

Class Name: 1VArt-4.4**Year group: 1st Year****No of Pupils: 18****Total No of lessons in UoL: 9****Theme: "My Favourite Things"****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:**Managing Myself:**

- Making Considered Decisions

Students will learn new skills & Experiment with new materials. Through considering this new knowledge, students will be able to select relevant and appropriate sources, develop and realise a final artefact

Managing information & Thinking:

- Thinking creatively and critically

Students will be able to transform two unrelated objects into one cohesive sculpture, through thumbnail sketching, prototyping and imagining these students will develop their creative thinking skills to problem solve their final sculpture.

Being Creative:

- Exploring Options and Alternatives
- Imagining
- Implementing Ideas & Taking Action

Students will begin to develop autonomy and responsibility over their own learning, and will use the creative skills developed throughout this UoL to experiment, design, create and realise a final 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. Suspected Dyspraxia.** Focus is more on this student settling in & engaging with peers, rather than completing all tasks set within a class.

- * 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
- Overall very capable class, can get distracted quite easily. Respond well to demonstrations and chunks of independent work time. Praise good work, work one on one with students who are struggling.

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 and form through observational drawing, wire experimentation, Thumbnail sketching & prototyping to create a wire sculpture influenced by the theme of 'My Favourite Things'

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

Learning outcomes for the unit of learning

Art:

Students should be able to....

- 1.1 - Analyse their work, or that of another, using appropriate vocabulary and knowledge ✓ L5, L6, L9
- 1.2 - Respond to an artwork using critical and visual language ✓ L1, L2, L8
- 1.4 - Demonstrate how they use drawing to observe, record and analyse the human figure and the world around them ✓ L1, L2
- 1.7 - Examine the method of a number of artists and the artwork they created ✓ L1, L2, L3, L4, L7
- 1.14 - Use media to create an artwork ✓ L3, L8, L9

Design:

Students should be able to...

- 3.4 - Interpret a design brief and represent this through their drawings ✓ L4, L5, L6
- 3.6 - Design a final work based on their drawings ✓ L4, L5, L6

