

Class Name: 5Art-2.6**Year group:** 5th Year**Programme:** Established LC**Total No of lessons in UoL:** 9 (& 1 exam class)**RUBRIC****Christmas exam:****10% Studentship - Ms. Fortune****10% Illuminated Manuscript essay - Ms. Fortune*****50% Illuminated Initial Project****30% Written Christmas Exam - Ms.Ellis**

*Academic Tracking

**Aim of Unit of Learning**

Students will explore and engage with the work of the Early Irish Manuscript writers, to **collaborate, sketch, annotate and produce practical work** surrounding our chosen Manuscripts - The Cathach, The Book of Durrow & The Book of Kells

Theme Development:**Content Area:** Section 2 - Ireland & Its place in the wider world**Section of Focus:** Irish Illuminated manuscripts - Cathach, Book of Durrow, Book of Kells (circa. 400 AD - 800 AD)**CC Links:**

(L) - Interactive handouts, note taking, improving visual literacy through analysing & contrasting works, exploring various writing tools, short answer & essay writing.

(N) - working with timelines (dates & times), tracing development of interlacing & ornamentation

(O) - Oral questioning, group work, oral assessment methods, TPS & peer teaching activities

Well Being - Scaffolded group work - ensuring all students voices are heard in the art room - providing a space for students to learn, but also to hypothesise & give opinions in a supported setting

Science - Examining book conservation & preservation, examining the creation of vellum & natural inks - the effect of acidic ink on the manuscripts through time - How were the books created? How were they preserved? What impact does the media used have on our ability to preserve the work? etc.

SC Key Skills:**Information Processing**

Collating information into notebooks, differentiating between the similarities and differences in the various manuscripts. Examining the pages in a critical way, and exploring the context of the time under the light of impact on work of the time

Communicating

Group Work, Think Pair Share techniques, essay writing & short question answering - oral questioning strategies & classroom discussions

Creative & Critical Thinking

Problem solving - hypothesising & working in groups to come to a conclusion before answers are revealed. Thinking critically - examining the manuscripts in the context of the time, but also in the context of the now (linking to practical UoL in Block 2)

Entering characteristics

- Class previously completed a UoL exploring the Stone Age - examining Newgrange, Knowth & Dowth
- HT wants to move away from sculptural forms & look at something different - **must explain the difference & jump between pre-Christian & how Christianity then arrived**
- Class overall is quiet - in a bad routine, students come in very late, often keep jackets on, ask to leave, forget books/copies etc. Don't be too harsh on VSware as they need to build up trust with you - pick your battles carefully
- Class does not like to engage with each other - scaffold group work in **slowly** (clear divide between students who did TY and those who didn't - mix up groups when working together)
- **1 student - ADHD, Dyslexia, Epilepsy - ODD - Oppositional defiant disorder** - student may refuse to complete tasks, ask to leave the room etc. encourage student to participate, but do not push boundaries. This student may need time out of class, and is reluctant to speak / answer questions - give great consideration to this if pairing students up etc. Positive feedback & reinforcement - will engage if they view you as a positive influence
- 2 students **general learning needs** - VARK model - handouts with fill in the blanks to keep students engaged, upload notes on google classroom for them to catch up on in their own time etc.
- **1 T&G** - Extra notes on google classroom, scaffolded tasks, extra revision material provided, give leadership roles in group work and implement pair teaching to combat poor attendance from other students - Teaching and Learning at the same time - [peer-learning2208.html](https://www.wgu.edu/peer-learning2208.html) (WGU article on peer learning)

Managing behaviours

School Policies

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-operation and natural justice** are integral features.

- Roll call at the beginning of every class
- Promotion of Good Behaviour - Marist school - 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 Senior Cycle Specification

Research:

Students should be able to...

Looking 1.1:

- analyse an artwork
- recognise an art style and identify relevant features
- use critical and visual language to describe an artwork

Recording and Documenting 1.2:

- record visual information through a variety of media and techniques

Contextual enquiries 1.4:

- engage with a recognised artist or work of art
- explain how context and period influence artistic thinking

Create:

Students should be able to...

Making 2.1:

- apply appropriate skills, knowledge and techniques

Process 2.3:

- understand the properties of media and apply them appropriately

Respond:

Students should be able to...

Analysis 3.1:

- Question established and new ideas and work

Impact & Value 3.3:

- Argue the merit of a work using appropriate contextual information

Lesson No: 1

Total in UoL: 10

Date: 4th October 2023

Lesson type: 1hr

Time: 8:30 - 9:30

Stage: Research & Create

Cognitive link from Pre-Christian to Manuscripts - Reasoning behind why Christianity arrived in Ireland

[SC]

Learning Content for Pupils and Learning Intentions

Key New Learning Content:

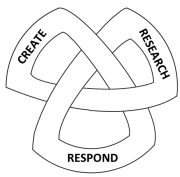
- Introduction to the Illuminated manuscripts
- **How Christianity came to Ireland & its impact on Irish Art**
- Examining & creating ogham script - the first example of early Irish writings

Why:

- Cognitive Link Up: Moving from Stone age straight to illuminated manuscripts - improving visual literacy: students examine the differences between the pre-christian & insular art styles before learning any new knowledge
- Context: Explaining how christianity came to Ireland & why this had an impact on Irish Art - moving away from abstract design work & beginning to incorporate representational forms and writing

Visual Framework: Context, Artists & Artworks (Who, What, When & Where)

