

Class Name: 9Art-8**Year group:** 6th Year (LCA)**Programme:** SC - LCA (Visual Art)**Total No of lessons in UoL:** 10 (1hr)
(only 7 completed)

- once a week - WED 9:30 - 10:30

[Learning Map](#)**Aim of Unit of Learning**

To explore shape, colour & composition through the process of batik to create a collaborative installation influenced by our theme of "Legacy"

Theme Development:

Module 2: The Local Environment - "Legacy" - Exploring the legacy of our Local Environment & visiting important geographical sites. Exploring the legacy of batik, and comparing and contrasting traditional and contemporary methods.

Creating a legacy project that will be displayed in the school - examining design, curation & new techniques to work collaboratively

CC Links: History, Geography, Science

History - "Legacy" - what is a legacy? Identifying sources of legacy within our Local Environment as a starting point - Sources of Local History

- This project examines the term 'legacy' by getting students to identify relevant sources of legacy, but also serves as their own source of 'legacy' by being installed in the school as the 6 LCA art project for 2023/24

Geography - Examining Local sites - Clondalkin round tower, looking at relevant features

DML / Photography - Examining photography techniques - Birds eye view, worm's eye view, focusing camera - how can we take a successful photo? - Photography as a means of digital research. Creating design digitally using chromebooks

(L) - Key Words, New terminology noted into Digital Notebook (in collaboration with Guidance Department), Visual Literacy - learning to analyse an artwork using relevant language

(N) - Ratios - making dye - concentrations, opacities, 1:3 ratio dye to water, experimenting with different ratios

(O) - Peer evaluations & Reflections, Classroom Discussions, Pair / Group Work

Entering characteristics

- All boys mixed ability LCA group - **no student has studied art previously in this group.**
- 5 students with varying levels of **dyslexia** - keep powerpoints / notes extremely visual. **Do not ask students to read aloud in class, avoid text heavy paragraphs or complicated explanations. Use diagrams, visual aids and demonstrations.**
- 1 student suffers with intense migraines - allow breaks / time out from lessons if necessary. Avoid looking at powerpoint / using digital media for long periods of time.
- 1 student **ASD** - Establish a relationship with the pupil based on consistency and predictability, developing the pupil's trust and confidence. Use clear visuals and keep instructions brief & clear - student had an SNA until Transition Year but due to staffing does not have one for this class - **avoid placing pressure on the student, he will need time to be alone and may not engage with teacher or peers at times. Student being in class on time is the main focus for the management team at the moment.** Often spends the majority of the class with his head on the desk - management staff has notified me to accept whatever standard of work is handed in by this student as they feel it is in his best interest to be supported socially outside of the classroom for the moment - 27/9
- 1 student ADHD & Anxiety - Designated check in person Mr. Molloy - may take time out of classes for 'sensory walks' or timetabled sessions with Mr. Molloy.
- Overall a very bright, enthusiastic and capable class. Can get **very distressed easily when drawing** as they feel they are not at a very high standard - support drawing techniques through use of photography & carbon paper, craft based tasks and avoid structured drawing schemes where possible - the importance is in engaging with their Local Environment and designing a final outcome, not in its quality.
- Students have just completed a UoL examining their school context in a surrealist way - with this UoL I hope to further the students perception of their environment from just their school, out into their locality.

Managing behaviours

Strategies:

- Incorporating a **VARK** model - supported through the use of handouts, demonstrations, practical tasks and powerpoints - the class is predominantly visual / kinesthetic learners according to CAT4 assessments.
- Heavy emphasis on group & collaborative work - discovery learning plays a large role in keeping these students engaged
- Lack of confidence in their own work - students ability to reflect positively and/ or critically on their own work and the work of others is weak - students do not like showing work to the group as a whole or discussing their work with peers - **scaffolded approach** when bringing in evaluation & reflection

Behaviour Management:

The Code of Behaviour/Discipline in Moyle Park College should be **considered in the context of the school being a community in which mutual respect; co- co-operation and natural justice** are integral features.

- Roll call at the beginning of every class
- Promotion of Good Behaviour - School takes a Marist approach - focus on good behaviour through positive reinforcement - positive VSware points, avoid negative points if possible
- Distribution & allocation of tasks to students
- **Avoid major confrontation** - students are spoken to and bad behaviour is understood through reasoning
- Phones are placed at the top of the classroom **at the discretion of the class teacher** - students should be in the habit of placing these into the bag at the beginning of class, and collecting them at the end
- Journals placed on desks at the beginning of class - homework must be written into college journal at the end of each class
- Health and Safety - all bags placed under desks
- Students must be signed out to use the bathroom by class teacher through the use of corridor passes (placed on the back of teacher's computer) - any student caught without a corridor pass will be spoken to by their form tutor & given an appropriate sanction

LINK: [Code of Behaviour](#)

→ **LADDER OF REFERRAL:** Class teacher, Host Teacher, Form Tutor, Year Head, Deputy Principal, Principal

LINK: [Anti Bullying Policy](#)

11.4 The sanctions for unacceptable behaviour are as follows.

- (a) Reasoning with the student.
- (b) Reprimand (including advice on how to improve).
- (c) Temporary physical separation from the classroom.
- (d) Loss of any privileges.
- (e) Detention before school, lunchtime or after school.
- (f) Prescribing additional written work or homework (including Saturday morning supervised study)
- (g) Confiscation of Mobile Phones for a specified period.
- (h) Putting students on report.
- (i) Communication with Parents.
- (j) Referral to Form Teacher.
- (k) Referral to Year Head / Deputy Principal / Principal.
- (l) Disciplinary Hearing.
- (m) Suspension.
- (n) Expulsion.

Learning outcomes for unit of learning

Taken directly from [LCA Visual Art specification - Unit 2 - Local Environment](#)

The student will be able to...

1. Based on **group** and **individual** learning methodologies, **collect and organise** resources and information
2. **Use** a **variety of artistic approaches**
3. **Identify & experiment** with artistic visual qualities and with a **range of materials and tools**
4. **Produce** artwork of a **personally expressive and aesthetic nature**

Lesson No: 1 ✓

Total in UoL: 10

Date: 4th October 2023

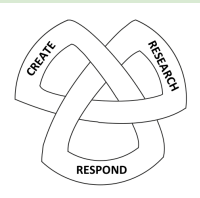
Lesson type: 1hr

Time: 9:30 - 10:30

Stage: Research

Introduction to project - what is batik?

Examining the theme 'Legacy' - what is our legacy? What is the legacy of our area?