<p>Lesson No: 1 Total in UoL: 9 Duration: 80 mins (D) Date: 22nd March Stage: Think & Explore</p> <p><u>L.P. 1</u></p>	<p>Teaching & Learning Content</p> <p>Making a zine and exploring blind & continuous line drawing</p> <p>Introduction to the VASP</p> <p>1.2 - Respond to an artwork using critical and visual language - Responding to our SS artist's work using relevant language & implementing their techniques into our own work.</p> <p>1.4 - Demonstrate how they use drawing to observe, record and analyse the human figure and the world around them - Annotated Continuous line drawings of the items in the room and the people around them</p> <p>Teaching Methods/strategies:</p> <ul style="list-style-type: none"> - Class Discussion - Pair & Group work - Demonstration on creating an 8 page zine - Higher and Lower order questioning - Handouts ready for early finishers to bring them on <p>AEDP: Line & shape</p> <p>Support Studies: Alexander Calder, Austin Kleon - Introduction to continuous & blind drawings</p>	<p>Learning Intentions</p> <p>L.I.1: Students will know and <u>define</u> the different drawing styles covered in the class</p> <p>L.I.2: Students will be able to <u>construct</u> an 8 page zine, and <u>record</u> the drawing styles covered within it</p> <p>L.I.3: Students will understand and <u>implement</u> the techniques used by our support artists into their own work</p>	<p>Success criteria</p> <p>S.C.1: Students will display their knowledge by annotating their zine with the different types of drawing explored in the class - Continuous, Blind, and experimenting Using two pens. The students should be able to differentiate between them when prompted</p> <p><u>Some</u> students may move on to complete observational drawings</p> <p>S.C.2: Students will successfully construct an 8 page zine aided by a step by step handout. They will then record their drawings within the zine.</p> <p>S.C.3: Students will demonstrate their knowledge by making reference to our support artists when discussing the types of drawings in their zine.</p> <p><u>Some</u> Students may move on to research their own continuous line artist independently & create a sketch of this artist's work</p>
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	<p><u>Visual Aids:</u> My completed zine, handout, my VASP & PPT.</p> <p><u>Layers of Learning:</u></p> <p><u>Literacy (L):</u> Key Words: Continuous, Blind, Zine</p> <p>Annotating our Drawings</p> <p>Completing a group mindmap on our theme 'My Favourite Things'</p> <p><u>Oracy (O):</u> Discussing our opinions of Alexander Calder & Austin Kleon's work as a class group</p>		
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Post class critical reflection	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p>Overall Reflection: This class felt like a hard sell - in the beginning the students did not respond well at all to the blind drawings, and they constructed their books much more quickly than I anticipated. They also did not respond well to the work of our support artists, so I think a structured handout/ worksheet may be something we need to work with in this class</p> <p>I keep forgetting to submit the roll - I need to do this earlier in the class and submit straight away.</p> <p>Students do not always respond well to powerpoints. They prefer hands-on learning, demos, real life examples etc.</p> <p>WWW?: The students really enjoyed the second half of the class - continuous & blind line drawings into their booklets. They seemed to enjoy being left alone in the large class setting with a task, and myself just walking around and giving advice</p>
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	<p>one on one. The students were silent from concentrating ! They also really enjoyed designing their covers, so I allowed for five more minutes at the end of the task for this - bringing the total independent drawing time up to about 35 minutes.</p> <p>Students were also very interested in the idea of having their own VASP - previously all work is done in a normal a4 sketchbook that is handed up to the teacher, so having their own place to complete all their work for once project interested them, especially upon seeing mine</p> <p>EBI?:</p> <p>The students were not aware of the concept of a mindmap, and in the time it took me to explain it, we were at tidy up time. I will bring the mindmap forward into the next class, and begin with it. That way any student who has brought in their item can begin working after we complete the mindmap, and any student who was absent can catch up on the project theme & final artefact ideas via the group mind map.</p>
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<p>Lesson No: 2 Total in UoL: 9 Duration: 40 Mins (S) Date: 23rd March Stage: Think & Explore</p> <p><u>L.P 2</u></p>	<p>Teaching & Learning Content</p> <p>2 students absent last class - station teach relevant sections of the last class to catch them up</p> <p>Creating Continuous Line drawings of our Favourite Things - 2 Objects</p> <p>1.4 - Demonstrate how they use drawing to observe, record and analyse the human figure and the world around them - Exploratory continuous line drawings of their chosen objects</p> <p>1.7 - Examine the method of a number of artists and the artwork they created - Responding to & interpreting the work of Tyler Foust</p>	<p>Learning Intentions</p> <p>L.I.1: Students will know that <u>practising</u> and <u>experimenting</u> with different drawing techniques is an essential part of the design process</p> <p>L.I.2: Students will be able to <u>create</u> and <u>record</u> a number of primary source observational drawings in their sketchpads</p> <p>L.I.3: Students will understand and <u>appreciate</u> the use of line and shape in the work of our support artist, Tyler Foust</p>	<p>Success criteria</p> <p>S.C.1: Students will recognise line drawing as an important part of the design process and demonstrate their ability to experiment with drawing their object from different angles, and/or using different media</p> <p>S.C.2: Students will create a selection of drawings in their sketchpad exploring their chosen primary source</p> <p><u>Some</u> students may move on to adding tone or colour to their drawings</p>
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	<p>Teaching Methods/strategies:</p> <ul style="list-style-type: none"> - Class Discussion & Recap - Cold Calling - Higher and Lower order questioning - Reflecting on our learning (Two stars and a wish) <p>AEDP: Line & shape</p> <p>Support Studies: Tyler Foust - Implementing another technique using continuous line</p> <p>Visual Aids: Printouts of artist's work, examples of continuous line drawings, example of wire sculpture</p> <p>Layers of Learning:</p> <p>Literacy (L): Key Words: Continuous, Mindmap</p> <p>Artist Research Homework</p> <p>Completing a mindmap on our theme 'My Favourite Things'</p> <p>Oracy (O): Discussing our opinions of Tyler Foust's work as a class group</p>		<p>S.C.3: Students will understand how Tyler Foust uses continuous line to create shape, and appreciate his use of negative space as a drawing tool</p> <p><u>Some</u> students may bring his techniques into their own drawings</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:

Overall I felt this lesson went well. Students completed a variety of continuous line drawings using markers, and seemed to immediately take ownership over the sketchpads I made them. I also found that allocating artist research as homework allows students to engage with it in their own way. I hope this research allows them to engage more with the SS artists shown during the classes in the future

WWW?:

Students enjoyed the lesson, and appreciated one on one feedback on how we might begin thinking about moving our work into a sculpture. Some students needed to use an object from the store room, and I felt I was able to discuss with these students why their own object is much better than having to use one already in the school. I felt that the class was busy, with a nice buzz of work

EBI?:

I think it would have been better if I delivered the content surrounding using a mindmap differently. I felt that students became stumped quite quickly when completing the mindmap on their own and ended up just using my examples. In the future, I would do a full class mindmap on the board, asking students to call out answers to me. I did this last year on my placement and it worked well, so now I have tried it a different way I can see which I feel works more efficiently.

I also wish I allocated more time on exploring Tyler Foust's process, rather than just interpreting his artwork. We used different media to the SS artist, which is something I would like to avoid in the future.

