

## School of Education 21-22 Unit of Learning (Scheme)

Student Names: Cara Pilbeam & Bernadette Nugent  
Year: 2nd

**Class Name: ?**

**Year group: 1st years**

**Total No of lessons in UoL: 6**

**Theme/Scenario: Life on land**

Working from a primary source - Students choose a primary source, such as the human figure or artefact/s from the world around them, and use it as inspiration in order to develop their realized works.

### Learners' profiles

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

**Need extra help and support:** Kayden, Margaret (extra encouragement and emphasis on starting and completing tasks), Rodhan, Scott (anxious and problems in base class but great student and responds well to praise), Adam, Anthony (very anxious).

### Managing behaviours

managing behaviours Issues/ Strategies/ link to School policies

SNA present in class

Traffic light system in student journal

### Aim of Unit of Learning (previously called scheme):

The aim of this UoL is to introduce the class to printmaking and sustainability through the World Health Sustainable Development goals with the theme "Life on Land". Students will use artistic processes such as collage, stop motion animation, monoprinting and lino cutting. They will produce a completed design that is ready to cut out of lino.

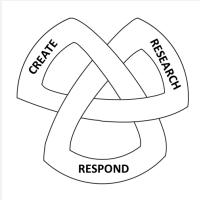
### Learning outcomes for unit of learning

2.3 reflect on their own, or another's craftwork through the use of visual and critical language

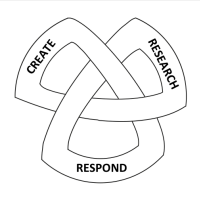
2.5 investigate their own personal approach to craftwork through the technical and creative application of drawing and mark making

2.12 justify the use of art elements and design principles in their own or other's craftwork

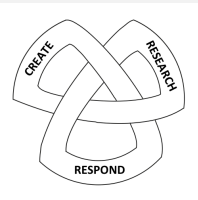
2.14 use media to create craftwork

<p><b>Lesson No: 1 (B&amp;C)</b> <b>Date: 10/03/22</b> <b>Lesson type: (S): 1hr</b> <b>Time: 9:53</b></p> <div></div> <p><b>Stage:</b></p>	<p><b>Learning Content for pupils</b></p> <p><b>(AEDP):</b> Shape, colour, form, balance</p> <p><b>Artistic processes:</b> collage, design, character building</p> <p><b>Support studies (SS):</b> John Stezaker, Hannah Hoch, Terry Gilliam, Elizabeth Zvonar</p> <p><b>Process:</b> Class discussion (<u>Oracy</u>), mind mapping/brainstorming (groups and individual)(<u>Literacy</u>), Character creation (<u>numeracy</u>: rule of thirds)</p>	<p><b>Learning Intentions</b></p> <p><b>Know how to</b> generate a range of original ideas about the theme through individual and group activities</p> <p><b>Become familiar</b> with a variety of support study artists linked to their activities.</p> <p><b>Understand</b> different artistic processes and how to create a design from them, collage, photography</p> <p><b>Be able to</b> complete an artist research worksheet</p>	<p><b>Success criteria</b></p> <p>Students should:</p> <ul style="list-style-type: none"><li>- have an understanding of collage and gain a strong knowledge of collage artists</li><li>- Be able to complete their artist research worksheet</li><li>- Become more aware of the issue of sustainability</li></ul>
<p><b>Teaching, Learning and Assessment content and activities</b> <b>(previously lesson plan)</b></p>	<p><b>This section should include a detailed plan of the lesson in a sequential manner</b> (not a list):</p> <p><b>Include:</b></p> <p><b>Teaching strategies/Teaching methods:</b> group work, class discussion, presentation</p> <p><b>Resources (SS, VA etc):</b> Example of completed character and stop motion animation, slideshow on collage and collage artists, printed out collage example to pass around (A3), Character creating worksheet to fill in, artist research worksheet to complete (in copies)</p> <p><b>Teaching and Learning resources,</b></p> <p><b>Differentiation:</b> Pass around physical collage examples as well as slides.</p> <p><b>Behaviour management:</b> Traffic light system in journals</p> <p><b>Student learning activities:</b> brainstorming, class discussion, worksheets,</p> <p><b>Evaluation and assessment procedures/assessment method/s and success criteria for pupils such as question banks:</b></p> <p>mark artists research page out of 10.</p> <p>Consider: Learning Layer/s: (Theme, Cross Curricular Links (CC) links if relevant and real.</p> <p>Health &amp; Safety (H&amp;S), Literacy, Oracy &amp; Numeracy (L)(O)(N)/. Wellbeing/ Global citizenship education (GCE)</p> <p>Cross curriculars: CSPE and Geography links with sustainability and life on land, approaching cross links for Biology depending on depth of class discussion on theme</p> <p><b>Keywords:</b> collage, sustainability,</p> <p><b>Support study:</b> John Stezaker, Hannah Hoch, Terry Gilliam, Elizabeth Zvonar</p> <p><b>Materials:</b> paper, pens, pencils, markers, magazines, newspapers, scissors</p> <p><b>Entry system:</b> Greet students and introduce myself, take roll call, give brief explanation of the project (verbally), go through learning intentions</p> <p><b>Body of lesson:</b></p>		

