

Class Name:
Year group: First Year
Total No of lessons in UoL: 6

Theme: Good Health & Wellbeing
Scenario: Working from primary sources

Learners' profiles

Entering characteristics; SEND/AEN (Differentiation / streamed or mixed ability/ include previous knowledge)

3x Autism
1x Oppositional Defiant Disorder
1x English Language Learner
1x weak, finds following instructions difficult.

Managing behaviours

managing behaviours Issues/ Strategies/ link to School policies

Managing Behaviours: Issues/Strategies

- Include teaching activity that appeals to the different types of learning in the classroom - kinesthetic, visual, auditory and reading/writing.
- Incorporate students in practical demonstration and teaching activities.(non covid)
- Distribution and allocation of tasks to students.
- Follow school discipline guidelines as stated in the school journal.
 - Give students a warning first if they are misbehaving. Then they get a Care Slip note which they must bring down to their care room. On the slip outline issue.
- Reward system for positive and negative behaviours.
- Stay with the seating plan.
- Role call.
- Journal on the desk, Art packs and sketch pads must be present at all classes.
- Certain students cannot be paired together for pair or group work.
- Teachers lead student entry and exit. - quietly enter the classroom, sanitise hands before entering and entering when asked.
- Ritual Activities that relate to the lesson for students who need a break from lesson activity.

School Strategies and Policies:

Health and Safety:

- All school bags to be placed in one corner of the art room.
- Keep the room ventilated.
- Make sure no leads are crossing paths that could cause an accident.
- Ensure hand sanitizer and wipes are at each desk.
- Supply each student with their own folder and own supply pocket. This prevents risk of infection due to sharing materials.
- Have workspaces spread apart.
- Pre-assigned seating so students are not moving each lesson.

Aim of Unit of Learning (previously called scheme):

Use Mixed media and collage to explore the theme 'Wellbeing', focussing on the AEDP of colour, line, tone, and unity to create a mixed media painting.

Theme: Good health & being well

- Processes/Techniques: Drawing, Collage, Transfer print, Stencil making, Painting, Colour Theory, Layering
- Materials: Magazines, Variety of surfaces
- aedp : line, colour, contrast, tone , texture , harmony
- outcome: Mixed media painting

Learning outcomes for unit of learning

- 1.1 Analyse their work, or that of another, using appropriate vocabulary and knowledge
- 1.6 Use drawings to communicate their personal outlook or understanding
- 1.7 examine the method of a number of artists and the artwork they created
- 1.12 apply their understanding of the art elements and design principles to make an artwork.
- 1.14 use media to create their own artwork

Learning Layers

AEDP

Artistic Processes - Continuous line , Painting,

Differentiation

SEN/AEN (Differentiation)

Read IEPs & Psycho-educational Reports,
Advice from Resource teacher (NCSE resources)

SEN:

- Different work stations to facilitate pupils working at different rates or different needs.
- Think/pair/share - pairing pupils who are shown demonstrations to ones have not.
- Varied teaching methodologies for students with general learning difficulties.
- Variety of ways for assessing students with general learning difficulties.
- Higher and lower order questioning. (Bloom's Taxonomy)
- Extra help given to students who need it.
- Glossary of terms/Keywords sheet
- Active learning/tasks
- Notes and further resources, step-by-step handouts Choice of higher or ordinary question
- Extending and/or enriching some of the topics for exceptionally able students.
- Dedicate time in the introduction and Powerpoint to give a clear outline of the lesson lineup for the day. This will in particular benefit students with ASD who like clear structure, routine and timetabling to their day.
- Time Allocation and Success Criteria clearly outlined for all students to support with organisational skills, time management and personal effectiveness. In particular will support students with ASD giving them a clear outline of what the expectation for the task is.
- Key words highlighted and in bold for students with dyslexia.
- Use of colour and imagery throughout the presentation to visually excite learners.
- New word (Good Health and Wellbeing) from the Sustainable development plan explained in simple language and brought up multiple times to ensure students understand it
- List of resources which outlines the various types of support they can get in the classroom. Allows any student struggling to communicate with the teacher/ SNA in a way that is comfortable for them, or perhaps means they can continue to work independently on their own.
- 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.
- Clear, concise demonstration which students see step by step.
- 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.

Dyslexia:

- Dyslexia x2: Print A3 notes, Dyslexia font.
- Differentiated PowerPoint to use a larger font.
- Notes each lesson Active learning tasks
- Fact sheet with explanations and illustrations.
- audio recordings of tasks

Autism:

- Softer/flexible materials (easier to bend and manoeuvre)
- Quiet Zone - Identify sensory/literacy issues and resource appropriately
- Fact sheet with explanations and illustrations.
- Glossary of terms/Keywords sheet
- Notes and further resources, step-by-step handouts
- Choice of higher or ordinary question
- Active learning/tasks

ADHD

- Teacher attention and praise for positive behaviour.
- Ignore minor non-disruptive and attention-seeking behaviour
- Use incentives and rewards to inspire good behaviour
- A system to respond to misbehaviour
- Seating arrangement and quiet zone

Cross Curricular Links -

- Geography; How does place influence our wellbeing? What environmental factors improve our mental health. Using organic objects as primary sources to link spending time in nature with positive mental health.
- Music; How music and song can be a good way to relax and be creative.
- Sociology; Spending time with people improves our mental health. Being social promotes our wellbeing.
- SPHE; Building relationships and minding ourselves and our wellbeing.
- Physical Education; Getting outdoors and doing physical exercise is good for our health and makes us feel good in ourselves.
- Home Economics; What we eat and our daily routine is important in keeping us well.