Students are also becoming a bit precious with their VASP, working into their old sketchpad and then cutting and sticking work in - I tried to combat this by getting them to complete the mind map directly into their book which worked well, but when we began continuous line drawing students didn't want to 'mess up in their sketchpad'. I understand this, and in the future I am going to trial having 5 minutes at the end to stick in and write about our work. If this isn't successful, I will ensure students go back to working directly into the VASP

<p>Lesson No: 3 x</p> <p>Total in UoL: 9</p> <p>Duration: 80 mins (D)</p> <p>Date: 29th March</p> <p>Stage: Explore & Develop</p>	<p>Teaching & Learning Content</p> <p>Same 2 students absent last class - students need serious catch up time - implement peer teaching also.</p> <p>Working with wire - Experiencing the material, what we can do with it.</p> <p>Creating our name in wire as an introduction to the material</p> <p>1.7 - Examine the method of a number of artists and the artwork they created - Experiencing & experimenting with the material and techniques used by Alexander Calder - testing out the wire techniques used in his sculptures</p> <p>1.14 - Use media to create an artwork - beginning to look at wire as an art material, and using it to create a wire name</p> <p>Teaching Methods/strategies:</p> <ul style="list-style-type: none"> - Class Discussion & Recap - Demonstration on how to Construct Wire Name / Different wire techniques - Higher and Lower order questioning - Handouts - Reflecting on our learning <p>AEDP: Line & shape</p>	<p>Learning Intentions</p> <p>L.I.1: Students will know and <u>demonstrate</u> a variety of wire construction techniques, using their handout as a guide.</p> <p>L.I.1: Students will be able to <u>implement</u> these wire techniques to <u>create</u> a wire version of their name, using the wired alphabet</p> <p>L.I.3: Students will understand and <u>interpret</u> how Alexander Calder uses various wire techniques to join together different elements of his painting</p>	<p>Success criteria</p> <p>S.C.1: Students will experiment with wire, and follow a Wire Techniques handout to create a variety of small experimental pieces relating to each technique.</p> <p>S.C.2: Students will use the Wired Alphabet handout, along with a short teacher demonstration, to construct their wire names.</p> <p><u>Most</u> students will complete their full first name in wire, showing reference to the wired alphabet</p> <p><u>Some</u> students may begin experimenting with their continuous line drawings to create a small 2D sculpture.</p> <p>S.C.3: Students will describe and discuss the work of Alexander Calder, using relevant language from their Wire Techniques handout. Students will discuss and hypothesise where Calder may have used different techniques in his work.</p>
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	<p><u>Support Studies:</u> Alexander Calder - Where can we see his wire techniques?</p> <p><u>Visual Aids:</u> PPT, My completed Wire name, The Wire Alphabet Handout, Wire Techniques Handout</p> <p><u>Layers of Learning:</u></p> <p><u>Literacy (L):</u> Key Words: Twisting, Bending, Shaping, Joining</p> <p>Written Reflection</p> <p><u>Oracy (O):</u> Discussing our wire techniques & where we can see them in the work of our SS.</p>		
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Post class critical reflection	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p><u>Overall Reflection:</u> I thoroughly enjoyed this lesson, and I feel that the students did also. It was great to introduce them to the material we will be working with, and I felt that the students welcomed this change from the drawing, as it seems to be a class who enjoys craft and manipulation more than drawing. The students were able to identify the techniques used in Calder's work after experiencing the wire themselves, and having this activity in the middle worked well as a break from the wire. I was happy with the structure of this lesson - experiment with wire, look at SS and reflect on the wire techniques we just experienced, and go back to the wire. I also think including making their name was a positive as</p>
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	<p>they seemed excited to make them and were eager to try the calligraphy, however I wonder if including this I should have done a little bit more on typography?</p> <p>WWW?: Visual Aids & demonstrations were very clear. These students need a lot of reminding and reinforcement to keep them on task, and respond better to an example that can be brought around with you, rather than something projected up on the board. Students also appreciated the freedom of experimenting with the wire at first to get a feel for it, and then moving on to creating their names which were a bit more structured. These visual aids also will work well for catching up the students who were absent</p> <p>EBI?: While the type of wire I used was very malleable, it unfortunately could not be cut by the scissors provided in school. I did not check this before the class, resulting in me having to cut the students wire for them. I felt I managed this well, but it was something that could have been planned for had I completed the task myself with the same scissors rather than my own. This delayed some students as they had to wait for me to come around and cut their wire, so in future lessons I will either bring in a couple of scissors to share in groups, or pre cut lots of wire and leave it at each table.</p>
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<p>Lesson No: 4 x Total in UoL: 9 Duration: 40 mins (S) Date: 30th March Stage: Develop</p>	<p>Teaching & Learning Content</p> <p>Introduction to thumbnail sketching</p> <p>Creating our first thumbnail sketch morphing our objects</p> <p>3.4 - Interpret a design brief and represent this through their drawings- Thumbnail sketches influenced by our continuous line drawings, looking at morphing both of our objects together in different ways to design our sculpture</p> <p>1.7 - Examine the method of a number of artists and the artwork they created - Discussing and interpreting the ways our support study artists morph</p>	<p>Learning Intentions</p> <p>L.I.1: Students will know and <u>explain</u> what a thumbnail sketch is</p> <p>L.I.2: Students will be able to <u>create</u> a thumbnail sketch combining two of their objects together</p> <p>L.I.3: Students will understand and <u>appreciate</u> the work of Redmer Hoekstra, and <u>interpret</u> the way he combines objects within their own sketches</p>	<p>Success criteria</p> <p>All students will.....</p> <ul style="list-style-type: none"> - Complete a thumbnail sketch combining two of their objects - Define a thumbnail sketch in their own words - Recognise the work of our SS artists - Annotate their Visual Sketchpads - Recognise the work of SS artists <p>Most students will...</p>