	<p>Introduce the project through direct instruction by showing the class a presentation of the days project in steps from start to finish(teacher example). <i>to settle the nerves of any student who may feel overwhelmed by the proposal of a new project.</i> Ensure students understand they will be undertaking different tasks each week, so it is important to finish your work on time and in class to prepare them for their next session. Ask if everyone has brought in a magazine/picture of their pet. If any are missing, the assisting teacher can start handing out magazines/printing pictures here.</p> <p>Visual aids in the form of finished teacher collages/worksheets can be passed around the room as this presentation of the project is in motion. Explain the success criteria for the entire project, encouraging students to take written note of these. Typed versions of these can be sent to any student who may have difficulty taking notes in class/given to SNA's. Encourage class engagement through question asking, allow 5 minutes ( 15 min)</p> <p>Class brainstorm on Sustainability. (10 min ) One teacher will write on board and ask class to shout out suggestions while assisting teacher walks around class bouncing ideas off students who may not want to speak in front of full class. Move them from sustainability to 'Life on Land'. (10 min) Give students 1-2 minutes to start their own mindmap and then move to another class discussion, new mindmap on board. Students will add additional ideas proposed by rest of class to their own mindmaps. Assisting teacher walking around room to check progression of this. Once students have an understanding of both themes, pose question of how we can make the art room/ our practice sustainable. (collage, reuse our paper, not pouring out too much paint etc)</p> <p>Introducing collage, does anyone know what it is? Hands up activity. Once students have an understanding of collage, show teacher example of worksheet. Explain that next week we will be making characters based on our pet and that it is important for anyone who hasn't brought one in this week to do so next week. students 10-20 minutes to fill out worksheet, evaluate progress as we go and see how much time is needed. Both teachers available to help those who may struggle with this/need inspiration.</p> <p>Exit system: Tidy up 5 minutes before the end of class. Worksheets to be kept safe for next week, put in art folders along with pet pictures and magazines for those who brought them in .</p>
	<p><b>What went well and why and even better if.... In relation to learning intentions</b></p> <p>Class has very mixed ability, more so than we had prepared for. Almost half of the class has additional learning needs, which made for a more thorough one to one explanation of tasks taking up the majority of one teacher's attention at any given time. For the next class we need to dedicate time to this so as to not leave ourselves tight for time.</p> <p>There was also no SNA present for the class, whereas we are supposed to have two present. This lead to some disruptive behavior - we need to look into behavioral management strategies for next class. Instead of trying to be louder than students perhaps we need to take the silent approach and wait to be listened to.</p> <p>Class discussions went well but it is clear that some students are not comfortable with speaking in front of entire class. To avoid this for them, smaller group discussions may be less daunting and manageable. Increased participation in these may make them more likely to eventually participate in class discussion. Students participated well and both mindmaps were completed to a high standard.</p> <p>Students all created a character (or had started the process of doing so) and understood the process of collaging. Individual encouragement massively helped some students. Severe lack of self belief in ability within the class. A reward system may further improve this ie. for every completed task as a class, they get two minutes free to chat at the end of class OR biggest effort each day gets a pack of sweets.</p>

