

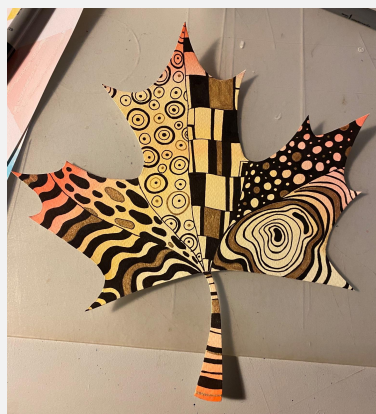
Class Name: 1VArt-4.4

Year group: 1st Year

No of Pupils: 18

Total No of lessons in UoL: 3

(cut down from 4 due to a missed lesson)



Theme: "Klimt's Tree"

Scenario:

- **Working from a primary source** - Students choose a primary source, such as the human figure or artefact/s

Statements of Learning:

- **SOL 4:** creates and presents artistic works and appreciates the process and skills involved
- **SOL 2:** brings an idea from conception to realisation

Key Skills:

Communicating - Listening & Expressing Myself

- *Forming opinions of work, learning about artists and discussing our opinions as a group. Listening to, questioning and respecting the opinions of others*

Being Creative - Learning Creatively & Exploring Options and Alternatives

- *Learning through making, examining and interpreting the work of artists, and experimenting with different ideas before we settle on a final design*

Managing Information & Thinking - Reflecting on and Evaluating my Learning

- *Self evaluation, evaluating as a class, reflecting on and considering what we have learned when creating our artefact*

Entering Characteristics/Inclusive practices

- 1 student - very vulnerable, issues with peer groups, susceptible to bullying. Reading age of 7 upon entering the school in September, struggles with reading, needs differentiation. Difficulty with verbal expression - may not answer questions or engage, understands what is being said but won't always respond - was non verbal for early years of life. When asking a question, **allow wait time**. Is due assessment for Autism & has poor short term working memory. **SPLD. Visual Learner**
- * operating on a reduced timetable due to personal circumstances and is in both **VArt-1.4 & 4.4** - this student requires a lot of support but will often ask for it when needed. Asthma and hayfever.
- 1 student received resource support in 6th class and needs more support than peers.
- Bullying issue between 2 students. One student consistently moves around the class, goes over to the bin, pencil sharpener etc. just to poke/jeer at the other student. Watch this & refrain from allowing too much unnecessary movement in this class

- Bullying issue between another 2 students - seating changed may be necessary notified 29th March
- New Bullying issue - seating plan to be changed once again 18th April
- 1 Student T&G - push the extra mile where possible!

Behaviour Management & Classroom Strategies

Roll call at the beginning of every class.

Students must be signed out by the teacher in order to leave class, go to the bathroom, lockers etc. via use of stickers & signing Journal

Distribution & allocation of tasks to students

Refer to code of behaviour & school's ladder of referral for behaviour management

Health and Safety - all school bags to be placed under desks

Phones to be switched off in students pocket unless required for class activity by teacher

Ask the host teacher for assistance when needed, placing students into pairs / groups.

Code of Behaviour & Ladder of Referral

- Students are obliged to use a Student Journal, available from the school, to record written and oral homework. Failure to present or complete homework may be recorded through the use of Homework Slips.
- Students must always be on time and well prepared for classes. Students arriving late to class may be recorded through the use of Late Slips.
- Students arriving to class without the necessary textbooks, e-books, copies or other essential class materials may be recorded through the use of Class Materials Slips.
- **A student will be required to attend for Detention upon receipt of six Detention Slips (Homework Slips, Late Slips, Class Materials Slips, Uniform Slips).**

Aim of Unit of Learning

Students will **explore line, shape, colour and pattern** through **observational drawing, pattern making & watercolour experimentation** to **create a watercolour leaf**, influenced by our theme of 'Klimt's Tree', and the patterns in the work of Gustav Klimt.

- PROCESSES
- AEDP
- TECHNIQUES
- THEME
- PRODUCT/OUTCOME

Learning outcomes for the unit of learning

Art Strand:

Students should be able to....