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	<p>objects together, and implementing these ideas into our own work</p> <p>Teaching Methods/strategies:</p> <ul style="list-style-type: none">- Class Discussion- Cold Calling- Demonstration of how to create an effective thumbnail sketch- Higher and Lower order Questioning- Handout <p>AEDP: Line, shape and form</p> <p>Support Studies: Redmer Hoekstra (Combining two objects together into one image), Yuanxing Liang (Sculptural pieces combining two items together)</p> <p>Visual Aids: Demonstration, Printouts of SS artists work, My completed thumbnail sketches, my completed wire sculpture</p> <p>Layers of Learning:</p> <p>Literacy (L): Annotating our visual sketchpads</p> <p>Key Words: Combine, Morph</p> <p>Oracy (O): Class Discussion of SS artists work</p>		<ul style="list-style-type: none">- Hypothesise why thumbnail sketching is used by artists and designers- Examine and interpret the work of our SS artists using relevant language <p>Some students may...</p> <ul style="list-style-type: none">- Complete more than one thumbnail sketch- Begin experimenting with wire while sketching
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<p>Post class critical reflection</p>	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p><u>Overall Reflection:</u> I felt this lesson went well, but students need a lot more time to dedicate to thumbnail sketching. It took students a while to grasp the concept of morphing two items together even after my demo, so maybe I should have focused more on continuous line drawing at the beginning of this UoL, getting them to bring in both objects at once and overlapping drawings, drawing different sections etc before moving on to thumbnail sketching</p> <p><u>WWW?:</u> I felt very in control of the room. Students were very quiet but focused, however this can often lead to students wanting to listen to music as the class can be quite silent at times. As my HT had previously allowed this, I told students if they hit all the success criteria in this lesson, in the next lesson they will be allowed to listen to music quietly when drawing. This really spurred on the students, and they created some good work</p> <p><u>EBI?:</u> I feel I should have done a range of thumbnail sketches, perhaps incorporating the items the students had used in their line drawings to create lots of sketches. Not many students had objects similar to mine, so I felt they found it difficult to come up with ideas without being prompted to take items apart, move them etc.</p>
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<p>Lesson No: 5 x Total in UoL: 9 Duration: 80 mins (D) Date: 19th April Stage: Develop</p>	<p>Teaching & Learning Content</p> <p>2 students were absent last class - students need catch up time - implement peer teaching with strong students.</p> <p>Morphing our objects through thumbnail sketching</p> <p>3.4 - Interpret a design brief and represent this through their drawings- Thumbnail sketches influenced by our continuous line drawings, looking at morphing both of our objects together in different ways to design our sculpture</p>	<p>Learning Intentions</p> <p>L.I.1: Students will know and <u>recognise</u> the importance of thumbnail sketching as a part of the design process</p> <p>L.I.2: Students will be able to successfully <u>morph</u> their objects together through thumbnail sketching</p> <p>L.I.3: Students will understand and <u>consider</u> the use of line and shape in the</p>	<p>Success criteria</p> <p>All students will.....</p> <ul style="list-style-type: none"> - Create a series of successful morphed thumbnail sketches - Explain what a thumbnail sketch is and why it is used - Recognise and engage with the work of our SS artist <p>Most students will...</p> <ul style="list-style-type: none"> - Select which thumbnail sketch they would like to move forward with
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	<p>1.7 - Examine the method of a number of artists and the artwork they created</p> <ul style="list-style-type: none"> - Discussing and interpreting the ways our support study artists morph objects together, and implementing these ideas into our own work <p>1.1 - Analyse their work, or that of another, using appropriate vocabulary and knowledge</p> <p>Class evaluation & critique</p> <p>Teaching Methods/strategies:</p> <ul style="list-style-type: none"> - Class Discussion - Cold Calling - Demonstration of how to create an effective thumbnail sketch for absent students - Higher and Lower order Questioning - Handout - Station teaching - Collaborative active learning - Class Evaluation <p>AEDP: Line, shape and form</p> <p>Support Studies: Redmer Hoekstra (Replacing a piece of one object with a piece of another)</p> <p>Visual Aids: Demonstration, Printouts of SS artists work, My completed thumbnail sketches, my completed wire sculpture VA</p>	<p>work of our SS artists, and <u>interpret</u> similar within their own work</p>	<ul style="list-style-type: none"> - Recognize the use of thumbnail sketching as an integral part of the design process - Explain and interpret the use of line and shape within the work of our SS artist <p>Some students may...</p> <ul style="list-style-type: none"> - Begin prototyping - Conduct independent research into our SS artists - Morph <u>more than 2</u> objects together - some students have conducted their own continuous line drawing outside class and may work from these if suitable
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	<p><u>Layers of Learning:</u></p> <p><u>Literacy (L):</u> Annotating our sketches and selecting which we would like to move forward with</p> <p>Key Words: Replace, Morph</p> <p><u>Oracy (O):</u> Class Discussion of SS artists work</p> <p>Class Evaluation of Thumbnail Sketches - How could they be more successful? How might we go about making them?</p>		
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Post class critical reflection	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p><u>Overall Reflection:</u> This lesson went well, but due to it being the first class after Easter it involved a lot of peer and station teaching rather than whole class teaching. I ended up splitting the students into groups according to how much of the project checklist they had completed, and assigning each group a task. Some of the students had previously caught on to the concept of morphing very quickly and were able to re-explain it to the rest of the class completing the worksheet while I discussed the previous classes with those who had been out. I then assigned the worksheet as homework to these students, and told them to come up with 2 ideas, and we can come up with 2 together in the next class.</p> <p><u>WWW?:</u> Students really engaged with the work of support artists and used them as reference when creating their morph sketches, a few of them asking me to tell them the names again or leave the slides back up on the board when the projector turned off. For the next class, I am going to print out the artists as the projector switches off quickly due to it overheating, which is an ongoing issue. I hope printing artists out will combat this.</p>
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EBI?:

Many students had forgotten their visual sketch pads at home. Luckily, we were using a worksheet for this class, but I would like to avoid working into our classwork sketch pads, and having to cut the work out. In the future, I will collect up all the sketch pads at the end of the class, and ask students to place any work inside the sketchpad. Students will then have a couple of minutes each class to glue any loose sheets in before we move on.

Lesson No: 6 x
Total in UoL: 9
Duration: 40 mins (S)
Date: 20th April
Stage: Develop & Refine

Teaching & Learning Content**Prototyping our sculptures - Problem Solving**

3.4 - Interpret a design brief and represent this through their drawings
 Students continue to reference & edit their thumbnail sketches when prototyping their sculptures

3.6 - Design a final work based on their drawings

Problem solve to create an idea that will create a successful sculpture

1.1 - Analyse their work, or that of another, using appropriate vocabulary and knowledge

Class evaluation & critique

Teaching Methods/strategies:

- Class Discussion
- Cold calling
- Demonstration of how to create a prototype / recap on our wire skills
- Collaborative Active Learning
- Higher and Lower order questioning

Learning Intentions

L.I.1: Students will **know** and explain what a prototype is, and discuss relevant examples of prototyping today

L.I.2: Students will **be able to** construct a prototype of their final sculpture, using their thumbnail sketches as a guide

L.I.3: Students will **understand** and appreciate the function of prototyping within the work of Mizuka Bazooka

Success criteria**All Students will...**

- Create a prototype of their final sculpture, identifying issues with their plan along the way
- Recognise the reason behind creating a prototype
- Be able to name one example of where a prototype may be used
- Recognise and engage with the work of Mizuka Bazooka

Most Students will....

- Recognise and discuss the use of Line, shape and form in the work of our SS artist
- Appreciate and explain the function behind prototyping
- Contribute to a class discussion about when a prototype is relevant for an artist

Some students may...

- Construct their prototypes at a 1:1 scale

	<ul style="list-style-type: none"> - Peer Evaluation (TPS) <p>AEDP: Line, Shape & Form</p> <p>Support Studies: Mizuka Bazooka (Prototyping a handbag - what is the purpose?)</p> <p>Visual Aids: Demonstration, Printouts of SS artists work, My completed thumbnail sketches, my completed wire sculpture</p> <p>Layers of Learning:</p> <p>CC LINKS:</p> <p>Construction & Technology - What is a prototype & what is it used for?</p> <p>Literacy (L):</p> <p>Key Words: Maquette, Prototype</p> <p>Numeracy: Ratios - a prototype can be half the size of your sculpture - 1:0.5, or it can be the exact size (time allowing) 1:1</p>		<ul style="list-style-type: none"> - Revise/ annotate their thumbnail sketches with new discoveries while prototyping - Begin to construct their final sculptures
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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>Overall Reflection: I felt that this class went well. Students weren't initially too engaged by prototyping their sculptures, but they did recognise it as a part of the design process which was positive. They wanted to get on to the final Sculpture and finish</p>
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the UoL, but when I explained the function of prototyping and what a prototype is, we had a great discussion on when is a prototype relevant, and students began debating each other over questions like 'Is testing out paint technically a prototype" which was nice to see. This got them engaged, and I allowed them to chat as long as they were working away on their prototypes so this kept morale high. One student who rarely comes in did plenty of independent drawings when catching up on missed lessons, and asked to bring his booklet home to do more, which was nice to see.