<p><b>ASSESS</b></p> <p><b>Lesson No: 2 (Bernadette)</b>  <b>Date: 24/03/22</b>  <b>Lesson type: (S) or (D) or 1hr</b>  <b>Time:</b></p>  <p><b>Stage:</b></p>	<p><b>Learning Content for pupils</b></p> <p><b>(AEDP):</b> Shape, colour, form, balance</p> <p><b>Artistic processes:</b> collage, design, character creation, mixed media</p> <p><b>Support studies (SS):</b> Terry Gilliam, Disney, John Stezaker, Hannah Hoch, Terry Gilliam, Elizabeth Zvonar</p> <p><b>Process:</b> Class discussion (<u>Oracy</u>), mind mapping/brainstorming (groups and individual)(<u>Literacy</u>), collaging (numeracy)</p>	<p><b>Learning Intentions</b></p> <p><b>Know how to</b> generate a range of original ideas in relation to a character they will make</p> <p><b>Become familiar</b> with a variety of support study artists linked to their activities</p> <p><b>Understand</b> different artistic processes and how to create a design from them, collage, mixed media, drawing</p> <p><b>Be able to</b> produce a finished character based on their worksheet research</p>	<p><b>Success criteria</b></p> <p>Students should:</p> <ul style="list-style-type: none"> <li>- Gain a better knowledge of collage artists</li> <li>- complete their character</li> <li>- Complete their character worksheet</li> <li>- Become more confident/comfortable with group work</li> </ul>
<p><b>Teaching, Learning and Assessment content and activities (previously lesson plan)</b></p>	<p><b>This section should include a detailed plan of the lesson in a sequential manner</b> (not a list):</p> <p><b>Teaching strategies;</b> Direct instruction, group discussion, teacher demonstration</p> <p><b>Resources: SS - VA -</b> Teacher example of completed character collage and character building worksheet, collage powerpoint</p> <p><b>Teaching and Learning resources:</b> powerpoints, junior cert art books</p> <p><b>Differentiation;</b> team teaching allows for varying levels of support for varying needs. more time to individually speak with and assist students.</p> <p><b>Behaviour management;</b> SNA present, keeping students in their seats, off their phones, maintaining a certain noise level.</p> <p><b>Student learning activities;</b> creating a character based on their pets using collage</p> <p><b>Evaluation and assessment procedures/assessment method/s and success criteria for pupils such as question banks.</b></p> <p>Mark level of effort put into character creation out of 10, evaluate how willing students are to participate in class, mark how much effort was put into their worksheet out of 10</p> <p><b>Key words:</b> character, collage, mixed media</p> <p><b>Support study:</b> Hannah Hock, Terry Gilliam</p> <p><b>Prep:</b> Powerpoint on character design will be printed for SNA before class to keep them on board with the lesson structure, as well as a completed worksheet. Extra magazines will be brought in by teacher for those who forget.</p> <p><b>Entry system:</b> Greet students, ask them to take out their art packs with pet pictures and magazines they were asked to take into class last week. Once seated call the roll</p>		

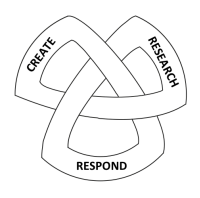
	<p>Start by giving a brief recap of the last lesson and what was completed. Can anyone tell me what collage is? Who was our favourite artist from last week? Did we see any collages during the week, where? (magazines, newspapers, adverts on tv, in our school?)</p> <p>Explain to students who weren't present last class (there will be a new student to the school joining class and several students who were missing from the last class) what they missed and what they have to complete from last week, ie. artist research sheet</p> <p>Assisting teacher can hand out character worksheets, sheets of plain paper, glue and scissors for character collage as the powerpoint on character design is shown. During this powerpoint there will be opportunities for students to participate in group discussion. Ensure that the same students are not left answering all the time. Once powerpoint is finished and students understand what their worksheet task is, both teachers can begin to move around the room helping students. Teacher examples of completed worksheets can be shown to anyone who may be struggling/ one given to SNA (15-20 minutes for powerpoint and worksheet filling.)</p> <p>Once worksheets have been filled out, teacher examples of finished characters can be shown. Explain my reasoning behind my collage pieces, <i>'my sheep is woolly so I gave them hair that represents that, she likes to nibble peoples clothes so I gave her an elaborate skirt that she'd love to try and eat.'</i> etc. Then move on to direct the students to begin collaging their own character. Both teachers can now be walking around class to ensure all students are understanding the task and completing it. Supplying materials to students who missed the last lesson and giving extra instruction and help to them; such as finding collage pieces in magazines, explaining the task repeatedly and giving the students ideas.</p> <p>Before the end of class, ask students to write into their homework journals that they must download the free app 'stop motion studio'. If any students do not have a phone we will ask them to let us know before the end of class so that Ipads can instead be booked for use in next week's class.</p> <p>At the end of class, take up students' character collages to ensure they don't get lost and to photograph them.</p> <p>Exit system: Tidy up 5 minutes before the end of class. Worksheets and collages to be kept safe for next week, put in art folders.</p>
<p><b>Post class reflection</b></p>	<p><b>What went well and why and even better if.... In relation to learning intentions</b></p> <p>Students became familiar with a range of collage artists, were able to define the term and all completed their artist research worksheets in a timely manner. Students all produced a finished character, varying levels of ability shone through here but a strong effort was made by all students after teacher en</p> <p>Became clear by this point that we were expecting too much from some of the class and that encouragement from teachers plays a massive part in how well they contribute to class and flourish within their work. Positive comments are going a long way with a lot of our students.</p> <p>There were a lot of students present that had missed the first class so we had to ensure they caught up with the rest of the class and helped them along. We also ran short on materials for their collage as there were so many more students in, we will know to overcompensate for the next class materials wise.</p> <p>The SNA was extremely helpful and prepared us for the next class by organising the students into groups based on her knowledge of the students and who would get on well/ avoid conflict.</p>