Learning Content for Pupils and Learning Intentions - WHAT and WHY are you teaching

Key New Learning Content: What is a legacy? Introduction to the legacy project project & theme - group work (mind mapping theme - Legacy)

Why:

- What is batik? Introducing project to students & the process we will be undertaking
- Examining the theme - "Legacy" - what is a legacy? Asking students to examine their own legacy, and the legacy of their Local Environment

SS Artists: [Novak Batik](#) - (modern creator of the Batik - Collaboration with Converse & Batik Football Jerseys (Hook for Students))

Visual Aids: [My completed Batik](#), My completed mindmap(s), [PPT \(SLIDES 1 - 9\)](#), [handouts](#)

Differentiation: [Handout to support task](#), one to one support, group work, Large font on PPT

CC Links:

History & Geography: What is the significance of our area? Selecting, researching and discussing important sites - why are they important? Round tower, Corkagh Park, Baldonnell Air Unit etc.

History of batik - where does it come from? What were it's origins

Examining the theme 'Legacy' - linking with history of our local area - how does someone / something create a legacy?

(N) - Maths Venn Diagram handout

	<p>Evaluation: Gallery Walk (O)</p> <p>Learning Intentions</p> <p>L.I.1: Students will investigate the meaning of a “Legacy”, and identify relevant sources of legacy in our Local Environment (L)</p> <p>L.I.2: Students will create a successful mind map exploring their own individual legacies, and use this to participate in a peer discussion about our shared legacies</p> <p>L.I.3: Students will consider areas of Legacy within their Local Environment by contributing to a class discussion</p> <p>Success criteria</p> <p>All students will...</p> <ul style="list-style-type: none"> - Create a successful mind map exploring their own legacy (colour used, mix of imagery and words, consideration given to personality & interests) - Recognise the term ‘Legacy’ in relation to themselves, and their local environment (O - contributing to class discussion about the term legacy) - Collaborate with their peers to create a class mind map discussing legacy in their Local Area (mindmap on board, writing up or calling out ideas, engaged and participating well) - Interview their partners to investigate similarities and differences between their individual legacies (L) - Recognise the work of Novak Batik & discuss work using relevant language (discussion of colour, purpose of using batik fabrics, design ideas etc.) <p>Most Students will...</p> <ul style="list-style-type: none"> - Consider the function of hand crafted batik fabrics in today’s design world (contribute to class discussion about functionality, appeal, purpose of these fabrics) - Discuss their opinions surrounding the work of Novak Batik
<p>LESSON PLAN</p>	<p><u>Lesson Plan - Lesson 1:</u></p>

Post class reflection

Student Work - Mindmaps

Further Reading: '[How to keep your students Motivated to learn](#)'

Main Points:

- Visual aids were engaging
- Breaking down steps in notebook Appealed to students as it seemed Achievable
- Video of SS sparked discussion due to Modern nature of work
- Students work slowly - plan activities To liven them up in the morning
- Oral work seems to triumph over Written

What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work

WWW?:

- Overall I was pretty happy with this lesson. It took some time for the students to warm up to me, and I feel that them being sixth years and having low attendance is a contributing factor to this. However, once I got the students working collaboratively, they worked well & contributed to class discussions
- **My visual aids were very engaging** - students really liked looking at my finished Batik, and **when I broke down the steps we would take in my notebook the students got excited as they saw this as something that was achievable for them.** I also feel the **theme of Legacy was really strong** in this lesson, and students were very excited to create a piece of work that would stay in the school for years. Each group before them has done a paint based or ceramic legacy project, so I think having textiles was something different that the boys looked forward to.
- The video of Novak Batik working on her Converse shoes sparked conversation, and the students had a discussion on whether these shoes would be wearable or just an art piece on a shelf - this was really positive as I was nervous about the students being reluctant to discuss the work of artists
- I also feel that the process of this project was approachable for students, and also very appropriate - the students identified a series of relevant sources of legacy in their local area, and seemed excited when I discussed that we would be taking a trip during class to one of these sites. (Clondalkin round tower).

EBI?:

- Students work at a very slow pace, which was not something I had anticipated. They require a lot of prompting to be kept on task, and not all of their mindmaps were completed. Many students also just put down their football club and 'couldn't think of anything else' about themselves - however, they could think of plenty when it came to the group mindmap - perhaps oral work is better for these students, or possibly my handout supporting the task could have been more supportive.
- I also find that these students can tire quite easily, becoming distracted halfway through class, asking to Leave etc. Their year head warned me of this, so hopefully in the next lesson I can incorporate some movement / more engaging activities, as the class livened up when I got students to come up and begin writing on the board - one of the students said to me after class that they are always tired because they come in from PE first class, but when they get working they work hard - possibly capitalise on this, begin a class with work and then move into SS artists etc?

Lesson No: 2 ✓

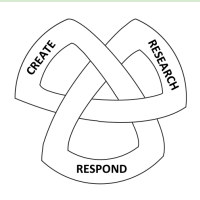
Total in UoL: 10

Date: 11th October 2023

Lesson type: 1hr

Time: 9:30 - 10:30

Stage: Research



Learning Content for Pupils and Learning Intentions - WHAT and WHY are you teaching

Key New Learning Content: Learning about photography in advance of our trip next class - birds eye view, worm eye view, how to take a good photo

Why:

- Learning to properly record information through photography in advance of our trip
- Good vs bad photography
- Photographic techniques - different ways of recording

SS Artists:

- [Hannah Starkey](#) (Moody atmosphere - working with lighting & having centre framed focus)
- [Judith Barath](#) (Worm eye view - playing with angles)

Visual Aids: project notebook, Finished Batik (explain process), [PPT \(slides 1 - 13\)](#)

AEDP: Composition (composing a good photograph)

Differentiation: Checklist to support task, pair work, movement breaks, one to one support, large font on ppt

CC Links:

DML - parts of the camera, taking a good photo, photography as an art form, how to make the most of your phone camera

(N) - Rule of Thirds, Ratios

Evaluation: Comparison of photographs (against SC) (O) - most successful photo submitted to GC

Learning Intentions

L.I.1: Students will **recognise** the photographic techniques used in the work of Hannah Starkey & Judith Barath

L.I.2: Students will **capture** a series of successful photographs around the school, using the checklist as a guide

L.I.3: Students will **discuss** the use of photography as an art form, in relation to the work of SS artists

Success criteria

All students will...