WWW?:

Students understood why prototyping is important and made remarks about how it would be used, and speculated about different materials - would a car prototype be wood or plastic? Etc. My demonstration on how to create a prototype was clear, and I felt I made a good comparison between a prototype and the final sculpture, and students were able to then apply this knowledge when asked about examples of prototypes they could think of - lipstick packaging, shoes, perfume nozzles etc.

EBI?:

Students struggled initially with making their prototypes. Despite understanding the concept, students kept asking could they "use this for their final piece'. We also used a different brand of wire that the school provided, and I explained to students this was so we could keep our own wire for our final pieces, but many students complained about the quality and toughness of the wire.

I think in the next lesson, I will bring students up around a desk, and show them how to use our thumbnail images to create a sculpture / wire drawing as many students become frustrated when prototyping, so I feel a recap on our skills and how to apply them may be necessary.

Many students also aspire to create a 3D sculpture, while some students would rather keep it 2D. I will need to watch this as it progresses, as I would like students to have the choice and have autonomy over their project, but I also need to be aware of what each student is making

<p>Lesson No: 7 x Total in UoL: 9 Duration: 80 mins (D) Date: 26th April Stage: Develop & Refine</p> <p>L.P.7</p>	<p>Teaching & Learning Content</p> <p>No access to art room due to LC exam - was not allowed to bring scissors, masking tape, wire etc. as class was conducted in Demo Lab</p> <p>Introduction to typography</p> <p>Making a cover for our Visual Journals</p> <p>Putting together an Artist's Proposal</p> <p>Teaching Methods/strategies:</p> <ul style="list-style-type: none"> - Cold Calling - Peer Teaching - Recap on key words surrounding typography - Demonstration on how to find, select and replicate a font from Dafont.com - Higher and Lower order questioning - Handouts - Collaborative Active Learning <p>AEDP: Line & Space</p> <p>Support Studies: Paula Scher (Typography and its place in the world)</p> <p>Visual Aids: Printouts of Artist's Work, My Completed Visual Journal, Handout, 'Thinking</p>	<p>Learning Intentions</p> <p>L.I.1: Students will know and <u>recognise</u> what an Artist's Proposal is, and what is used for</p> <p>L.I.2: Students will be able to successfully <u>use</u> Dafont.com to <u>find, select</u> and <u>replicate</u> a typeface of their choice onto their worksheet</p> <p>L.I.3: Students will understand and <u>consider</u> the use of typography in the work of Paula Scher, and <u>discuss</u> the function of typography in the world today</p>	<p>Success criteria</p> <p>All students will...</p> <ul style="list-style-type: none"> - Understand what an Artist's Proposal is, and what it is used for - Create an Artist's Proposal for their sculpture using the template provided - Use Dafont.com to select and replicate a font for their Visual Sketchpad cover - Recognise what typography is, and what it is used for <p>Most students will...</p> <ul style="list-style-type: none"> - Create a series of fonts using Dafont.com, and select which they deem is the most successful - Begin to create the cover for their visual journal - Consider and discuss the function of typography in today's world <p>Some students may...</p> <ul style="list-style-type: none"> - Consider the line spacing & type selection in Scher's work, and interpret similar within their own - Create their own Artist's proposal without the help of our template
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about my Sculpture' handout -
Artist's Proposal

Layers of Learning:

CC LINKS:

Business - use of typography for
advertising, telling someone
what something is, selling a
product

Geography - Paula Scher - maps
as art, another function for
typography?

Literacy (L):

Key Words: Cap height, Base
line, 'X' Height

Completing our Artist's proposal
as a class group - taking down
our answers

Oracy (O):

Discussing the function of
typography - where have we
seen some today?