<p><b>ASSESS</b></p> <p><b>Lesson No: 3 (Cara)</b>  <b>Date: 31/03/22</b>  <b>Lesson type: (S) 1hr</b>  <b>Time: 9:53-10:53</b></p>  <p><b>Stage:</b></p>	<p><b>Learning Content for pupils</b></p> <p><b>(AEDP):</b> Shape, colour, form, balance, movement.</p> <p><b>Artistic processes:</b> collage, design, character building, stop motion animation, set design</p> <p><b>Support studies (SS):</b> Terry Gilliam, Kirsten Lepore, John Stezaker, Hannah Hoch, Terry Gilliam, Elizabeth Zvonar</p> <p><b>Process:</b> Class discussion (<u>Oracy</u>), mind mapping/brainstorming (groups and individual)(<u>Literacy</u>), Stop motion animation (numeracy), collage</p>	<p><b>Learning Intentions</b></p> <p><b>Know how to</b> generate a range of original ideas in relation to a stop motion animation video plan.</p> <p><b>Become familiar</b> with a variety of support study artists linked to their activities.</p> <p><b>Understand</b> different artistic processes including collage and stop motion, and how they are produced.</p> <p><b>Be able to</b> create a short stop motion animation as part of a group.</p>	<p><b>Success criteria</b></p> <p>Students should:</p> <ul style="list-style-type: none"> <li>- complete their character</li> <li>- Gain a strong knowledge of stop motion artists and the process of stop motion animation.</li> <li>- Understand how to set up and operate a stop motion composition and editing app (Stop Motion Studio).</li> <li>- Become more confident/comfortable with group work and sharing tasks and ideas.</li> </ul>
<p><b>Teaching, Learning and Assessment content and activities</b>  <b>(previously lesson plan)</b></p>	<p><b>This section should include a detailed plan of the lesson in a sequential manner</b> (not a list):</p> <p><b>Teaching strategies/Teaching methods:</b> Direct instruction, group work, class discussion, presentation.</p> <p><b>Resources (SS, VA etc):</b> Example of completed character collages, stop motion animations, animation artist powerpoints, worksheet to complete (in copies), Storyline worksheet to be completed as a group.</p> <p><b>Differentiation:</b> Pass around physical collage examples as well as option available to print out slides should anyone require a physical copy to look at instead of board (bad eyesight, can't concentrate on the board). How to use app instructions slides will also be printed out - 8 copies, one for each group, to refer to to avoid confusion and ease the process.</p> <p><b>Behaviour management;</b> teacher giving instructions and walking around groups while assisting teacher mainly walks around the groups and ensures the students are only using intended stop motion app and not social media on their phones, and keeps the noise level down.</p> <p>Groups have been worked out in advance of lesson with consultation from SNA to avoid any unnecessary conflict and maximise the students' potential while working in groups, something that is maybe not familiar to the first years after lockdown restrictions on socialising and interacting.</p> <p><b>Student learning activities:</b> brainstorming, class discussion, worksheets, stop motion animation, group work - working effectively as a team.</p> <p><b>Evaluation and assessment procedures/assessment method/s and success criteria for pupils such as question banks;</b> evaluate how well students perform in group work. Watch the finished animations and assess the quality of work. Watch their peers completed animations to gain more perspective and inspiration.</p> <p><b>Keywords:</b> collage, sustainability, Life on Land, film, animation, character, storyline.</p> <p><b>Support studies:</b> Terry Gilliam. Kirsten Lepore.</p> <p><b>Materials:</b> paper, pens, pencils, markers, magazines, newspapers, scissors, phones, Stop Motion Studio (app), glue, pre-prepared props.</p> <p><b>Links:</b> <a href="#">PAPER STOP MOTION ANIMATION - YouTube</a>  <a href="https://www.youtube.com/watch?v=5mVEapKnS1c">https://www.youtube.com/watch?v=5mVEapKnS1c</a> (Kirsten Lepore animation)  <a href="#">Stop Motion Animation Using Paper Cut Outs - YouTube</a></p> <p><b>Set up:</b> Powerpoint and a range of visual aids including teacher examples, write learning intentions on whiteboard/slide</p>		