Critical & Visual Language:

- 1.1 - Analyse their work, or that of another using appropriate vocabulary & knowledge
- 1.2 - Respond to an artwork using critical and visual language

Visual Culture & Appreciation:

- 1.7 - examine the method of a number of artists and the artwork they created

AEDP:

- 1.10 - Identify the use of AEDP within an artwork
- 1.12 - Apply their understanding of AEDP to make an artwork

Media:

- 1.14 - Use Media to create their own artwork

<p>Lesson No: 1 ✓</p> <p>Total in UoL: 3</p> <p>Duration: 40 mins (S)</p> <p>Date: 4th May 2023</p> <p>Stage: Research & Create</p>	<p>Teaching & Learning Content</p> <p>Observational Drawing of Leaves from school grounds</p> <p>Exploring Klimt's use of line, pattern and shape</p> <ul style="list-style-type: none">- 1.2 - Respond to an artwork using critical and visual language- 1.10 - Identify the use of AEDP within an artwork- 1.12 - Apply their understanding of AEDP to make an artwork <p>Teaching Methods/strategies:</p> <ul style="list-style-type: none">- Class Discussion- Cold Calling	<p>Learning Intentions</p> <p>L.I.1: Students will know and <u>explain</u> the art element of pattern, and <u>relate</u> this explanation back to their own work</p> <p>L.I.2: Students will be able to successfully <u>replicate</u> a series of patterns displayed in the work of Gustav Klimt</p> <p>L.I.3: Students will understand and <u>appreciate</u> the use of line, shape and pattern in the work of Gustav Klimt</p>	<p>Success criteria</p> <p>All students will...</p> <p>Complete a series of observational drawings using leaves from the school grounds as a primary source</p> <p>Recognise the work of Gustav Klimt</p> <p>Explain, in their own words, their understanding of the AE of pattern</p> <p>Create a series of patterns inspired by the work of Klimt</p> <p>Most students will.....</p>
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	<ul style="list-style-type: none"> - Demonstration of how to look for & replicate Klimt's patterns - Higher and Lower order Questioning - Handout - Station teaching - Collaborative active learning <p>AEDP: Line, shape and pattern</p> <p>Support Studies: Gustav Klimt (Overarching influence throughout UoL - use of pattern and shape)</p> <p>Visual Aids: My completed leaf, Example of patterns created by me inspired by Klimt, Handout, PPT.</p> <p>Layers of Learning: CC Links: Geography - The World Around us - different forms leaves can take</p> <p>Maths - Numeracy, Patterns & Trends</p> <p>Literacy (L):</p> <ul style="list-style-type: none"> - Filling in handout with relevant info, forming and writing opinions of Klimt's work <p>Key Words: Pattern, repetition</p>		<p>Recognise the use of pattern, line and shape in the work of Gustav Klimt</p> <p>Interpret Klimt's patterns within their own work</p> <p>Respond to the work of Klimt using relevant language</p> <p>Some students may.... Begin drawing & Cutting out their leaf in advance of the next lesson</p> <p>Begin to use metallic markers to experiment with where they would like to place their metallic elements in their design</p>
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	<p><u>Oracy (O):</u></p> <ul style="list-style-type: none"> - Relaying our opinion to the class group - Peer evaluation <p><u>Numeracy (N):</u></p> <ul style="list-style-type: none"> - Patterns & Trends: What is a pattern? Dividing into sections - 6 leaf sections, 6 patterns 		
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Post class critical reflection	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p><u>Overall Reflection:</u></p> <p>Overall I felt this lesson went well - students were excited to be moving on to a new project and were very engaged. When using my leaf as a visual aid, I passed it around the room and was immediately met with questions like 'Are we really going to make that? Can we make it today? Can you please show us how? Which showed me that the students were excited by a new project. The class went well, and students successfully interpreted the work of Klimt - both replicating and creating new patterns inspired by his work. Students were also eager to tell me where they found the pattern in his work.</p> <p><u>WWW?:</u></p> <p>My Visual Aid was very engaging. Although it was small, I felt it was best to keep it the size the students will be making themselves, and I was able to pass around the leaf for students to further examine. They had a lot of questions about how it was made, which let me know theory had bought in immediately to my pitch</p> <p>Students were very reluctant to give opinions on Klimt's work, however I felt I pushed through this well and got students to give good feedback. They needed to be prompted that it is okay to say you don't like something, as long as you can say WHY. I gave a couple of examples, asked students to put their hands up if they liked/disliked the work, and then I selected students to say why. I felt I dealt with this situation well and wasn't phased by it, which shows how comfortable I am leading an environment. I also asked students who didn't like the work what the artist could have changed to make them like it, and this got some good responses as students began to discuss how they would 'improve' the work</p>