Completing our Artist's proposal
as a class group - calling out
answers to our 'fill in the blank'
exercise

Numeracy (N):

Measuring & ruling lines, line &
letter spacing

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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>This lesson caught me off guard at first - Initially, I was told I had no classes today due to the LC art exam. However, the class before this class was due to begin, I was told I could host the class in the lunch hall. This meant I could not go into the art room to gather materials for the lesson I had initially planned (see lesson below) to begin our sculptures. The students had previously displayed great ownership over their VASP, and responded well to the short typography session when constructing their name with wire, so I felt using typography to design a cover would work well in this scenario. Thankfully, I had some sheets planned for this in case there was a lesson free at the end, so I now see the benefit of having all resources created before you teach the UoL!</p> <p>Despite being in the lunch hall, this lesson went well. The students were very excited to be creating covers for their VASP, and listened attentively. The layout of the demo lab was not ideal, meaning it was difficult to show students something all at once. Dividing the students into groups and station teaching them worked well in this scenario. Having the artists work printed out also worked in my favour, firstly as there was no board or projector, but also it allowed the students to see the work up close and really engage with it.</p> <p><u>WWW?:</u></p> <p>Students loved the work of Paula Scher and responded to it using relevant language. They also worked well in small groups, sharing materials and helping each other create their fonts successfully. They are displaying real ownership over the project, and seem to enjoy themselves in each class, even being disappointed when they found out we were not in the art room.</p> <p>Having the artist's proposal template ready was very helpful. When discussing the artist's proposal, I could see some students looking worried, as if to say 'What do I write?!', so using a fill in the blanks format worked well, and I feel is a good way to scaffold students up to writing a proposal at JC level.</p> <p><u>EBI?:</u></p> <p>The full work 'Visual Sketchpad' did not fit on the handout, as I printed them portrait instead of landscape. For another typography class, I would give the students either a landscape sheet, or structure the sheets in a way that the full phrase could fit.</p> <p>I also absent mindedly wrote the words 'Visual Journal' on the sheet instead of Visual Sketchpad - to correct this, I placed a sticky note in each table with the correct phrase on it and drew student's attention to this, however some students still wrote the words visual journal and that is my own fault.</p>
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Lesson No: 8
Total in UoL: 9
Duration: 40 mins (S)
Date: 27th April
Stage: Realise

L.P. 8

Teaching & Learning Content

Class Content Carried Over - initially lesson 7

Creating our Sculptures

1.14 - Use media to create an artwork

Creating our final Sculptures

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

Examining & Interpreting the work of SS artists

Teaching Methods/strategies:

- Class Discussion & Recap on wire techniques
- Demonstration on how to create some common shapes with wire
- Higher and Lower order questioning
- Reflecting on our learning

AEDP: Line, shape & Form

Support Studies: Diane Komater (Wire bending & shaping - tracing images with wire)

Visual Aids: PPT, My completed Wire Sculpture, Demonstration

Layers of Learning:

Literacy (L):

Key Words: Twisting, Bending, Shaping, Joining

Learning Intentions

L.I.1: Students will **know** and consider the different wire techniques we have explored, and select those that are relevant to their sculptures

L.I.2: Students will **be able to** begin creating their final sculptures, influenced by their prototypes and thumbnail drawings

L.I.3: Students will **understand** and appreciate the techniques and process used by our SS artist, and interpret this into their own work

Success criteria

All Students will....

- Begin to create their finished sculptures, influenced by their thumbnail sketches & prototypes
- Recognise and consider the use of different wire techniques we have explored
- Recognise the work of our SS artist

Most Students will....

- Engage with and recognise the techniques used in the work of our SS artist
- Interpret the work of our SS artist to create their final sculpture

Some students may....

- Add 3D elements to their sculpture
- Use different colours of wire to create interest or a focal point within their sculpture