	<p><b>Prepped:</b> Background items (props) for stop motions that the students' characters can interact with to create a story - bridges, trampolines, roads, shoes, hover boards, cars, etc are cut out and ready to hand out to students. Groups are already decided (8 groups of roughly 3 students in each) based on behavioural management with help from SNA - in order to avoid conflict and encourage maximum engagement from students.</p> <p><b>Entry system:</b> Greet students, take roll call, give brief explanation of the project (verbally), go through learning intentions. Separate students into groups.</p> <p><b>Starter:</b> Brief dingbat, sweets for winner.</p> <p><b>Body of lesson:</b> First split class into predetermined groups. Ask one person from each group to download the app "stop motion studio" OR if ipads are available in school they can be used.</p> <p>Ask class to take out their character creations from last week. Some will be further on than others, so encourage those who have finished a character to expand on it or have made another one while the rest of class finishes their designs. Cut characters out from the sheet they're on- teachers available to help students with this as some may struggle. <b>(5-10 mins)</b></p> <p>Once characters are ready to go, introduce the process of stop motion. Example videos from teachers will be shown (using Stop Motion Examples slides VA) as well as famous examples from the likes of Kirsten Lepore (show some of film "Bottle") and Monty Python. Talk through some possible directions students could bring their animations in and how to use the props, eg. characters bounce on trampoline and wind comes and blows them off, driving cars, walking around. <b>(5 min)</b></p> <p>Assisting teacher hands out instructions on how to use animation app (Stop Motion Studio app slides VA) <u>and</u> put it up on the board while I split the students into their groups.</p> <p>Split students into their groups, and hand out props to each group OR depending on time, allow students to brainstorm for 1-2 minutes in group, then ask one person from each group to come and pick 2-3 prompts for their group to work with. <b>(5 min)</b></p> <p>Run through how to use the app on the whiteboard with the instructions on board of simple stop motion. Any questions can be asked here. Students get to work on their animations, teachers floating around the classroom to help groups. <b>(30 min)</b></p> <p><b>Exit:</b> Tidy up five minutes before end of class. Ask each group to put all their characters/props into a plastic pocket which will be given back to teacher for safe keeping for next week. Students MUST share their stop motion with the teacher before end of class in case of absences next week.</p>
<p><b>Post class reflection</b></p>	<p><b>What went well and why and even better if.... In relation to learning intentions</b></p> <p>This class went very well as it was very fun for the students - they all seemed to enjoy it thoroughly and had a great time making the stop motions. They got to work in groups which they enjoyed (a list was done up kindly by the SNA who selected the groups according to who would get on with each other in order to avoid any problems as this was quite a large class with students differing widely in terms of ability, behaviour and confidence). The students had very creative ideas and a natural understanding of the app used, as they have grown up using technology so much - there was a lot less help needed in this area than anticipated. The results were very impressive and the students were so keen to do it again or learn more about it. Some groups exceeded expectations and added sound tracks to their animations even though they weren't instructed or shown how to do so.</p>

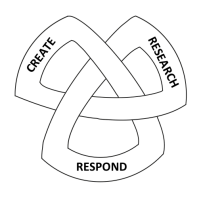


Would be even better if I went into more detail on the technological side of things in terms of adding soundtracks, effects etc, as there was a lot less hand holding needed in this area than I presumed and the students were definitely able for that extra step.