Lesson No/total in UoL: 1 Date: Lesson type: (S) or (D)or 1hr Time: Stage:	Learning Content for pupils AEDP: <ul style="list-style-type: none"> • line (continuous line, blind, line) • Shape (using continuous line to look at organic and man made shape) • Space Theme: Good health and wellbeing Process:	Learning Intentions <ul style="list-style-type: none"> • Students should know... what 'Good health and wellbeing' is from the sustainable development plan • Students should understand... the meaning of good health and wellbeing That when doing observational drawings you have to look at the object as much as possible. • Students should be able to... 	Success criteria <ul style="list-style-type: none"> • Demonstrate an awareness for the term 'Good health and wellbeing' through verbal feedback • Engage and participate in group work and class activity. • Draw 2 - 6 observational drawings using line drawings and tonal drawing techniques through using a variety of mediums.
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	<ul style="list-style-type: none"> ● Drawing techniques; <ul style="list-style-type: none"> - Blind - Semi blind - Continuous line - Line ● Brainstorm <p>Support Study:</p> <ul style="list-style-type: none"> ● Primary sources relating to the theme. ● VA on blind drawings ● VA aid on artists exploring line; <ul style="list-style-type: none"> - David Hockney <p>Visual Aids</p> <ul style="list-style-type: none"> ● VA on Line ● Wire sculpture to show line ● PPT Presentation <p>Teaching Strategies</p> <ul style="list-style-type: none"> ● Questioning ● Verbal feedback ● Class activity - brainstorming ● Material research ● Observational drawing 	Use a variety of mediums to create blind, semi-blind and observational line drawings.	
<p>Teaching, Learning and Assessment content and activities (previously lesson plan)</p>	<p>This section should include a detailed plan of the lesson in a sequential manner (not a list):</p> <p>Learning Layer/s:</p> <p>(L)</p> <ul style="list-style-type: none"> ● They will learn keywords regarding the theme and include them in the vasp. ● Drawings are supported by annotations. ● Homework is written into journals. ● Note taking during tasking. ● Writing keywords on sticky notes. <p>(N)</p> <ul style="list-style-type: none"> - Students will be grouped up to make numerous observational drawings of one object chosen by the teacher that relate to ‘Good health and wellbeing’. - Students divide out tasks equally to each group member. 		

(O)

- Discuss and explain the rationale for choosing their objects.
- Working in groups to discuss primary sources.
- Reflecting in a group to discuss the success of the activity.
- Learners ask a range of questions to obtain information.
- Participate in formal class discussions.
- Group discussions and presenting their findings to the class.
- Teacher and student-led questioning.
- Reflections of their drawings and evaluating WWW and EBI.

Wellbeing:

- Being social
- Being positive about learning
- Considering and discussing what factors influence a good mental wellbeing. Thinking about what we can do to improve our own wellbeing.
- What improves our wellbeing? What primary sources can relate to this?

SPHE:

- How can students take their own personal responsibility in improving their own wellbeing? Considering personal responsibility, life skills, etc.

Lesson Plan

Prior to class commencing:

- Ensure the projector is working and turned on.
- Arrange all materials and equipment on each table - this will allow everyone to be focused on the task at hand and not become too distracted by looking for material.
- Review the seating plan and ensure seats and tables are ready for each pupil.
- Have keywords on the board.

Entry System:

- Greet students, take roll and ask students to take out their journals and materials.

8.45 - Teacher and pupil tasks; -5mins

- Introduce the scheme through PP, Lesson 'L1 - Line- Wellbeing'.
- Explain outline for class, classroom rules, Learning Goals, Success Criteria and the key words for the lesson.

Introduction: TA - 3 mins

- TA: Introduce myself to the students. 'My name is Ms. _____ and I am going to be teaching you for the next term. I specialise in Textile Art/ Paint and here is an example of my work. One of my favourite artists is _____. We're going to do a really exciting project this semester so let's get straight into it!'

Body of the Lesson/content:

- **TA; 8.45 - 9.00;**
 - Show pupils' PPT presentation (Single colour backgrounds and Arial font will be used in presentation)

- Overview of today's lesson and expected outcome. Refer to learning intentions/ goals specific to the lesson. Highlight to students that the Learning Goals will be on a VA at the top of the classroom so they can return to them if they need to.
- Introduce the key words and highlight their place on the board.
- Highlight the plan for the class that is at the top of the classroom.

● **SLA; 9.00 -. Exploring theme through Class Discussion;**

- **Theme- PP on theme;** Discuss the theme 'Good health and wellbeing' and show various images relating to the theme
- **SLA:** Ask students to write down key words from the board into their VASP.
- Students will be put into pre-assigned groups.
- Students bring their primary source objects with them. Any students that forget their objects can choose one of the objects that the teacher has brought into the classroom.
- Students allocate a role each in their group. 2x Presenters and 2 writers.
- Students have 2 minutes to discuss their objects and the relevance to the theme. They write down their keywords into the Mind Map in their sketchpad.

● **SLA and TA; 9.10. Visual Aid on observational drawing;**

- Discuss and Define what observational drawings are and show Visual Aid as an example
- Describe how the observational drawings were made by asking students to pick out the materials, images, colours, and mediums that they see
- SLA: *Describe what you see?*
- *Are there any areas that interest you?*
- *What type of paper do you think the artist used?*
- Compare and contrast observational drawings
- Gather students to demonstration table
- Ensure all students can see me



● **TA. Demonstration of blind Continuous line drawing;**

- Demonstrate how observational line drawings were made accompanied by Visual Aid
- Teacher demonstrates how a blind line drawing is made using a pen.

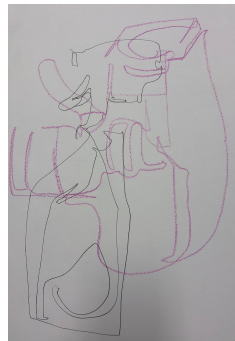
- She flips the page over and draws another line drawing (over the first one) in coloured oil pastel. Teacher reminds students to not look at the page, just focus your eye on the object. Remind them not to be precious about the drawing, don't be afraid to draw over your first drawing.
- Loosen up, get rid of preconceived notions of drawing , think of playing sport; not looking at racket, looking at where you hit it



Line VA

- **9.15 - 9.40. SLA. Observational drawing:**

- Students work on their own observational drawings.
- A timer is put up on the board.
- Students have 2 minutes to complete a blind line drawing. (N)
- Timer set to 3 minutes and medium is changed to oil pastel. Now they can do a semi-blind line drawing. Explain that they can look at the page once or twice.
- One teacher checks the timer and observes the top of the room. Another teacher circulates the room and makes sure students are understanding and completing the activity.



SLA 1. Blind 2. Semi blind Line 3. Line with 2 mediums.

- **New medium is introduced.**

- Ask students to flip their objects around (turn over/ upside down/ open etc)
- Ask them to pick up the pen and marker that are taped together.
- Timer is set to five mins and they can complete a line drawing on coloured paper.