- Recognise the techniques used (worm eye & dark lighting through focusing) in the work of our SS artists and make an attempt to interpret these into one or more of their own photographs (Vis.L)
- Capture a series of successful photographs (subject in centre, in focus, not shaking camera) around the school
- Acknowledge the use of photography as an art form (class discussion - photography vs drawing- which do we prefer and for what reasons)

Most Students will...

- Relate the use of photography to other art forms such as film, documentaries and theatre (through class discussion)

	<ul style="list-style-type: none"> - Debate the purpose of photography in the art world (through class discussion with reference to the work of SS artists) - Successfully compose and capture a series of photographs (subject in centre, rule of thirds applied, focusing camera on light sources, experimenting with lighting)
LESSON PLAN	<u>Lesson Plan Lesson 2:</u>
Post class reflection <u>Student Work - Photos</u> Main Points: <ul style="list-style-type: none"> - Was beneficial to get students working With no guidance, teach, and then Compare the work before and after at The end so students could acknowledge Progress - Strong student voice and discussion Facilitated by questioning - Evaluation was strong - Should have found a way to mirror Phone Screen onto board so students could see Easier 	What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work WWW?: <ul style="list-style-type: none"> - Overall I was happy with this class. Students enjoyed getting down to work right away to take some photographs with no guidance as a warm up activity - this then really benefitted me during the evaluation ,as students could compare the first photos they took to the ones they took after learning about the rule of thirds, focusing the camera etc. - Students grasped the concept of photography as an art form, and discussed how people make money off of instagram, sell prints of their photos etc. - this sparked debate, as some students felt photography 'wasn't art' because it wasn't made with your hands - this was a healthy debate that I feel like I drew out well through questioning - Evaluation was strong and students commented on progress within each other's work - I think the checklist worked well to keep students on task during this activity, and provided clear SC for the end of class evaluation - Explanation of the rule of thirds and taking a successful photo was strong EBI?: <ul style="list-style-type: none"> - I think this class was missing the why a little bit - students knew they would be taking photos to turn into their batik compositions next class, but I think the purpose of today (learning about photography so we can be more successful on our trip was a little lost) - Would have been better if my examples of successful photos were from around the school - a lot of mine were t night, making it easier for my camera to focus - I should have found a way to mirror my phone screen onto the board so students could see what I was doing in real time when I focused the camera, rather than crowding around the table for the demo - while it still worked, it possibly wasnt the most effective way to complete this task

Lesson No: 3 - x (LCA work experience)

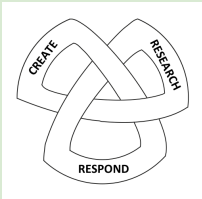
Total in UoL: 10

Date: ~~18th October 2023~~

Lesson type: 1hr

Time: 9:30 - 10:30

Stage: Research & Create



Learning Content for Pupils and Learning Intentions - WHAT and WHY are you teaching

LOCATION:

D22 DV56 - 6 min walk

Key New Learning Content: Trip to Clondalkin Round Tower - gathering visual information from an area of local legacy

Why:

- Recording information visually that we can use to create our batik compositions
- Learning about an area of local history & legacy through guided tour
- Allowing students real life photography experience out of the classroom

SS Artists: (recap of techniques)

- Hannah Starkey (Moody atmosphere - working with lighting & having centre framed focus)
- Judith Barath (Worm eye view - playing with angles)

Visual Aids: project notebook, [checklists](#)

AEDP: Composition (composing a good photograph)

Differentiation: Checklist to support task, pair work, one to one support, schedule for the hour posted on google classroom to keep students on track

CC Links:

History & Geography - exploring an area of local legacy & discovering the History of Clondalkin Round Tower - Where are we going and why? - Looking at the visitor centre, finding out why the round tower exists here and what it was used for - looking at the different things growing in the area - man made vs natural

(L) Reading signage, analysing information

(N) - Rule of Thirds, Ratios

(W) - Outside the classroom learning

Evaluation: Comparison of photographs Gallery Walk (against SC) (L) - most successful photos submitted to GC

Learning Intentions

L.I.1: Students will **find out** and **explain** the significance of the Clondalkin Round Tower and what its original function was

L.I.2: Students will **appreciate** the techniques of our SS artists and **utilise** them in their own work

	<p>L.I.3: Students will be able to create and capture a series of successful photographs suitable to be used as part of their batik designs</p> <p>Success criteria</p> <p>All students will...</p> <ul style="list-style-type: none"> - Capture a series of successful photographs of the round tower & visitor centre (referencing checklist, in focus, in centre of frame) - Discover the original function of Clondalkin Round Tower (Protection & storage - through reading & engaging with displays & signage) (L) - Recognise the photography techniques used in the work of Hannah Starkey (use of lighting, focus on central subject) & Judith Barath (worm eye view) - Collaborate to capture a series of photographs (working in groups of 2, sharing the work equally, dividing checklist tasks) <p>Most students will....</p> <ul style="list-style-type: none"> - Critically evaluate their own work / the work of their peers through a “Gallery Walk” exercise (using relevant language - referencing checklist & photography techniques) - Discuss the possible reasoning for the location of the round tower in Clondalkin (trade, central location, open land) (information gained from speaking to tour guide, engaging with displays, reading brochures etc.) - Implement the photography techniques seen in the work of our SS artists within their own work (capturing birds eye / worm eye view photographs, adjusting focus on phones, playing with light & shadow etc.) <p>Some students may...</p> <ul style="list-style-type: none"> - Complete a series of quick research sketches of the round tower / surrounding area - Conduct independent research into the history of the round tower in Clondalkin - Work with a digital / disposable camera (behaviour dependant) provided by teacher to explore various photography techniques
LESSON PLAN	<u>Lesson Plan - Lesson 3:</u>
Post class reflection	<p>What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work</p> <p><u>Class missing due to LCA work experience block (2 weeks - class resumes after mid term) - Lesson content Repeated below</u></p>

Lesson No: 4 x (LCA work experience)

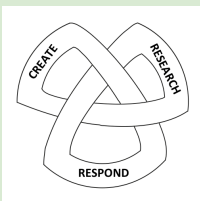
Total in UoL: 10

Date: 25th October 2023

Lesson type: 1hr

Time: 9:30 - 10:30

Stage: Research & Respond



LOCATION:

D22 DV56 - 6 min walk

Learning Content for Pupils and Learning Intentions - WHAT and WHY are you teaching

LOCATION:

D22 DV56 - 6 min walk

Key New Learning Content: Trip to Clondalkin Round Tower - gathering visual information from an area of local legacy

Why:

- Recording information visually that we can use to create our batik compositions
- Learning about an area of local history & legacy through guided tour
- Allowing students real life photography experience out of the classroom

SS Artists: (recap of techniques)

- Hannah Starkey (Moody atmosphere - working with lighting & having centre framed focus)
- Judith Barath (Worm eye view - playing with angles)

Visual Aids: project notebook, [checklists](#)

AEDP: Composition (composing a good photograph)

Differentiation: Checklist to support task, pair work, one to one support, schedule for the hour posted on google classroom to keep students on track

CC Links:

History & Geography - exploring an area of local legacy & discovering the History of Clondalkin Round Tower - Where are we going and why? - Looking at the visitor centre, finding out why the round tower exists here and what it was used for - looking at the different things growing in the area - man made vs natural

(L) Reading signage, analysing information

(N)- Rule of Thirds, Ratios

(W) - Outside the classroom learning

Evaluation: Comparison of photographs Gallery Walk (against SC) (L) - most successful photos submitted to GC

Learning Intentions

L.I.1: Students will **find out** and **explain** the significance of the Clondalkin Round Tower and what its original function was

L.I.2: Students will **appreciate** the techniques of our SS artists and **utilise** them in their own work

<p>Mid term break commences</p>	<p>L.I.3: Students will be able to create and capture a series of successful photographs suitable to be used as part of their batik designs</p> <p>Success criteria</p> <p>All students will...</p> <ul style="list-style-type: none"> - Capture a series of successful photographs of the round tower & visitor centre (referencing checklist, in focus, in centre of frame) - Discover the original function of Clondalkin Round Tower (Protection & storage - through reading & engaging with displays & signage) (L) - Recognise the photography techniques used in the work of Hannah Starkey (use of lighting, focus on central subject) & Judith Barath (worm eye view) - Collaborate to capture a series of photographs (working in groups of 2, sharing the work equally, dividing checklist tasks) <p>Most students will....</p> <ul style="list-style-type: none"> - Critically evaluate their own work / the work of their peers through a “Gallery Walk” exercise (using relevant language - referencing checklist & photography techniques) - Discuss the possible reasoning for the location of the round tower in Clondalkin (trade, central location, open land) (information gained from speaking to tour guide, engaging with displays, reading brochures etc.) - Implement the photography techniques seen in the work of our SS artists within their own work (capturing birds eye / worm eye view photographs, adjusting focus on phones, playing with light & shadow etc.) <p>Some students may...</p> <ul style="list-style-type: none"> - Complete a series of quick research sketches of the round tower / surrounding area - Conduct independent research into the history of the round tower in Clondalkin - Work with a digital / disposable camera (behaviour dependant) provided by teacher to explore various photography techniques
<p>LESSON PLAN</p>	<p><u>Lesson Plan - Lesson 4:</u></p>
<p>Post class reflection</p>	<p>What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work</p> <p><u>Class missing due to LCA work experience block - Lesson content Repeated below</u></p>

Lesson No: 5 ✓

Total in UoL: 10

Date: 8th November 2023

Lesson type: 1hr

Time: 9:30 - 10:30

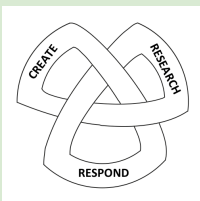
Stage: Research & Create

LOCATION:

D22 DV56 - 6 min walk

Learning Outcome 2: Use a variety of artistic approaches

Learning Outcome 3: Identify & experiment with artistic visual qualities and with a range of materials and tools



Learning Content for Pupils and Learning Intentions - WHAT and WHY are you teaching

(lesson content carried over from lessons 3&4 due to work experience block)

WEATHER DEPENDANT - if lesson is disrupted due to weather class will be replaced with further on site drawing & digital research about the round tower

Key New Learning Content: Exploring our Local Environment through photography - Trip to Clondalkin Round Tower & Visitor Centre

Why?: Visually Investigating a source of local legacy (as identified by students in previous classes) through the use of photography - these photographs will inform our finished designs

SS Artists: (recap of techniques)

- [Hannah Starkey](#) (Moody atmosphere - working with lighting & having centre framed focus)
- [Judith Barath](#) (Worm eye view - playing with angles)

Visual Aids: [checklists & notebooks](#) [Project Notebook](#) (research)

AEDP: Composition (composing a good photograph)

Differentiation: Checklist to support task, pair work, one to one support, schedule for the hour posted on google classroom to keep students on track

CC Links:

History & Geography - exploring an area of local legacy & discovering the History of Clondalkin Round Tower - Where are we going and why? - Looking at the visitor centre, finding out why the round tower exists here and what it was used for - looking at the different things growing in the area - man made vs natural

(L) Reading signage, analysing information

(N)- Rule of Thirds, Ratios

(W) - Outside the classroom learning

Evaluation: Comparison of photographs Gallery Walk (against SC) (O) - most successful photos submitted to GC

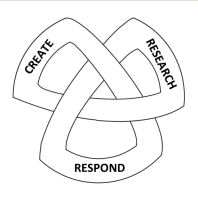
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	<p>L.I.3: Students will be able to create and capture a series of successful photographs suitable to be used as part of their batik designs</p> <p>Success criteria</p> <p>All students will...</p> <ul style="list-style-type: none"> - Capture a series of successful photographs of the round tower & visitor centre (referencing checklist, in focus, in centre of frame) - Discover the original function of Clondalkin Round Tower (Protection & storage - through reading & engaging with displays & signage) (L) - Recognise the photography techniques used in the work of Hannah Starkey (use of lighting, focus on central subject) & Judith Barath (worm eye view) - Collaborate to capture a series of photographs (working in groups of 2, sharing the work equally, dividing checklist tasks) <p>Most students will....</p> <ul style="list-style-type: none"> - Critically evaluate their own work / the work of their peers through a “Gallery Walk” exercise (using relevant language - referencing checklist & photography techniques) - Discuss the possible reasoning for the location of the round tower in Clondalkin (trade, central location, open land) (information gained from speaking to tour guide, engaging with displays, reading brochures etc.) - Implement the photography techniques seen in the work of our SS artists within their own work (capturing birds eye / worm eye view photographs, adjusting focus on phones, playing with light & shadow etc.) <p>Some students may...</p> <ul style="list-style-type: none"> - Complete a series of quick research sketches of the round tower / surrounding area - Conduct independent research into the history of the round tower in Clondalkin
<p>LESSON PLAN</p>	<p><u>Lesson Plan LCA6 - Lesson 5 (research trip):</u></p>
<p>Post class reflection</p> <p><u>Student Work (Photography)</u></p> <p>Main Points:</p> <ul style="list-style-type: none"> - Checklist worked well and kept students On task - Continuous questioning throughout 	<p>What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work</p> <p>WWW?:</p> <ul style="list-style-type: none"> - Checklist worked really well & was great for keeping students on task - I found that this really gave students a focus and prevented seemingly ‘random’ or unconsidered photographs. - Allowing the students to take 5 minutes at the end to grab a tea / hot chocolate from the cafe was a nice decision - it improved my rapport with this group which I feel is really important as I only see this group once a week - I felt my overall group management walking to & from the Round Tower was good - expectations were set & followed by students and this resulted in a very positive trip

