers for next time</li> <li>• Overall, I was very impressed by the work that the students put into this UOL, although it was a long running one, most of the students used their enthusiasm and got plenty out of this project</li> <li>• I felt I thought the students skills for life, learning crafty skills such as lino will stand to them throughout the years if they decide to keep on art as a subject</li> </ul> <p><b>EBI</b></p>
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|  | <ul style="list-style-type: none"><li>• I wish I had a guillotine in the class to cut out the paper as the students frames didn't turn out too straight after the used a ruler and scissors surprisingly, not all the students frames are straight and it is quite obvious from looking that the did not follow the line when they went to cut the paper</li></ul> |
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