- Teacher reminds them to focus on the line. Remember to keep the pens on the page.
- Circulate the room and make sure everyone is okay.



Final evaluation

- **9.40. TA. Conclusion.**

- Task is complete. Remind students to write the name and date on the bottom corner of all their drawings.
- These can be left in their folders.
- Well done everyone today. I can see you have some really interesting outcomes.
- Can everyone hold up one of their drawings please?
- Have a look at everyone's work.
- Can someone show me an example of when a heavy line is used?
- What do you think was successful about the drawings?

- **Homework.**

- Remember to gather your primary sources or you can leave them here for the week.
- Your homework is to draw 2 - 4 more line drawings using a new medium like charcoal or pencil.
- You can use a timer to help you, and remember to annotate your drawing with the time, type of drawing and art element used.
- I will give you a handout that outlines your homework and recaps what you have done today for revision.
- **Homework:** Gather two primary sources - have a search around the house to see if you can find an object, man made or organic relating to the theme 'Good health and wellbeing'

- **Exit strategy:** Thank students, and tell them you will see them next lesson.

- **Follow on Lesson:** Students will create observational drawings of primary source objects. They will experiment with new mediums and be introduced to collage.

Ritual Activity; Material is wool and thread to continue exploring **line**.

- Using wool and threads to create designs and follow line drawings. Various thread and wool widths are used. VA provided.
- Arranging threads in accordance to width/ touch/ colour.
- Wrapping threads around objects like a continuous line.

(the chosen task can depend on individual student's ability.)

Wellbeing ritual activity;

- Writing down their favourite quote from a movie/ book/ song etc. that makes them feel calm or happy.
- Can write anonymously and add to the 'our favourite things' jar.
- Drawings can accompany the quote.

Evaluation and Assessment Methods

method:

teacher-led

student-led

interactive

First task: peer led questioning (researching and answering the questions on the handout)

Mid lesson evaluation (1): 'Thumbs Up, Thumbs Down' assessment method (assessing pupils' understanding of the definitions, theme, etc.)

Ongoing formative assessment as students work:

- teacher-led questioning (higher and lower order) to assess students' understanding of the theme of wellbeing and the AEDP of Line.
- Observing the use of mediums in their line drawings.

Types of Questions during class:

Formative assessment as the students explore the theme of SDG - Wellbeing

- Give me an example of how to mind our own wellbeing in school?
- Do you agree with that Jack or can you add anything else?
- How would you take time to relax? What activity would you do?
- Where would you go to get outside and get fresh air?
- Have you any ideas on how to make our world a better place?
- Can you think of new ways we could improve wellbeing in our school?
- What is the purpose of wellbeing?
- What do you think we should do to promote good mental health?
- How does this shed light on the concept we have talked about in class ?
- Can you think of a suggestion of how to keep healthy?
- What influenced your thinking?
- What are the values and beliefs you feel or believe about this topic?
- Can you explain more?
- What is the most important idea in today's lesson?

Success criteria:

- Define and discuss Wellbeing and how it is important in school and at home (class discussion)
- Discuss and understand how we choose primary objects that relate to the themes
- Create at least 3 line drawings exploring their primary source using different mediums.
- Be able to reflect on their work and discuss what worked well and what didn't.

Post class reflection	What went well and why and even better if.... In relation to learning intentions WWW- The class was very co-operative Engaged well in class discussion about well-being, interests, sport, videogames and music The whole class engaged in the blind and contour line drawings The class used different mediums to draw, attached two pens together etc The class asked questions when they were not sure EBI- Have spanish keywords for the spanish student Have a printed PP Asked each student their name, name tags If we knew how to use the projector Have less reliance on the digital pp and more on physical VAs Same students asked questions so we could split up the groups to give the quieter students a chance to speak
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Lesson No/total in UoL: 2 Date: 24/03/2022 Lesson type: (S) or (D)or 1hr Time: 8.45 - 9.45 Stage: <u>Ciara Maxwell for Assessment</u>	Learning Content for pupils AEDP: Line, tone, light, texture shape Theme: 'Good health and wellbeing' Process: <ul style="list-style-type: none"> • PPT Presentation • Questioning • Class activity • Feedback • Observational drawing 	Learning Intentions <ul style="list-style-type: none"> • know... <ul style="list-style-type: none"> - What value is and when we might use it • Understand... <ul style="list-style-type: none"> - That value is used to create depth, and can be identified on any 3D object - That all art, from historical to contemporary, can use value to create contrast. • Be able to... 	Success criteria <ul style="list-style-type: none"> • Students can identify areas of light, mid and dark tones on their primary objects. • Engaging and communicating with others while completing group tasks and discussions • Use a pencil and marker to create value, showing contrast between light and dark.
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		<ul style="list-style-type: none"> - Identify light and dark areas in a object - Use blending to create a tonal drawing 	
<p>Teaching, Learning and Assessment content and activities (previously lesson plan)</p>	<p>This section should include a detailed plan of the lesson in a sequential manner (not a list):</p> <p><u>Lesson Plan</u></p> <p>Prior to class commencing:</p> <ul style="list-style-type: none"> ● Seating plan ready to hand. ● Ensure the projector and all necessary technology needed for the lesson is working. ● Drawing materials are laid out on each table; charcoal, willow charcoal, indian ink, paintbrushes and paper. ● Have extra paper on each desk ready to avoid time wasting for students that might have forgotten their notebooks/sketch-pads. <p><u>Entry System</u></p> <ul style="list-style-type: none"> ● Students enter the classroom and are asked to take out their journals, VASP, materials and primary sources. ● Remind students to push their bags under the desk fully to avoid someone tripping over. <p><u>Introduction:</u></p> <ul style="list-style-type: none"> ● Welcome class and take roll. ● <u>TA. 9.10.</u> <ul style="list-style-type: none"> - Recap of last week's lesson. PP recapping keywords, activities and ideas. - I will recap the slide show and discuss what the class is about today and what we wish to accomplish by the end of the class. Teacher - led questioning; (0) - <i>Can anyone explain the theme 'Good health and wellbeing'?</i> - <i>What is one aspect of wellbeing that you think is important?</i> - <i>Can someone name one drawing technique we used?</i> - <i>We were drawing our primary sources. What can drawing by looking at the object be called?</i> ● <u>9.20. SLA. Continuing and developing observational drawing:</u> <ul style="list-style-type: none"> - Reflection; Teacher and student led questioning. <i>Can someone share their drawings? Do you think the acetate works well? How could we make it more interesting? (0)</i> ● <u>SLA: Techniques to create tone/ value.</u> <ul style="list-style-type: none"> - Grey scale; SLA. Group class game. - Introduce Value scale going from 1 -5. - TA - Demonstrate techniques for building tone. Stippling, blending, hatch, cross hatch. 		