<p>Task combined with two evaluations Allowed me to assess student Understanding easily</p> <ul style="list-style-type: none"> - Adaptability is strong and aids me in This unit - Images of SS work in the notebook Would have helped students - More structured handout needed - Clearer SC for task needed - possibly Could have chosen more appropriate SS artists 	<ul style="list-style-type: none"> - Continuous questioning throughout the task allowed me to gauge each group's understanding, particularly about reminding them of the SS artist's techniques as without a PPT or board with me, I felt the students could have lost sight of these - Timing was very good - we managed to cover all content and make the trip down and back all within the hour class - the students were extremely engaged as they were happy to be out of the classroom, and I felt that this was a good decision as students had become quite disengaged with the project as I have not seen them since SP wk2 - Adaptability - changing this UoL from drawing to photography was an excellent idea - I felt that the boys, knowing they were going to be drawing, were deflated about this scheme of work in the first class - in the next class, when I explained that we would be switching to photography they perked up immediately - I also got to explain the function of a primary source, and we had a nice discussion about how a photograph you take yourself works as a primary source - these photographs all turned out successfully, so in the next class I will print out a few of each and allow the students to work from each others photographs too to make their collage compositions. <p>EBI?:</p> <ul style="list-style-type: none"> - I feel maybe I should have had some images of the SS artist's work printed out as well as the checklist - this would have kept their techniques in the student's minds and prevented the need for me to prompt them - I also feel that a more structured handout for our trip to the visitor centre would have been beneficial - although it was engaging and the main focus of this class was photography, a better structured handout with more higher order thinking opportunities would have helped these students note down the information more effectively - I also feel there should have been clearer SC for students in regards to the evaluation - many students just picked the first photo they took, or a photo they "liked but didn't know why" - I was able to prompt these students to recognise what technique was making them successful / making them like the photo, but this could have been eliminated & proved for a more successful evaluation.
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<p>Lesson No: 6 ✓</p> <p>Total in UoL: 10</p> <p>Date: 21st November 2023</p> <p>Lesson type: 1hr</p> <p>Time: 9:30 - 10:30</p> <p>Stage: Research & Create</p> 	<p>Learning Content for Pupils and Learning Intentions - WHAT and WHY are you teaching</p> <p>Teacher Prep: Bring embroidery hoops & fabric, set up wax melters, set up tables in groups, make up dye</p> <p>Key New Learning Content: Batik wax & Dye workshop - introduction to batik for students, exploring it's capabilities & limitations</p> <p>Why?:</p> <ul style="list-style-type: none"> - Letting students experiment with the media before diving into our final artefacts - students will explore a variety of techniques & gain an appreciation for batik creating - Students will experiment & evaluate which techniques are most successful - this allows them to problem solve within their final design and make considered decisions <p>SS Artists: Jenn Adamson (colour blending, layering, wax application), Thetis Blacker (gradient blends), KIm Gordon (Cracking Technique)</p>
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Visual Aids: [Batik Techniques VA](#) board, [PPT](#), Demo, [Handouts for students](#), [My completed Batik](#), [my batik test hoop](#), [successful wax application example](#)

AEDP: Colour (Colour mixing - working with various dyes - what colours work well together?), Space (positive & negative - waxed vs dyed areas)

- **Differentiation:** handout to support demo, clear font on PPT, group work, pre cut fabric, help & demo mixing dyes

HEALTH & SAFETY: Working with hot wax, working around a shared space, wearing aprons, being careful with dye etc.

Evaluation: End of class - Whole group evaluation against SC (O)

Learning Intentions

L.I.1: Students will **experiment** with a series of batik techniques to **create** a successful batik test piece

L.I.2: Students will **appreciate** the techniques used in the work of Jenn Adamson, Thetis Blacker & Kim Gordon, and **interpret** similar within their own work (Vis.L)

L.I.3: Students will **critically evaluate** their own work / the work of their peers through a group evaluation exercise (L) (O)

Success criteria

All students will....

- Experiment with a series of batik techniques to create a successful batik test piece (exploring 2+ techniques, consideration given to colour, ability to recall technique names & how they were created)
- Discuss and give opinions on the work of SS artists
- Adhere to all health & safety precautions when working with Batik methods (no running in the room, no touching the wax melting pot / hot irons, wearing aprons & being careful when applying dye)
- Participate in a group evaluation exercise (against SC)

Most students will....

- Discuss the work of our SS artists Using relevant critical and visual language
- Evaluate & discuss the work of their peers using relevant language
- Experiment with & differentiate between a variety of batik techniques explored in class (successful wax & dye application - penetrating through cloth, ability to differentiate between successful vs unsuccessful application)
- Appreciate the techniques used in the work of our SS artists and interpret similar within their own work (dye application using a brush rather than sponge, layering & mixing of dyes)

Some students may...

- Conduct independent research into another relevant SS artist (through the use of digital media)
- Create a small series of test strips to explore dye opacity / translucency before beginning their piece