<p><b>Lesson No: 4 (Bernie)</b>  <b>Date: 7/04/22</b>  <b>Lesson type: 1hr</b>  <b>Time: 9:53</b></p>  <p><b>Stage:</b></p>	<p><b>Learning Content for pupils</b></p> <p>(AEDP); Line, Tone</p> <p>Artistic process; Continuous line drawing, blind drawing, line experimentation</p> <p>Support studies (SS): Picasso, teacher examples</p>	<p><b>Learning Intentions</b></p> <p>Know and be able to define line</p> <p>Understand how to create pieces using continuous line and blind drawings</p> <p>Become familiar with a range of support artists</p>	<p><b>Success criteria</b></p> <p><b>Students should:</b></p> <p>Gain a better understanding of how different use of line can impact a piece</p> <p>Be able to fill a worksheet of different line types</p> <p>Be able to produce both continuous line and blind drawings</p>
<p><b>Teaching, Learning and Assessment content and activities</b>  <b>(previously lesson plan)</b></p>	<p><b>This section should include a detailed plan of the lesson in a sequential manner</b> (not a list):</p> <p><b>Teaching methods, Resources (SS, VA etc):</b> Teacher examples of continuous line and blind drawings, Picasso as SS</p> <p><b>Teaching and Learning resources:</b> worksheets, powerpoint</p> <p><b>Differentiation:</b> Printed examples from powerpoint for those who have impaired sight</p> <p><b>Behaviour management:</b> Assisting teacher walking through class during powerpoints to ensure noise stays at a minimum</p> <p><b>Student learning activities:</b> class discussion, worksheet, individual tasks and group drawing activity</p> <p><b>Entry system:</b> Greet student,, take roll call, give brief explanation of the project (verbally), go through learning intentions</p> <p><b>Body of lesson:</b></p> <p><b>Recap on last week's lesson, remind students who have not emailed their stop motions to do so before the next class so we can watch as a group.</b></p> <p>Introduce line through powerpoint, powerpoint is set up to allow for class discussion and answering.</p> <p>Once class has a grasp of line ideas, assisting teaching will hand out worksheets on line, I will instruct students to fill the boxes with their own line/tone variations, teacher examples photocopied to be handed around class if students run out of ideas. Conscious to not show them examples too early incase it dulls their own ideas. Both teachers will be walking around the room with visual aids/helping students. Once these worksheets are complete (5-7 min) continue on with powerpoint. (Printed powerpoint given to SNA and students with visual impairments) Talk through support artists and the clear difference between continuous line and blind drawings, showing examples of each, Picasso SS (5 MIN) Assisting teacher handing out blank sheets of paper as presentation is in motion.</p> <p>Once class has a grasp of drawing techniques, the teacher can carry out a demonstration on the whiteboard of a blind hand drawing. Instruct students to now try the same technique, encourage them to pick their own medium here, marker, pen, paster, pencil all suitable. Moving on students will do a series of timed drawings(assisting teacher using phone timer) ;</p> <p>1 blind drawing 1 minute - your hand in a 'weird' position, allow class discussion here to find hand poses</p> <p>1 blind drawing of something on your table or in your pencil case - 2 min</p> <p>1 blind drawing 3 minutes- the person sitting beside you (one student in a pair at a time)</p>		



	<p>For those who finish quicker; do a self portrait in the same style</p> <p>Move to continuous line, teacher demonstration on whiteboard drawing assisting teacher. Students will then do a series;</p> <p>1 continuous line of your hand - 1 min</p> <p>1 continuous line of something on your table or in your pencil case - 2 min</p> <p>1 continuous line 4 min - person sitting on the other side of you (one student in pair at a time)</p> <p>For those who finish quicker; do a self portrait in the same style</p> <p>Once drawings are finished, introduce the idea of an accordion notebook. Teacher demo on how to make one, instructions also put on teams for anyone who is absent or forgets steps. List of what will go into this accordion written down in journals.</p> <p>Pages 1-2: sustainability and life on land mindmaps</p> <p>Page 3: character creation worksheet</p> <p>Page 4: finished character</p> <p>Page 5: stop motion still(to be drawn over easter )</p> <p>We will add to this as the weeks go on</p> <p>Exit Strategy : Collect up drawings, remind students to send on a picture of their pet for line designs next class and reiterate that stop motions must be put up on teams</p>
<b>Post class reflection</b>	<p><b>What went well and why and even better if.... In relation to learning intentions</b></p> <p>Next class we need to make sure to encourage students who do not usually participate in these discussions to get involved, more emphasis in class needs to be put on interaction. Same people answering every week, more group discussions instead of full class could ease pressure on quieter students.</p> <p>Students embraced the opportunity to interact with each other through drawing, drew students out of their shells having to draw the classmate sitting beside them.</p>