- SS- Stippling - Van Gogh, Cross hatch and hatch and blending - Caslin.
- **SS: Joe Caslin Handout.** (L)
- Students use sticky notes to point out areas of value. what would No. 1 be? How would that contrast to no. 5?
- Mention the Large Scale aspect of Caslin's work. Link to the Creative Engagement project that the current TYs are completing in the school. *"Caslin enlarges work onto buildings similar to the mural our TY's have created in the Hallway."*
- *SLA: In groups of 3 discuss Caslin's artwork The Volunteers. Think of our Keywords on your handouts. Also, look at our Art elements that are in the Wordbank. Can you spot any in the artwork?*
- *Each group should have a presenter, writer and time manager.*
- Timer for 7 minutes.
- Ask presenters in each group to explain what they were talking about.
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- **SLA. Tonal Drawing.**
- You can use pencil for this. Remember to keep your Value and Texture handout beside you.
- Tone - 3D effect , applying light and dark to give an overall 3D look.
- Continuously repeat the key words of each drawing exercise eg; tonal drawings (lights,darks,shading,tones) to familiarise and educate the students with exactly what they are doing. Observe how they react to tasks. Comment on their use of the AEDP; *Well done Jack on using no. 5 on the greyscale, you could use no. 2 to create a contrast for the textures. (L)*
- **Reflection and Evaluation. WWW/EBI. 9.45.**
- **SLA.** Get students to gather around the table. Have a look at their drawings and analyse WWW with the drawing. Use keywords and reiterate the AEDP.
- **Written Evaluation.** Remind students of keywords. Observe students' knowledge and understanding for questions. (L)
- **Conclusion. 9.55**
- **TA;** Get class to sit down in their seats.
- Give a short recap of the basic vocab we learned.
- Use PP to show images of collage. Initiate student questioning. What do you think this is? Have you done anything like it before? (O)
- Explain how this is what we will work on next week, and that we will have a lot of fun looking at a new process of collage.
- Explain homework and ask to write in journals. Ask them to bring in magazines next week.
- Homework:** I will ask each of the students to bring in magazines/newspapers for their class on collage next week. If any of the students did not complete the drawing exercises in today's class they can work on them at home.
- Differentiation**
- Continuously repeat key words throughout the lesson to familiarise students with what exactly they are learning.
- Sheet with keywords and illustrations.
- Classroom management and organisation
- Step by step handouts that are both visual and contain simple clear steps.

- Visual Aid – provide how students can approach tonal drawing
- Glossary of keywords and terms
- Step by step hand outs of drawing exercises on tonal drawing.
- To involve peer teaching, allow students that are progressing quicker to help students with difficulties.
- Recap over brief at the beginning of every class.

Cross Curricular Links - Geography, Sociology, SPHE, Physical Education

Literacy- Annotating their drawings. Labelling each of their tonal techniques. Reading and writing in the Support handouts on the AEDP. Writing homework into their journals. Writing down their keywords and definitions.

Oracy- Each student will reflect/analyse their drawings and discuss what worked best for them and why. Group discussions on WWW and EBI. Communicating with other students when completing the 'value' game. Answering and asking questions.

Numeracy- Using a number of drawing techniques. Using a ruler to outline their thumbnails. They will have to work to the timer and understand how to break down the time for each drawing. Numbering the grayscale and being able to go from light-dark and vice versa.

Wellbeing-

- Being social
- Being positive about learning

Post class reflection

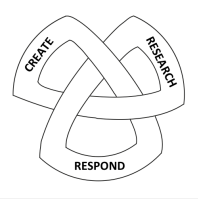
What went well and why and even better if.... In relation to learning intentions

WWW:

- Using physical visual aids worked very well. The quality of the powerpoint projector was very bad so we prepared well for use of physical aids. Students seemed more interested when using a physical sheer rather than looking at the powerpoint. Writing down examples helped well especially for students struggling to spell.
- Recapping on the last class through the handout was very important. Students, especially lower- order students, struggled to verbally explain what they had done in the previous lesson. By writing down a few points on the recap they seemed to gauge a better understanding of the concepts.
- Introducing a new artist which students hadn't heard of was received well. They were interested in the large-scale aspect of Joe Caslin's work.
- Demonstrating with students at the table worked well. They engaged with me more when I was doing a practical task, rather than responding to text or verbal questions.
- Breaking the Value Scale down using the jigsaw pieces worked well. It helped them visualise how to go from one shade to another. They also could easily number it from 1 - 5.
- Using a variety of mediums worked really well. From my evaluation sheet, there was a variety of responses of which medium they preferred. Some liked pencil, paint, marker etc. Giving a variety helped each student to excel in some way.
- Dividing out tasks to students individually and in pairs was great as clean up was completed much quicker.
- The evaluation sheet gave a really good indication of where the students were at with their understanding. I can see some still need more explaining of certain concepts. It also helps to see what they enjoyed doing and artists that they found interesting.

EBI:

- I managed the time a bit better. Less time on the thumbnails would have given more time to paint and look at the artist in more detail.
- Writing the spelling of the words on boards for each desk. They struggled sometimes with spelling, this may have turned them off writing answers in detail.