	<p><u>Oracy:</u> Class Discussion Oral Evaluation</p> <p><u>Differentiation (D):</u> Photocopying some students work and scaling it up from a5 - a4 in order to allow them to trace from their own drawings - some students struggling with scaling up in their head</p>		
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<p>Post class critical reflection</p>	<p>What went well and why and even better if.... E.g.: In relation to learning intentions Class began 15 mins late due to Pres Mile Run. Was initially cancelled until 10 minutes into class I was informed run ended earlier than expected</p> <p><u>Overall Reflection:</u> Overall I was happy with this lesson. Students were excited to be beginning their final sculptures. When I offered to scale up students' thumbnails, very few wanted this and instead wanted to challenge themselves by using their a5 thumbnail as inspiration instead of directly tracing - this is very rare for this group, as often they would prefer the 'easier way out'. Students also helped each other without my intervention - some were very deft with the wire, and helped other students with the trickier techniques like wrapping and joining without me appointing them to - I think this is a good sign that my own use of peer teaching is starting to rub off on them as they are beginning to do it naturally.</p> <p><u>WWW?:</u> Students were well able to identify the different techniques in Komater's work, which makes a big change from the very first time we looked at a wire artist. Students also began to give their opinions a lot more on her work, discussing and debating each other over if they like the work or not. Previously, I used to begin every discussion with a 'Hands up who likes the work.... Tell me why, hands up who doesn't ... etc'. I didn't even get the chance today, hands went up straight away which was great to see. Students also loved the inclusion of Gold & Silver wire, with some already explaining to me how they plan to use it within their design before they had even had a proper look at it. This shows me these students are really seeing the process of research to sketching to creating an artefact as an important one.</p> <p><u>EBI?:</u></p>
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	<p>Students struggled a little with bending the wire on the table or in mid air as it kept moving. To combat this, I handed around masking tape to stick it to the tables and this worked well. However, for the next lesson I would have masking tape already on the desks for students to share so they can work more efficiently</p> <p>I also should have thought out the storage of these artefacts more thoroughly. The HT gave me a shelf in the store room to set them on, but due to LC projects being in there students could not go in. This wasted a lot of time with me being in the store room organising the sculptures at the end of class so they didn't get tangled. However, I'm not sure if I can trust the students to keep the wire safe in their folders as it is very fragile. There is only one lesson left in this UoL, but at the end of it I think I will get students to place their work into individual polly pockets to keep it safe, and I can keep all the work in a binder.</p>
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<p>Lesson No: 9 Total in UoL: 9 Duration: 80 mins (D) Date: 3rd May Stage: Realise & Evaluate</p>	<p>Teaching & Learning Content</p> <p>Finishing & Evaluating our Sculptures</p> <p>Examining how we would display this work as a class group</p> <p>1.14 - Use media to create an artwork Creating our final Sculptures</p> <p>1.7 - Examine the method of a number of artists and the artwork they created Interpretation of all SS artist's skills we have looked at over the entire UoL</p> <p>1.1 - Analyse their work, or that of another, using appropriate vocabulary and knowledge Class evaluation & critique</p> <p>Teaching Methods/strategies:</p> <ul style="list-style-type: none"> - Class Discussion - Cold Calling - Whole Class Evaluation of VASP & Sculpture 	<p>Learning Intentions</p> <p>L.I.1: Students will know and <u>discuss</u> the purpose of an exhibition, and how we would go about planning one as a class</p> <p>L.I.2: Students will be able to <u>complete</u> their sculptures successfully</p> <p>L.I.3: Students will understand and <u>demonstrate</u> how to give constructive criticism to peers, and will <u>explain</u> what makes certain sculptures more successful</p>	<p>Success criteria</p> <p>All students will...</p> <ul style="list-style-type: none"> - Recognise the purpose and function of an exhibition - Consider how we would display our work as class group in the Art Room - Participate in a class evaluation of our work <p>Most students will...</p> <ul style="list-style-type: none"> - Further interpret the work of support study artists referenced throughout the UoL within their own work - Bring their sculptures to completion - Give constructive feedback, and analyse the work of their peers using relevant language
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	<ul style="list-style-type: none">- Handouts- Extension Tasks- Higher and Lower order questioning <p>AEDP: Line, Shape & Form</p> <p>Support Studies: Diane Komater (How she presents her wire sculptures in a Gallery Setting)</p> <p>Visual Aids: Printout of Artist's Work My completed Wire Sculpture, Handouts, Evaluation Sheet</p> <p>Layers of Learning: Literacy (L): Key Words: Exhibition, Proposal, Critique</p> <p>Oracy: Class Discussion Oral Evaluation</p> <p>Differentiation (D): Extra time allotted for students with repeated absence to complete sculptures</p>		<p>Some students may....</p> <ul style="list-style-type: none">- Create a sketch proposing how we would display the work as a class group- Reflect back on their VASP and annotate what they would have done differently- Begin to research Gustav Klimt in advance of our next UoL
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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:

I was really happy with this lesson and I felt it was a really nice way to bring the UoL to a close. Students are working independently, and brought their sculptures to a very successful level. The atmosphere of the whole class evaluation was lovely - I think leaving the students VASP beside their work was a good idea, as students were so interested in looking at what other people around the room had been doing. After a refresher conversation on how to give constructive feedback, some students made really valid points and gave advice that I thoroughly agreed with - such as twisting wire tighter, experimenting more with thumbnails and even considering bringing work into a 3D space.

WWW?:

Discussion on exhibitions went very well. After we had previously touched on what a contemporary artist was, I felt this exhibition really brought home the idea of the students as artists. These students have not had their work displayed in the classroom yet, and were so eager at the idea - I'm going to speak to my HT about this and see if she can display the work when I complete placement, or if I can have a space to do so in the last week.

Evaluation went well, and reflecting on the students' work, I can see the success criteria and learning outcomes being hit in nearly every VASP which is very encouraging.

EBI?:

The evaluation handout was abandoned - the students were having such a nice time discussing each other's work, and I was listening to them and engaging which was lovely, but this meant the literary element was lost. Students did a great oral evaluation, but I should have allocated a set time to look at work, and a set time to write, rather than combining them as it got a little lost. I still feel the students got a lot from the evaluation though which is very positive.