<p>LESSON PLAN</p>	<p><u>LCA6 Lesson Plan - LP 6:</u></p>
<p>Post class reflection <u>Student Work:</u></p> <p>Further Reading:</p> <p><u>“Helping anxious students move forward”</u></p> <p>Main Points:</p> <ul style="list-style-type: none"> - Well organised - having fabric & Embroidery hoops for each student Worked well - SS artists were appropriate and students Could easily identify differences In technique between them - Time management: some students Didn't get work fully completed - Visual timer on board may help Students 	<p>What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work WWW?:</p> <ul style="list-style-type: none"> - This was by far my most successful class with LCA to date - they seemed to really enjoy the batik process, and having clear SC and an example of success on the board worked well as these students need clear tasks and success criteria to work toward - showing 6 techniques and letting them choose 4 to experiment with worked well as I feel it was just the correct amount of freedom in this task. - Health & safety was observed really well - this is a great group of students to work with, but I feel now that we are actually starting to make things they are really engaged - this UoL was slow to start due to absences & work experience block, but I hope to continue with this positive energy in the classes. - Having the fabric & embroidery hoops pre prepped was a great asset to me during this class, this meant students could focus on working with batik methods and many students expressed gratitude to me for providing the hoops & pre cut fabric - fostering relationships with this group is extremely important, so I felt this gratitude was a huge step in the right direction - Using the SS artists as a lead in to the lesson worked well, as it got students excited about the process & they were eager to give opinions on the different artists work - writing up a word bank on the board as we went through the task worked well as this was prompting their visual literacy, and when it came to the evaluation I could see these words popping up which was a positive step to promoting their literacy - Students expressed disdain at only having art once a week, and some students even asked could they come in after school to finish work - When the principal came in to ask me a question, she commented that she had never seen this group so quiet and focused - I think playing calm music quietly during this class aided their concentration and also kept a calm atmosphere - I allowed students to wear headphones when working as long as they were removed when I was speaking & we were working as a group - students complied and I felt this aided classroom management, and also improved their work ethic <p>EBI?:</p> <ul style="list-style-type: none"> - Some students did not get their work fully completed - I must acknowledge this in this class, and split the room into stations - some students need to move on to their collage / composition element, and some students still need to continue

their wax techniques. Perhaps having a visual timer on the board in class will help keep students on task as I felt for some students it took a lot of coaxing to get them to begin work.

- Students were reluctant at first to experiment, and wanted to draw their designs out with a pencil. No matter how much I explained that this is a small experimental piece, the students still didn't want to 'mess up' their work. I feel that if I had never even introduced pencils in the first place (I used them to demonstrate dividing the fabric into 4 sections) this wouldn't have been an issue, so I will not do that in the future.
- There is one student who goes swimming each morning, and as a result is late to every class. This is okayed by their year head & the principal (art is not a general ed task), but I feel as though he is missing out on parts of each class - perhaps we need to rethink the size / detail in his batik going forward.
- Further reading: [Helping anxious students move forward](#) - article surrounding motivation

Lesson No: 7 ✓

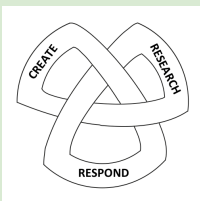
Total in UoL: 10

Date: 29th November 2023

Lesson type: 1hr

Time: 9:30 - 10:30

Stage: Create



Learning Content for Pupils and Learning Intentions - WHAT and WHY are you teaching

Teacher Prep: Print out photos, pre cut viewfinders (D)

Key New Learning Content: Exploring & creating a composition for our batik through collage

Why?:

- Introducing students to the concept of composition (using their own photographs) without the pressure of drawing. Allowing students to experiment with various compositions using a viewfinder (circle shape - embroidery hoop) to choose their most successful piece
- Learning about different media & techniques - tying in our research trip with our newly learned batik techniques
- Creating a composition with the knowledge of the limitations / capabilities of batik (from last weeks class)

SS Artists: [Jenny Lloyd](#) (C) (Central Collage Composition), [Hannah Hoch](#) (H) (Exaggerated features / sections - creating a new 'story'), [Erdem Cambaz](#) (Collage Illustrator - works with football figures (HOOK)

Visual Aids: [Viewfinder images VA](#), [Successful vs Unsuccessful collages](#), [PPT handouts](#), [Project notebook](#) (collage), [handouts](#)

AEDP: Balance (Creating a balanced collage - select one of 2 composition options), Composition (foreground, middleground, background)

- **Differentiation:** handout to support demo, clear font on PPT, Station Teaching (catch up from last week), pre prepped materials

Evaluation: End of class - Whole group evaluation against SC (L)

Learning Intentions

L.I.1: Students will **create** a successful collage (from primary source photos), and use a viewfinder to **experiment** with a range of compositions within their work

L.I.2: Students will **appreciate** the techniques used in the work of Hannah Hoch & Jenny Lloyd, and **interpret** similar within their own work (O) (Vis.L)

L.I.3: Students will **demonstrate** their awareness of the terms 'foreground', 'middleground' and 'background' in relation to their collages

L.I.4: Students will **critically evaluate** their own work / the work of their peers through a group evaluation exercise (L) (O)

Success criteria

All students will....

- Begin to create a successful collage based off of their own primary source photography (clear foreground, middleground & background, no white areas, evidence of balance - images not all on one side of page etc.)
- Discuss and give opinions on the work of SS artists
- Adhere to all health & safety precautions when working with Batik methods (no running in the room, no touching the wax melting pot / hot irons, wearing aprons) **(Some Students still working with batik methods in this class)**
- Participate in a group evaluation exercise (against SC)

Most students will....

- Discuss the work of Jenny Lloyd & Hannah Hoch Using relevant critical and visual language
- Evaluate & discuss the work of their peers using relevant language
- Experiment with & differentiate between a variety of batik techniques explored in class (successful wax & dye application - penetrating through cloth, ability to differentiate between successful vs unsuccessful application)
- Successfully use a viewfinder to experiment with a range of compositions within their collage (showing evidence of a variety (5+) photographed compositions, uploaded to GC, clear photographs, viewfinder in frame, not off edge of page etc.)
- Appreciate the techniques used in the work of Jenny Lloyd & Hannah Hoch and interpret similar within their own work (Central composition vs exaggerated compositions, clean cuts or ripped edges, mixture of relevant imagery)
-

Some students may...

- Conduct independent research into another relevant SS artist (through the use of digital media)
- Begin to consider colour application through the use of tracing paper and colouring pencil on their viewfinder compositions
- Upload & Print out their selected viewfinder composition