<p>Lesson No/total in UoL: 3 Date: Lesson type: (S) or (D)or 1hr Time: Stage:</p>  <p>Emily Briody for assessment</p>	<p>Learning Content for pupils</p> <p>As distinct from teaching strategies and methods – key new content; Art Elements and Design Principles (AEDP), Artistic process, Support studies (SS)</p> <p>AEDP: Colour, pattern, texture, balance, scale</p> <p>Theme: ‘Good health and wellbeing’</p> <p>Process:</p> <ul style="list-style-type: none"> • PPT Presentation • Questioning • Class activity • Collage • Using viewfinders • Glueing • Artist research 	<p>Learning Intentions</p> <p>Students should know understand or be able to (consider Blooms 3 domains of knowledge cognitive affective and psychomotor and consider what everyone should be able to do and what some could do at the end of the lesson.</p> <ul style="list-style-type: none"> • Students should know what a collage is. • Students should understand how to combine their drawings from the last lesson to their chosen pictures from magazines/newspapers relating to ‘Good health and wellbeing’. • Students should be able to cut out images that relate to ‘Good health and wellbeing’ from magazines/newspapers. 	<p>Success criteria</p> <p>Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.</p> <ul style="list-style-type: none"> • Have a finished collage that they can develop further within their transfer printing lessons. • Understands definition of a ‘collage’. • Understands scale, proportion and key words in relation to how big the collage can be. • Apply the drawing techniques shown in their own work from the previous lesson into their collage . • Engagement and participation in class. • Analyse and critique their own work.
<p>Teaching, Learning and Assessment content and activities (previously lesson plan)</p>	<p>This section should include a detailed plan of the lesson in a sequential manner (not a list):</p> <p><u>Prior to class commencing:</u></p> <ul style="list-style-type: none"> • To make sure the projector and all necessary technology needed for the lesson is working. <p><u>Materials:</u></p> <ul style="list-style-type: none"> • <u>Entry System:</u> <ul style="list-style-type: none"> - Greet students, take roll - Ask them to take out their journals, vasp, drawings and any magazines they have. • <u>TA: Introduction 9.00 :</u> <ul style="list-style-type: none"> - Recap briefly what happened in the previous lesson using the PP. - Run through the plan for the lesson and Learning Goals, aim and keywords. • <u>PP:</u> Introduce collage and use the VA on collage. Talk about what it is, why we might use it, who creates and how to do it. <ul style="list-style-type: none"> - Define the term ‘collage’. 		

- Ask students what materials worked best and what didn't work so well in the previous lesson and why?
- VA of how to combine drawings with collage.
- Explain to students that they will use some of their drawings in the collage.
- Support study artist _____ is introduced.
- **Pair discussions. SLA. 9.15.**
- Ask students to roughly discuss their drawings from the previous lesson and what direction they want to take it.
- Observe while discussions occur. Both teachers check in in groups to see what ideas are being said.
- **TA; Board and PP;**
- Put up a class brief on board. Students will have the class to create their mixed media collage. They can use a variety of mediums. Teacher explains step by step 'how to'.
- Explain each material/ tool they will be given and their purpose. Remind students they have one each and need to return to their box by the end of the class. (glue, scissors, acetate, pencil, magazines, cardboard and scrap papers.)
- Ask the class if there are any questions.
- Use thumbs up thumbs down to see if the class understands the task.
- **SLA. 'Collage'. 9.30;**
- Students will start to cut out pictures from magazines that relate to the theme 'Good health and wellbeing'.
- Mention to students to consider scale. What happens when we put different size objects beside each other?
- Experiment with a variety of drawings from the previous lesson and combine them with pictures of interest from magazines/newspapers.
- Combine elements of interest from magazines/newspapers to the drawings from the previous lesson to create fresh designs.
- VA on Collage and Creating compositions will be passed around the classroom to support independent learning.
- Remind students at 10 minutes and 5 minutes left to try to get their collage completed.
- **SLA and TA. Reflection and evaluating 9.50;**
- Let's have a look at the work we have created
- What materials/ mediums worked well?
- Why did you choose these images?
- WWW/ EBI etc.
- Well done everyone in your collage.
- **Conclusion.**
- Homework; finish your collage if it is not done. Handout on a collage artist of their choice to be completed too. Students have the opportunity to further their research.
- **Exit strategy:** Thank the students for their participation and you'll see them in the next lesson. Remember to bring in your collage and vasp!
- **Follow on Lesson:** The students will be using the printer to photocopy their collages and create a transfer print.

Differentiation

- Allow both a mixture of higher and lower order questions

- Provide a fact sheet with keywords and illustrations
- Provide a fact sheet with explanations and illustrations.
- Step by step guide on how to create a collage.
- Glossary of terms/Keywords sheet
- Classroom management and organisation
- Step-by-step handouts that are both visual and contain simple clear steps
- Easy to use and left hand scissors.
- Safety talks and demonstrations before using scissors
- Recap over brief at the beginning of every class.

Cross Curricular Links - Wellbeing, English.

- **Literacy-**

- Each student will write down what step they are at, why they chose certain pictures from magazines/newspaper and why it relates to the theme 'Good health and wellbeing' in their notebooks.
- Reading the PP.
- SS handouts.
- Homework handout on ss artist.

- **Numeracy-**

- Considering the scale of the images.
- Working to complete a task in the allocated time.

- **Oracy-**

- Each student will reflect/analyse their collage and discuss what worked best for them and why.
- Pair discussions on their drawings and theme. Evaluation at the end of the class with the teacher and students.

- **Wellbeing-**

- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning

Post class reflection	<p>What went well and why and even better if.... In relation to learning intentions</p> <p>Www</p> <ul style="list-style-type: none"> • Class participated well in class • The students enjoyed cutting pictures from the magazines • The VA's worked well to give students an understanding of what it is they are aiming for • The artist Hannah Hoch gave the students a good idea of how a collage doesn't have to make sense. The sheet I gave the students to fill in about the artist's piece of work gave me an idea of whether they liked her work or not and why. • The student evaluation gave me a good idea of how the students found the collage lesson and what they liked or didn't like about it. <p>EBI</p> <ul style="list-style-type: none"> • I felt I expected the students to have their collage finished within the time frame but some of the students were struggling a little to keep up with the pace. • If I knew what kind of wellbeing the students were making a collage about, whether it would be good food or sport, I would have been able to give the students a magazine that focuses on the subject, therefore it would have speeded things up. • I should have typed the evaluation in both Spanish and English for the Spanish student, making it clear that he would write his feedback in English for me, because all I got back was feedback in spanish.
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Lesson No/total in UoL: 4 Date: Lesson type: (S) or (D)or 1hr Time: Stage:	Learning Content for pupil AEDP: Shape, Texture, Theme: 'Good health and wellbeing' Process: <ul style="list-style-type: none"> • PTT Presentation • Questioning • Verbal feedback • Class activity- Transfer print • Material research • Stencil making 	Learning Intentions <ul style="list-style-type: none"> • Students should know what a transfer print is and what stencils are. • Students should understand what 'negative and positive space' is when it comes to stencil making. • Students should be able to follow the steps in order to make a transfer print and start on their stencils deciding what areas they want to cut out considering positive and negative space 	Success criteria <ul style="list-style-type: none"> • Engage and participate in class • Have a good knowledge of transfer printing techniques and use of new vocabulary relating to stencil making • Have their transfer prints left to dry for the next lesson • Have started their stencil making
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Teaching, Learning and Assessment content and activities
(previously lesson plan)