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	<p>EBI?:</p> <p>Despite being really eager to start the project, almost all students did not like the work of Klimt. I found this a shock at first as I've never experienced so many in a single class group dislike an artist, and I felt after they said they disliked the work the atmosphere in the class dropped. I had to re-explain to students that this artist is the artist that inspired the visual aid they were excited about!</p> <p>I also feel that making the students work into boxes may have not been the best idea - had I given a handout with the leaf shape already on it it would allow students to fill the space that relates to the actual leaf shape - I wonder in the future will students struggle to translate their patterns from their worksheet to their final leaf</p>
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<p>Lesson No: 2 ✓</p> <p>Total in UoL: 3</p> <p>Duration: 80 mins (D)</p> <p>Date: 10th May 2023</p> <p>Stage: Research & Create</p>	<p>Teaching & Learning Content</p> <p>Experimenting with watercolour techniques</p> <p>Selecting which technique we would like to use for our leaf & beginning to paint it</p> <ul style="list-style-type: none"> - 1.1 - Analyse their work, or that of another using appropriate vocabulary & knowledge - 1.2 - Respond to an artwork using critical and visual language - 1.7 - examine the method of a number of artists and the artwork they created <p>Teaching Methods/strategies:</p> <ul style="list-style-type: none"> - Class Discussion - Cold Calling 	<p>Learning Intentions</p> <p>L.I.1: Students will know and <u>describe</u> the differences between the watercolour techniques demonstrated in the class</p> <p>L.I.2: Students will be able to <u>replicate</u> a series of watercolour techniques successfully, and <u>create</u> the base of their leaf using their favourite</p> <p>L.I.3: Students will understand and <u>interpret</u> the work of Eadaoin Glynn within their own work</p>	<p>Success criteria</p> <p>All students will...</p> <p>Replicate some of the watercolour techniques shown in the demo successfully</p> <p>Consider their choice of colour and method of application when creating their Leaf</p> <p>Recognise and respond to the work of Eadaoin Glynn</p> <p>Successfully trace their leaf template and cut it out</p> <p>Most students will.....</p> <p>Interpret Eadaoin's use of blending and wet on wet techniques within their work</p> <p>Annotate their work with the correct techniques they used</p>
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	<ul style="list-style-type: none"> - Demonstration of how to create different watercolour techniques - Higher and Lower order Questioning after demo - Station teaching - Collaborative active learning <p>AEDP: Colour - What colours are the leaves in spring, summer, autumn, winter?</p> <p>Achieving colours inspired by the leaves around the school grounds</p> <p>Support Studies: Eadaoin Glynn (Watercolour techniques & application of different colours) - Irish Artist</p> <p>Visual Aids: My completed leaf, Watercolour techniques large VA, PPT, Demo</p> <p>Layers of Learning: CC LINKS: Geography - Class discussion about the colour of leaves, why do they change from green to red/orange etc.</p> <p>Selecting our colour(s) based on the colours leaves turn as the year goes on</p> <p>Literacy (L):</p>		<p>Respond to the work of our SS and the work of others using relevant language</p> <p>Combine techniques to experiment independently</p> <p>Some students may.... Use their preliminary drawings to inform their leaf shape, rather than using the template</p> <p>Begin to consider the placement of their designs on their leaf</p>
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	<ul style="list-style-type: none"> - Annotating our work with key words <p>Key Words: Wet on wet, Blending, Splattering</p> <p><u>Oracy (O):</u></p> <ul style="list-style-type: none"> - Discussing the work of our SS artist - Discussing the work of our peers using relevant language <p><u>Differentiation:(D)</u></p> <ul style="list-style-type: none"> - Leaf template provided for students who struggle to translate their initial drawings to a larger scale (used due to short timing of UoL - some students would take a full class to scale up their drawing) 		