<p><b>Lesson No/total in UoL: 5 (Cara)</b>  <b>Date: 14/04/22</b>  <b>Lesson type: 1hr</b>  <b>Time: 9:53</b></p>  <p><b>Stage:</b></p>	<p><b>Learning Content for pupils</b></p> <p><b>(AEDP);</b> Line, tone, positive and negative space</p> <p><b>Artistic processes;</b> lino printing, drawing with line, mark making.</p> <p><b>Support studies (SS);</b> Stanley Donwood, Sergio Sanchez Santamaria, Elizabeth Catlett, Francis Gearhart</p>	<p><b>Learning Intentions</b></p> <p><b>Know</b> what lino printing is</p> <p><b>Understand</b> the lino printing and cutting process</p> <p><b>Be able</b> to use lino cutting tools correctly and safely</p> <p><b>Know</b> a few lino printmakers and be familiar with their work.</p>	<p><b>Success criteria</b></p> <p>By the end of this class, students will have an understanding of lino printing and know relevant artists and their work.</p> <p>Students will have cut a lino block experimenting with line and cutting.</p> <p>Students will be able to safely cut lino.</p>
<p><b>Teaching, Learning and Assessment content and activities (previously lesson plan)</b></p>	<p><b>This section should include a detailed plan of the lesson in a sequential manner</b> (not a list):</p> <p><b>Teaching strategies;</b> presentation, step by step instructions, question and answers.</p> <p><b>Resources;</b> slides on lino printing artists (SS: Stanley Donwood, Sergio Sanchez Santamaria, Elizabeth Catlett, Francis Gearhart). <b>VAs:</b> physical lino prints and lino blocks to pass around the class for a more physical understanding, step by step slideshow on how to print a lino block, health and safety slides.</p> <p><b>Teaching and Learning resources;</b> lino step by step slides, lino SS slides, physical lino locks and prints (including example of mark making exercise they will complete in the class), lino health and safety slides, an A3 print out of a lino mark making poster.</p> <p><b>Differentiation;</b> mark making for lino VA poster, step by step printing process for lino both printed and projected on board for those who prefer holding a handout and being able to read it easier in case of bad eyesight.</p> <p><b>Behaviour management;</b> Have assisting teacher standing at back of class to encourage students at back of class to pay attention and stay focused. Students must stay in their seats throughout the class.</p> <p><b>Student learning activities;</b> mark making from pencil to lino.</p> <p><b>Evaluation and assessment procedures/assessment method/s and success criteria for pupils such as question banks.</b></p> <p>Consider: Learning Layer/s: (Theme, Cross Curricular Links (CC) links if relevant and real.  Health &amp; Safety (H&amp;S), Literacy, Oracy &amp; Numeracy (L)(O)(N)/. Wellbeing/ Global citizenship education (GCE)</p> <p>Students will have a presentation on the board introducing the process of lino printing and what it involves, including health and safety. <b>(5 mins)</b></p> <p>They will also sit through a presentation on lino print artists where the teacher will talk through the artists' work and pick out key art elements (ask students if they know what some of the terms mean on each slide). <b>(5 mins)</b></p> <p>This class builds on the creating tone with line worksheet from last class. Students will use their completed worksheet to replicate on lino - the block will be split into 4 squares and each square is to be filled with a different type of line that indicates texture or tone. <b>(20 mins)</b></p> <p>Students will then get aprons on and ink up their blocks and print (only a few ink plates to be set up to keep things clean and organised, students will take it in turn to print). <b>(25 mins)</b></p> <p>5 mins at end of class for clean up - wash ink plates, put aprons away, leave prints in safe area to dry.</p>		

<b>Post class reflection</b>	<b>What went well and why and even better if... In relation to learning intentions</b>  <b>NA. Placement was terminated so last 2 lessons were not carried out.</b>
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