This section should include a detailed plan of the lesson in a sequential manner (not a list):

TA: Teacher Activity | SLA: Student Learning Activity

Prior to class commencing:

- Each student's collage will be printed onto a A3 page. (one sided, colour)
- Ensure projector is working and turned on
- Arrange all materials and equipment on each table - this will allow everyone to be focused on the task at hand and not become too distracted by looking for material

Materials:

Entry System:

- Greet students, take role.
- Remind the students to take out their journals, vasp, drawings and collage.
- **Introduction: TA.**
- TA: I will begin the lesson by introducing the class to transfer printing, using pp and Visual Aid of a transfer print.
- TA: Teacher-led questioning. Ask the students if any of them have transferred printed before. If yes, ask if they enjoyed it or if they found it challenging. I will focus on what they liked about the process and what they disliked about it.
- Remind students that if they haven't done it before it is fine too. Remind them that there will be support handouts on the process and that the two teachers will be of hand to help anyone.
- Outline overview of the class, learning goals and theme for the day.
- Wellbeing question of the day;

Body of the Lesson/content:

- **TA:** Show pupil's PPT presentation on transfer printing.
- Discuss transfer printing and techniques we will use in today's lesson.
- **SLA;** Each student is given their photocopied collage.
- They are to stick down torn up sections of the collage onto a new A3 page.
- Place your images facing the page with the blank side up using acrylic gel medium
- Encourage students to be experimental with their composition.
- Remind them to leave negative space for painting onto later.
- **Demonstration and SLA:** ask students to write down key words from the board
- Discuss what transfer printing is and show artist examples ____ and transfer print examples
- Discuss and describe how transfer printing is done using my accompanied Visual Aid, bring the students around my area that is set up and demonstrate the steps involved in transfer printing.
- Walk through each step and where each tool is.
- Remind students that they will have a station each with the materials they need.
- The station will be laid out as follows;

(Image of station layout)

- **Brief for lesson:**

- Once students have the photocopy stuck down they can start with their transfer print.
- **TA, PP:** How to prime the page for the transfer print.
- Remind students to write their name on the back of the page clearly with their class name.
- Students have 10 minutes to prime their page with gesso and leave the iron on the drying rack.
- Explain that the prints will be left to dry for the week.
- **Introduction to colour theory**
- Explain to students that they will be painting onto their collage next week.
- We will look at colour theory today to prepare for this.
- PP on colour theory. Only introduce primary and secondary colours.
- Demonstration on how to make grey without using black.
- Support this demonstration with PP on artists who didn't use the colour black. Look at the Impressionists. Focus on Renoir.
- Gather students to demonstration table
- Ensure all students can see me
- Instruct students to tie back their hair and pull up their sleeves (acrylic paint is hard to remove from clothes)
- TA: Demonstrate correct colour mixing with students
- SLA; Students must complete their colour wheel.
- Step by step guide is left on the board.
- Each desk has painting materials; brush, water, the primary colours in a dish and tissue.
- SLA. 10 mins. Painting samples.
- Students are given the chance to practice colour mixing. Observe their mixing and support learning.
- **Evaluation:** Teacher observation and questioning.
- **Conclusion:**
- Well done everyone on the work you have done.
- For homework, continue your research on the theme of wellbeing. Pick one of your favourite painters and write this into your vasp along with an annotated drawing. In your handout I have outlined how you can record this.
- Give out handouts, ask students to write this into their journals.

Exit Strategy: Thank students, and tell them you will see them next lesson.

Follow on lesson: After the transfer print is dry, the students will use a sponge to wet the collage and gently remove the back to reveal the image. I will go through colour theory in particular tertiary colours and value (tints and shades.) They will then start painting onto their collage.

Differentiation

- New vocabulary to do with transfer printing and stencil making such as 'acrylic gesso', 'positive and negative spaces' repeated regularly in class to ensure the students are familiar with the words
 - Mixture of higher and lower order questions
 - Fact sheet with keywords and illustrations
 - Fact sheet with explanations and illustrations.
 - Glossary of terms/Keyword sheet
 - Classroom management and organisation
 - Step by step handouts that are both visual and contain simple clear steps
 - To involve peer teaching, allow students that are progressing quicker to help students with difficulties

	<ul style="list-style-type: none"> ● Recap over brief at the beginning of every class <p>Cross Curricular Links - Geography, Sociology, SPHE, Physical Education</p> <ul style="list-style-type: none"> ● Literacy- Annotating their drawings. Taking notes on colour mixing. Key words and Support studies artist notes. ● Numeracy- Understanding 3 primary colours and how many parts you need to make secondary colours. ● Oracy- Discussing their result of the transfer print. Questioning about process. I ● Wellbeing- <ul style="list-style-type: none"> - Being healthy and physically active - Being social - Being safe - Being spiritual -Being confident -Being positive about learning <p>Early finisher tasks</p> <ul style="list-style-type: none"> ● After the students have left their transfer prints to dry, I will introduce stencil making by showing a PPT presentation. ● Again, I will ask the students to gather around my setup workspace area to demonstrate a quick step by step guide on stencil making ● Become playful and place their stencils over coloured paper ● SLA: Describe what you see? ● Are there any areas that interest you? ● After I finish my demonstration I will give the students time to making stencils out of their collage photocopies ● Create stencils using a craft knife, decide what areas you want to cut considering the positive and negative spaces
<p>Post class reflection</p>	<p>What went well and why and even better if.... In relation to learning intentions</p> <p>WWW</p> <ul style="list-style-type: none"> ● All of the students got to complete their collages ● I was happy that I cut out a few magazine cut outs to speed up the process for some of the students who were struggling the night before ● The students listened attentively to my demo on how to make a transfer print ● The students were not afraid to ask questions ● A student from the class told me that he found the process simple, which is good as it means that I was teaching it well. ● The students learned new art vocab such as 'prime', 'Transfer', 'collage'. ● The students understood that you paint the image side of the collage with the acrylic medium. ● The students completed all tasks within the time frame including the evaluation and part of the clean up at the end. <p>EBI</p>