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Post class critical reflection	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p><u>Overall Reflection:</u></p> <p>I was really happy with this lesson, and I felt that the students really enjoyed it. Beginning with experimenting with watercolour and then moving on to painting our leaf allowed students to go out of their comfort zone, and they began to discuss with each other what was working and what was not, which was great to see. Students are progressing nicely through the UoL. I was able to group previously absent students together after my demo, to explain the project to them and get them caught up while everyone else began working</p> <p><u>WWW?:</u></p> <p>Demo was engaging, and I felt I had a good tone of voice throughout. Good questioning after the demo led to students asking even more questions about watercolours that I hadn't even thought they would address. Visual Aids were very clear, stuck up on board with many students leaving their desks to have a better look for some inspiration. Some</p>
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	<p>students even went as far to create two watercolour sheets, which is very rare - usually fast finishers want a new task immediately, but this one seemed to really capture their attention.</p> <p>EBI?: I felt having a template premade maybe wasn't the best idea. I had initially hoped the template would only be for students who struggle to get work done, but the minute I took it out everyone wanted one to use instead, as they were eager to begin painting.</p> <p>Maybe I should have enlarged their drawings on the photocopier, that way they could have used them as a template instead, similar to the previous UoL where I enlarged their wire drawings</p>
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<p>Lesson No: 3 ✓</p> <p>Total in UoL: 3</p> <p>Duration: 40 mins (S)</p> <p>Date: 11th May 2023</p> <p>Stage: Create & Respond</p>	<p>Teaching & Learning Content</p> <p>Combining our knowledge of our SS artists to create our patterned leaf</p> <p>Evaluating our work</p> <ul style="list-style-type: none"> - 1.1 - Analyse their work, or that of another using appropriate vocabulary & knowledge - 1.12 - Apply their understanding of AEDP to make an artwork - 1.14 - Use Media to create their own artwork <p>Teaching Methods/strategies:</p> <ul style="list-style-type: none"> - Class Discussion - Cold Calling - Demonstration of how to divide our leaves and 	<p>Learning Intentions</p> <p>L.I.1: Students will know and <u>explain</u> the steps taken to split our leaf into sections, and create our patterns within each using our worksheet as a guide</p> <p>L.I.2: Students will be able to successfully <u>create</u> a series of patterns onto their leaf</p> <p>L.I.3: Students will understand and <u>appreciate</u> the techniques used by our SS artists, and <u>interpret</u> these within their own work</p>	<p>Success criteria</p> <p>All students will...</p> <p>Split their leaf into 6 sections</p> <p>Use a marker to successfully create a series of patterns onto their leaf</p> <p>Recognise and engage with the work of Gustav Klimt & Eadaoin Glynn</p> <p>Evaluate their own learning (WWW, EBI?)</p> <p>Most students will.....</p> <p>Interpret the techniques used by our support study artists within their own leaf</p> <p>Create a series of successful patterns on their leaf, incorporating ideas from our SS artists</p>
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	<p>begin filling in our patterns</p> <ul style="list-style-type: none"> - Higher and Lower order Questioning after demo - Station teaching - Collaborative active learning - Demo of how to use gold foil (T&G) <p>AEDP: Line, Shape, Pattern</p> <p>Support Studies: Eadaoin Glynn & Gustav Klimt (Combining what we learned from each artist to make something new)</p> <p>Visual Aids: My completed leaf, Watercolour techniques large VA, Demo</p> <p><u>Layers of Learning:</u></p> <p><u>Literacy (L):</u> Key Words: Metallic, Accent, Repetition</p> <p><u>Oracy (O):</u></p> <ul style="list-style-type: none"> - Oral Evaluation of our work & the work of our peers - Class Discussion - Peer Teaching <p><u>Numeracy (N):</u> Dividing our leaf into 6 even sections</p>		<p>Incorporate metallic accents into their work, as inspired by Gustav Klimt</p> <p>Evaluate their own work, and the work of their peers using relevant language</p> <p>Some students may.... Work with Gold Foil rather than metallic markers</p> <p>Conduct independent research into our SS artists, or artists who use similar techniques</p> <p>Help with beginning to set up a class display for our leaves</p>
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Post class critical reflection

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

Overall Reflection:

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