<p>LESSON PLAN</p>	<p><u>LCA6 Lesson Plan - 7</u></p>
<p>Post class reflection</p> <p>Student Work - Collages</p> <p>Viewfinder Images</p> <p>Further Reading:<u>advice for Teaching the design principles</u></p> <p>Main Points:</p> <ul style="list-style-type: none"> - Student progress motivates other Students - Strong Visual aids helped engage and Guide students - Demo was strong - tone of voice, ability To keep attention and correct students If needed - Students did not fully grasp element of Balance - struggle sometimes to teach Design principles - need to read some More articles with advice for how to Make these easier for student understanding 	<p>What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work</p> <p>WWW?:</p> <ul style="list-style-type: none"> - Overall I thought this class went well. Students completed all tasks and created some very successful viewfinder compositions which we will use to create their designs in the next class. Students also engaged in discussion (after a lot of prompting) quite well. Some students also began to iron the wax out of their previous test batiks in this class, and I found that this motivated other students to finish their work so they could go back and work on their pieces. This class really needs a finished outcome / clear progress in each lesson. Despite having SC on the board, I found that students didn't display the same amount of satisfaction during this lesson as the lesson previous. - Organisation of stations was strong, as well as classroom prep. All materials to hand and students could begin to work efficiently straight away - this kept disruptions to a minimum. I also find that I am consistently building strong relationships with these students, and have now identified students who work well together - I felt my demo was strong, and having a wide variety of Visual Aids was beneficial for students who were ready to move on to the next step <p>EBI?:</p> <ul style="list-style-type: none"> - Students didn't seem to fully understand the element of having balance in their collages - I felt I had explained this effectively throughout the demo, as the questioning worked well and students were able to explain this concept referencing work of artists, but when it came to creating collages this seemed to be lost. Perhaps if they had a step by step worksheet, or I created stricter criteria this would have helped (although I was nervous of restricting them too much) - High level of absence - 6 students out of 13 absent. I find when certain students are absent the morale and work ethic in the class suffers - I find students in this group rely on each other a lot, and if a students / groups 'partner in crime' is missing, it can lead to students refusing to work / using phones / generally disengaging. Although this was a pleasant class, I was acutely aware of this throughout the lesson - perhaps a revised seating chart / table arrangement would benefit this?

Lesson No: 8 ✓

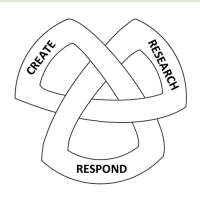
Total in UoL: 10

Date: 29th November 2023

Lesson type: 1hr

Time: 9:30 - 10:30

Stage: Create



Learning Content for Pupils and Learning Intentions - WHAT and WHY are you teaching

Key New Learning Content: Creating & transferring our batik designs

Why?:

- Moving toward a final outcome - learning how to trace our own viewfinder sections using chromebooks, and transfer onto fabric successfully
- Creating our final design using Digital Media
- Looking at the work of our SS artist & her process

SS Artists: [Novak Batik \(Process Videos\)](#) - how does she add the design onto the fabric?)

Visual Aids: [My completed batik](#), [stages of creating a batik](#), [handouts for students](#), demo on how to use photopea on chromebooks, [PPT \(SLIDES 1 - 9\)](#)

AEDP: Line & Shape (creating design from collage and transferring onto batik fabric)

- **Differentiation:** handout to support demo, clear font on PPT, Station Teaching / one to one support, pre prepped materials

Evaluation: End of class - Group Evaluation (0)

Learning Intentions

L.I.1: Students will use digital media to **create** their batik designs from their collages, and **transfer** these onto their Batiks

L.I.2: Students will **appreciate** the process used in the work of Novak Batik, and **interpret** this within their own work

L.I.3: Students will **recognise** the use of digital media as a design aid (0)

Success criteria

(presented on PPT in student friendly language)

All students will....

- Successfully trace over their viewfinder sections using the photopea pencil tool (tracing over all lines, lines connected to form a design)
- Successfully transfer their design onto their fabric fabric (using a dark pencil, tracing over their compositions)
- Discuss and give opinions on the work of SS artists (0)
- Participate in a group evaluation exercise (against SC)

Most students will....

- Discuss the work of our SS artists Using relevant critical and visual language
- Evaluate & discuss the benefits / disadvantages of using digital media in artwork (reference to SS process, discussing use of apps, ai art etc...)

	<p>Some students may...</p> <ul style="list-style-type: none"> - Conduct independent research into another relevant SS artist - Begin to successfully add layers of dye to their batik piece (consideration of colour mixing, even dye application, penetrating through cloth)
<p>LESSON PLAN</p>	<p><u>6LCA Lesson Plan - Lesson 8:</u></p>
<p>Post class reflection</p> <p><u>Student work – Designs</u></p> <p><u>Student Work – Transfers</u></p> <p>Main Points:</p> <ul style="list-style-type: none"> - Felt more confident and able to Command attention - SS artist was relevant and building on Prior knowledge allowed students to Lead discussion - Clean up was efficient - Chromebooks - possibly more hassle Than they were worth but a good 	<p>What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work WWW?:</p> <ul style="list-style-type: none"> - Overall I felt that this lesson went well. The students seemed happy to be moving toward the end goal of the project - getting them to simplify their drawings using chromebooks and transfer worked well, as it was very easy for the students to trace them onto their fabric. The students also seemed very excited when they had transferred their drawings, saying they wanted to ‘use it as a colouring page’, or they ‘can’t believe I did that’ - these students have very low confidence when it comes to drawing, so this let me know working with photography / collage, and then using that to inform the design was a good call. - Having the space set up well in advance, along with all dyes made up worked well again in this class - for the next class I need to factor in an ironing station, so I may need to consider rearranging desks. I also felt much more able to command attention in the classroom, which is something I had previously struggled with in this group. Maintaining silence until everyone is listening worked really well, especially when I could then later have a laugh with some of the students - I feel I am showing my authority, but also making connections & showing a more human side that the students can connect to. - - Support study artists - looking at an artist we had looked at in a previous lesson under a new light worked well - this allowed the boys to open the discussion with the things they already knew about these artists from past lessons, and this gave them the confidence to then begin answering the more hypothetical questions. It also made clear to these students WHY we look at artists - linking back to their ceramics module & Grayson Perry that they completed last year put things into perspective for the students. - Clean up was really efficient - delegating tasks as students were working worked well, as then when it came time to clean up there was no arguing or messing.

Experience to work with in the classroom.

EBI?:

- Attendance - many students were absent so they did not get a chance to create their designs or transfer them onto their fabric, meaning they are behind moving to the last stage of this UoL
- Engagement - very quiet class today due to absence - it was nice to have students working away, but it possibly would have benefited if I had moved tables or sat students together as they were very spaced out
- **Chromebooks:** They took a lot of time to get set up - perhaps if I had set them up at the end of my last class, or asked two students to set them up while everyone else was settling this would have shortened the time waiting for them to be plugged in etc.