	<ul style="list-style-type: none"> ● If I repeated a few times that you put the acrylic medium on the side with the collage, as sometimes the students might forget and place it on the blank side by mistake. ● I probably should have started clean up much earlier than I did as the students had to rush back to start their evaluations. ● I should have told the class when they were first starting into their collage that they didn't need to overthink it as they only needed to photocopy the collage and rip up the photocopied collage.
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<p>Lesson No/total in UoL: 5</p> <p>Date:</p> <p>Lesson type: (S) or (D)or</p> <p>1hr</p> <p>Time:</p> <p>Stage:</p>	<p>Learning Content for pupils</p> <p>AEDP: Shape, texture</p> <p>Theme: 'Good health and wellbeing'</p> <p>Process:</p> <ul style="list-style-type: none"> ● Questioning ● Verbal feedback ● Class activity ● Rubbing the transfer print to reveal the image ● Colour Theory ● Start at creating the mixed media painting 	<p>Learning Intentions</p> <ul style="list-style-type: none"> ● Students should know how to reveal a transfer print image ● Students should understand colour theory and how to avoid using black to create grey and transfer print techniques ● Students should be able to reveal a transfer print image and start on their mixed media painting. 	<p>Success criteria</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ● Each student should have their transfer images revealed ● Each student should have a good knowledge of colour theory ● Each student should have started on their mixed media painting ● Engage and participate in class ● Each student should have a good knowledge on transfer print techniques discussed in class ● Locate primary and secondary colours on the colour wheel ● Recognise the three sets of contrasting and complementary colours ● Recognise warm and cool colours ● Understand the expressive qualities of colour ● Recognise artists that use colour intensity and colour schemes to create colour moods (Vincent Van Gogh and Picasso) ● Demonstrate correct colour mixing and paint application.
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**Teaching, Learning and Assessment content and activities
(previously lesson plan)**

This section should include a detailed plan of the lesson in a sequential manner (not a list):

- **Prior to class commencing:**
 - Ensure projector is working and turned on
 - Arrange all materials and equipment on each table - this will allow everyone to be focused on the task at hand and not become too distracted by looking for material.
 - Stations are prepared for painting and all necessary materials are ready to go.
- **Entry System:**
 - Greet students, take role.
 - Ask students to take out journals, vasp, painting and materials.
- **Introduction: 9.05 TA:**
 - Recap what we did during our last class.
 - Set up the step by step PPT Presentation on how to reveal a transfer print image.
 - Hand out the dried transfer prints.
 - Outline lesson plan for the day and keywords.
- **Body of Lesson/content: TA and SLA 9.15.**
 - **Demonstrate** how the station system for ribbing off the transfer print works.
 - Remind students to be very careful when rubbing off the transfer print.
 - Students have 15 minutes to reveal their print.
 - Teacher observes the class and supports it with any help needed.
- **Visual Aid on Support study artist**
 - Physical VA.
 - Discuss use of colour.
 - Video link of the work in the Gallery ____.
- **SLA: Self Directed Learning: 9.**
 - Students have the rest of the class to work on their painting.
 - Classroom playlist of their comfort song plays in the background.
 - Extra support resources on colour, balance, and tone available in an A2 book which can be passed around the classroom.
- **Evaluation:**
 - Two teachers talk to each student individually for the last 10 minutes of SDL. Feedback and questioning;
 - *I can see you have used a lot of shade here, using some tints would create a strong contrast.*
 - *How did you find colour mixing? What primary colours were you using?*
 - *Have you decided on a colour theme for the paintings? Etc.*
- **Conclusion:**
 - Okay everyone, we will now leave our paintings up to dry. Can the group starting from the back row get up and leave theirs on the rack. Ms. Briody will help you out.
 - Each row from the back can go when the group ahead finishes.
 - Remember to have your name on the painting.
 - Well done everyone on the great work!

- I will give you time next week to fully finish the painting.
- We will also get ready to display them and look at being curators of our own exhibition.
- **Exit strategy:**
 - You can pack your bag once you have left your painting on the rack.
 - See you next week.
 -

Follow on Lesson: Students will continue painting their mixed media painting.

Differentiation

- New vocabulary will be repeated various times to make the students understand what they mean
- Fact sheet with keywords and illustrations
- Fact sheet with explanations and illustrations
- Step by step guide on how to reveal a transfer print
- Having the SNA support the revealing the transfer print.
- Mixture of higher and lower order questions.
- Glossary of terms/ keywords sheet.
- Classroom management and organisation.
- Recap over brief at the beginning of every class.

Cross Curricular Links - Geography, Sociology, SPHE, Physical Education

Literacy- Students will write down key points of colour theory. Annotate tints and shades in the vasp.

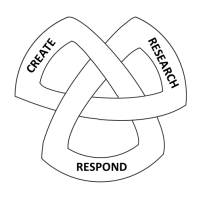
Numeracy- Students will take note roughly of how many times they added either blue, red or yellow to create a grey, so that it won't take them too long to make it the next time.

Oracy- Each student will reflect/analyse their transfer print images. Discussion of feedback with the students on their work. Teacher and student questioning. Discussing the support artist.