Lesson No: 9 ✓

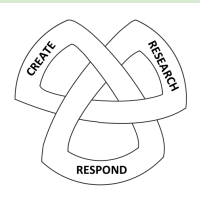
Total in UoL: 10

Date: 6th December 2023

Lesson type: 1hr

Time: 9:30 - 10:30

Stage: Create & Respond



Learning Content for Pupils and Learning Intentions - WHAT and WHY are you teaching

Teacher Prep: Set up station, turn on wax melters, prep aprons & newspaper

Key New Learning Content: Adding Wax & Dye to our final batiks

Why?:

- Beginning the final process & realising our Artefacts
- Using our knowledge from our batik tests to create our final piece
- Working with different techniques to create different effects

SS Artists: [Mandy Maung](#) (wax application - thin lines vs thick lines, blending of wax and dye, towel art - other functions for batik)

Visual Aids [My completed batik](#), [stages of creating a batik](#), [handouts for students](#), [batik techniques board](#)

AEDP: Line, Shape, Colour (adding wax, outlining design, applying dye to create final piece)

- **Differentiation:** handout to support demo, clear font on PPT, Station Teaching / one to one support, pre prepped materials

Evaluation: End of class - Whole group evaluation against SC - evaluate batiks in terms of wax application & dye use

Learning Intentions

L.I.1: Students will **appreciate** the techniques used in the work of Mandy Maung, and **interpret** these within their own work

L.I.2: Students will begin to **apply** layers of wax and dye successfully to their batik

L.I.3: Students will **demonstrate** their awareness of the health and safety precautions taken when working with batik materials

	<p>Success criteria (presented on PPT in student friendly language) All students will....</p> <ul style="list-style-type: none"> - Successfully apply wax and dye to their batiks (proper wax penetration, strong dye concentration, applied using tjanting and brush) - Discuss the work of our SS artist using relevant language (O) (Vis.L) - Apply one or more of our previously studied batik techniques to their piece - Adhere to all health and safety measures when working with batik materials (careful when working with hot wax, piece of paper under tjanting to catch spilling, no running, sharing space evenly) <p>Most students will....</p> <ul style="list-style-type: none"> - Discuss the work of our SS artists Using relevant critical and visual language, and consider the function of batik outside of decorative art (discussion relevant to support study) - Evaluate & discuss the benefits / disadvantages of using digital media in artwork (reference to SS process, discussing use of apps, ai art etc...)
LESSON PLAN	<u>Lesson Plan - Lesson 9</u>
Post class reflection	<p>What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work WWW?:</p> <ul style="list-style-type: none"> - Students enjoyed working on their final pieces - I felt my demonstration recapping batik techniques worked well, and getting students to model the demo for me aided through peer teaching and allowed me to assess their learning from previous lessons - Success criteria for successful batik was clear, and this aided whole class evaluation - Support study artists prompted discussion not only of her own work, but of possibilities related to batik and other functions for the fabric - clothing, car wrapping? Blankets etc. - Recap was strong and facilitated well through questioning - All health and safety measures were adhered to, and there was a nice working atmosphere in the class

- I felt that there was a strong studio environment in the class, with students working away on their own projects, and there was a nice air of collaboration when it came to the evaluation, with students giving advice on how to hold the tjanting to make it easier, what to do if it spills too much etc..

EBI?:

- Possibly could have facilitated deeper thinking when it came to colour application and use - students could have added colour on top of their printed designs to create a 'thumbnail sketch' with colour, as some students made some misinformed colour choices - would it have been more beneficial to create test strips of dye in this lesson so students could recap how the dyes mix? Or have students test batiks in front of them to remind them of successful colour combinations??
- Again a high level of absence, so some students may not finish their batiks at this stage - leave a contingency plan for the HT after the next class so that all batiks can be displayed together
- Overall, coming to the end of this UoL i feel like it had strong potential but due to absences and unforeseen missing classes it will not reach its full potential which is unfortunate. I feel looking back that it is a small bit clunky, and could have been aided with more appropriate choices for SS artists and a clearer learning process for students - seeing students only once a week was difficult, but gave me the opportunity to really focus my recapping and find effective thorough ways of evaluation

Lesson No: 10 x (IKEA trip for LCA)

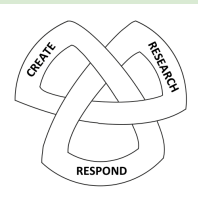
Total in UoL: 10

Date: 13th December 2023

Lesson type: 1hr

Time: 9:30 - 10:30

Stage: Create & Respond



Learning Content for Pupils and Learning Intentions - WHAT and WHY are you teaching

Key New Learning Content: Removing wax, Adding small details to our batiks and considering in school curation

Why?:

- Finalising our artefacts - using small brushes, fabric pens and guiding tools to add in details
- Ironing away the wax to reveal our batik design
- Where can we put these within the school? Considering curation...layout...large and small hoops..
- Looking at the role of the curator

SS Artists [The Visual Gallery, Carlow](#) (curation, large white wall space)

Visual Aids: Handouts, [My completed batik](#), [close ups of details](#)

AEDP: Line, Shape, Colour (adding wax, outlining design, applying dye to create final piece)

- **Differentiation:** handout to support demo, clear font on PPT, Station Teaching / one to one support, pre prepped materials

H&S - health and safety with an iron

	<p>Evaluation: Oral Group Evaluation through questioning</p> <p>Learning Intentions</p> <p>L.I.1: Students will recall and demonstrate the steps in removing wax from a batik</p> <p>L.I.2: Students will recognise and appreciate the role of a curator, and how it impacts the viewing of an artwork</p> <p>L.I.3: Students will create a cohesive proposal plan for their legacy project display within the school to deliver to the principal</p> <p>Success criteria Presented in student friendly language in powerpoint All students will...</p> <ul style="list-style-type: none"> - Critically Reflect on their work (through use of a handout) under given headings - Contribute to a class discussion considering where & how we should place the pieces within the school - Recognize the term ‘curator’ in relation to the display of artwork (recognition of how a curator makes artwork & displayed pleasing to the eye) - Adhere to all safety rules when working with a hot iron (keeping fingers back, keeping iron away from other students, leaving iron back in its stand) - Demonstrate their ability to successfully remove wax from their batik (placing newsprint above and below fabric, ironing until newsprint is saturated, no waxy texture left on top of batik) <p>Most students will...</p> <ul style="list-style-type: none"> - Create a comprehensive proposal (consideration to space in the school, method of displaying work) to present to the principal talking about the curation of their project - Discuss the role of a curator in relation to our support study, the Visual Gallery in Carlow (class discussion, explaining how a curator displays work in the gallery, talking about things a curator would have to consider when prompted)
<p>LESSON PLAN</p>	<p><u>Lesson Plan - Lesson 10</u></p>

Post class reflection	What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work <u>Class Cancelled Due to Class Trip to IKEA</u>
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