Wellbeing-

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning

Post class reflection	What went well and why and even better if.... In relation to learning intentions What went well... <ul style="list-style-type: none"> - Recapping on the steps of the transfer print worked well. Students had a good understanding of what we did and we clarified details of the tasks. - Some students noted that revealing the transfer print was exciting and enjoyed the process as they could take their time at it. - Working with students individually one-on-one was very beneficial. Some students found the task difficult so working individually allowed each student to be able to ask questions and support. Team teaching worked well here as both Emma and myself went around the room and made sure each student was okay. Even better if... <ul style="list-style-type: none"> - Students found the transfer print difficult. They found it hard to have the patience to work carefully and gently. I think I would avoid doing the transfer print at as big a scale next time. Also, a paper with a higher gram would be better to keep the page stronger.
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Lesson No/total in UoL: 6 Date: Lesson type: (S) or (D) or 1hr Time:  Stage:	Learning Content for pupils As distinct from teaching strategies and methods – key new content; Art Elements and Design Principles (AEDP), Artistic process, Support studies (SS) AEDP: Colour, Texture Theme: Wellbeing Process: <ul style="list-style-type: none"> • PPT Presentation • Questioning • Verbal feedback • Class activity - finishing the mixed media painting 	Learning Intentions Students should know understand or be able to (consider Blooms 3 domains of knowledge cognitive affective and psychomotor and consider what everyone should be able to do and what some could do at the end of the lesson. <ul style="list-style-type: none"> • Students will know the principles of colour theory • Students will be able to complete their mixed media painting • Students will be able to understand how colours can be associated with emotions and moods (cold and warm tones). 	Success criteria Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning. <ul style="list-style-type: none"> • Demonstrate an awareness for colour • Engage and participate in class • Successfully paint the mixed media painting • Successful use of words - primary, secondary, complementary
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**Teaching, Learning and Assessment content and activities
(previously lesson plan)**

This section should include a detailed plan of the lesson in a sequential manner (not a list):

Include: Teaching strategies,
Teaching methods, Resources (SS, VA etc)
Teaching and Learning resources,
Differentiation,
Behaviour management,
Student learning activities,
Evaluation and assessment procedures/assessment method/s and success criteria for pupils such as question banks.
Consider: Learning Layer/s: (Theme, Cross Curricular Links (CC) links if relevant and real.
Health & Safety (H&S), Literacy, Oracy & Numeracy (L)(O)(N)/. Wellbeing/ Global citizenship education (GCE)

- **Prior to class commencing:**

- Ensure projector is working and turned on
- Arrange and prepare paint equipment on each table - this will allow everyone to be focused on the task at hand and not become too distracted by looking for material.
- Have the dry paintings off the rack and set out on the table.
- Students can collect their paintings from the class.

- **Entry System:**

- Greet students, take role.
- Welcome them, ask them to pick up their painting and take out journals and materials.

Body of the Lesson/content:

- **Introduction. Overview of lesson:** Show pupils' PPT presentation. Run through plan for the day, learning goals, success criteria.

- **Presentation on Value; Tints and shades.**

- VA on tints and shades
- Supports studies of examples.

- **Demonstrate: TA.**

- How to add a tint and shade.
- Hand out the grid for students to work into to practice tints and shades.
- Visual Aids of Paintings. Point out the idea of 'blending' colours into one another and repeating patterns and textures.

- **SLA: Independent work time:**

- Students have time to finish off their paintings.
- Remind students this is the last lesson to finish and complete.
- Overview of today's lesson and expected outcome refer to learning intentions specific to lesson
- Recap colour theory with students - primary, secondary, complementary, warm and cool colours
- SLA: *What are Primary colours?*
- *What are Secondary colours?*
- *What are complementary colours?*
- Explain with visuals warm and cool tones with students

- Ask students to pick out the warm and cool tones in the classroom
- Discuss how colours can be associated with emotions
- Discuss how artists use colour schemes to create colour moods(Vincent Van Gogh & Picasso)
- Ask students to continue painting their mixed media painting- paint materials will be set up prior to class
- Circulate room and remind students of the time
- **Presenting their final pieces. 'We can be the curator'.**
- Introduce the role of a curator; what they do, where they work and how we are one.
- Use PP to show the space we have to display the artwork.
- Consider things like eye line, lighting and placement of artworks.
- Get students to help compose their own exhibition and exhibition name.
- Once completed, teachers and students hang up their work.
- **Evaluation and Reflection;**
- Handout on WWW, EBI, and what I enjoyed and a new piece of information I have learned.
- Teacher gives out a Wellbeing certificate at the end of class.
- **Conclusion**
- Thank the class for the great work done and creativity they shared.
- Congratulations on having your first exhibition space!
- You are already practising artists.
- Thank you for your time and engaging, we really enjoyed our time here.
- If anyone has any questions about the lesson, or about art in general feel free to ask.
- You can bring your posters home next week with Ms Masterson.

Exit strategy: Thank students and let them out to their next class.

Differentiation

- Explain new vocabulary to do with colour theory such as 'complementary', 'expressive' a number of times.
- Any student who finds it hard to hold a paint brush, sponges will be provided
- All students must wear an apron
- Any student who finds paint uncomfortable to work with can wear gloves
- 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
- Recap over brief at the beginning of every class

Cross Curricular Links - Geography, Sociology, SPHE, Physical Education

Literacy- Students will take note of warm and cool tones in their work. Notes in their vasp of the evaluation.

	<p>Numeracy- Sorting out how to display 25 posters. How do we divide them out etc?</p> <p>Oracy- Discuss overall project and success. How we can encourage people to visit the exhibition.</p>
Post class reflection	<p>What went well and why and even better if.... In relation to learning intentions</p> <p>WWW</p> <ul style="list-style-type: none"> - Demonstration of creating a composition worked well and students engaged well with it. - Just giving primary colours meant students had to colour mix and experiment with the colours at hand. - Having students submit a song each and playing music while they were painting was great. It also got students engaging with each other more as they are a quiet class. - Artists' work was responded to well. Derek Smith and Matthew Grimes both demonstrated paint and collage processes, and students liked their work <p>EBI</p> <ul style="list-style-type: none"> - If we had another class, we would have spent more time on colour mixing demonstrations and got students more practice in blending colours. They did not have much experience with paint so this would have been beneficial to improve their skills. - Overall, a notebook would have been better to use as each week we were working into individual pages and evaluation pages. A notebook would have kept all work together. However, students did need the simplified handouts and worksheets as they didn't really have the ability to work independently into a notebook. - We had all the paints and resources ready to go when students came in. Maybe next time we should divide this out to the students, and have them more involved in the set up. - Bigger paint brushes would have been better and sped up the process.