Visual Aids: Handouts, PPT, [demo on how to create ogham script](#) (PPT - [SLIDES 1 - 14](#)), Key word bank handout



Looking 1.1:

- analyse an artwork
- recognise an art style and identify relevant features
- use critical and visual language to describe an artwork

- **Differentiation:** Handouts posted on google classroom for students to access via laptop if needed (L)

Evaluation: Group evaluation of Ogham script against SC - is it legible, can we figure out what the name says? Evaluation of writing tools & challenges faced using wood rather than ink pens

CC Links:

History: The fall of the roman empire & its impact on bringing christianity to Ireland

Economics: How did the economy survive back then? Bartering systems & how they worked

Geography: Examining the areas controlled by the roman empire - tracing the path Irish traders would have taken when it fell to travel to other countries

Learning Intentions

Presented in student friendly language

L.I.1: Students will **explore** and **discuss** the main differences between their previously studied pre christian art, and the insular manuscript style (L)(TPS)

L.I.2: Students will **recognise** how the fall of the Roman empire facilitated the coming of Christianity to Ireland

L.I.3: Students will successfully **create** their name using the Ogham alphabet and unconventional writing tools

Success criteria

All students will..

- Create their name from the ogham alphabet (Working from the bottom of the line upward, using parallel lines, referencing alphabet handout)
- Complete a fill in the gaps handout examining at the coming of christianity to ireland
- Discuss (in small groups) the role of tradesmen in the community at the time
- Explain what a scriptorium is and what it's impact was on the people of the time
- Examine (in small groups) the main differences between Pre Christian and insular art

Most students will..

- Discuss the fall of the roman empire and be able to relate this to the coming of christianity in ireland
- Complete a "who what where why how" preparatory activity to enable them to discuss the individual manuscripts further in subsequent lessons

Some students may...

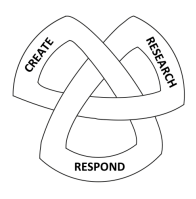
- Conduct independent research into The Cathach in advance of the next class
- Take down additional notes / annotate their handout(s) throughout the lesson

LESSON PLAN	Lesson Plan - 5th Yr VS Lesson 1:
Post class reflection Student Work - Ogham Script (All students met expectations for this task)	What / So what..what went well and why and even better if... In relation to learning intentions Including links to pupil work <u>What went well & Why?:</u> The lesson overall went well - the class was extremely quiet so I need to introduce more practical tasks to engage them. - I hope to examine the manuscripts in further detail to ensure the link is fully made. I think these students would benefit from creating their own manuscript rather than reading & watching videos about it - I think the “hands on” approach would create a deeper understanding of learning content covered - benefits-of-practical-learning - article about the importance of meaningful practical tasks in a theory based lesson <u>Even Better If?:</u> I Felt my pacing was good, but I could have slowed down in some instances. I should rethink my structure and ensure to have pause points in between, maybe moving students around the room when they are working in groups. The small practical task working with ogham script would have benefited from students sitting around the table in groups I feel the VS framework headings should have been covered in more detail - the students were acutely aware of them, but unsure how to explain them, or put them into their own words. I will continue to label & refer back to these headings throughout the lessons, but when we move closer to the Oct. tracking exams, I hope to dedicate a chunk of time to essay structure, and focusing on what we have learned and how we can implement it into the VS headings.

Lesson No: 2 Total in UoL: 10 Date: 5th October 2023 Lesson type: 1hr Time: 13:40 - 14:40 Stage: Research & Create Introduction to The Cathach - Context, Developing appreciation	Learning Content for Pupils and Learning Intentions Key New Learning Content: <ul style="list-style-type: none"> - Beginning to explore The Cathach of St.Columba under the Visual Framework Headings - Crafting our own ‘Mini Manuscript’ through bookbinding techniques & tea staining Why: <ul style="list-style-type: none"> - Introduction to the first named manuscript we will be studying - examining it as a ‘starting point’ for Irish Manuscript Decoration - Creating a manuscript booklet to store all of our sketches & practical activities, and to develop an appreciation for bookbinding techniques used during the time
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for Manuscript Making (Binding activity)

[SC]



- Contrasting the easy accessibility of materials for us today with the difficulty of obtaining materials during the Insular period, developing an appreciation for artists & craft makers during this time

Visual Framework: Context, Artists & Artworks, Media & Areas of Practise (Exploring techniques of Book Production, Context & influences behind the manuscripts - why did people want to learn to write? Why was bookcraft such a sacred art?)

Visual Aids: [Handouts](#), PPT, demo on how to saddle stitch a booklet (PPT - [SLIDES 14 - 25](#))

SS / Area of Focus: The Cathach - Illuminated Initials & Diminuendo effect

- **Differentiation:** [Handouts to support demo](#), video posted on google classroom for absent students

Evaluation: Group Evaluation of saddle stitching process - challenges we encountered & hypothesising how these challenges would have been overcome in the context of the time

CC Link:

Home economics - stitching techniques, threading a needle.

Religion - The function of religious texts, the belief that the Cathach - 'The Battler' would protect them for religious reasons

Learning Intentions

Presented in student friendly language

L.I.1: Students will **examine** the form, function, techniques and decoration used in the Cathach of St. Columba (through group work & interactive handout)

L.I.2: Students will **recognise** the purpose of the **diminuendo effect**, and **discuss** why and when it would have been used

L.I.3: Students will **examine** the purpose & use of an **illustrated capital** within an Irish Manuscript

L.I.4: Students will **create** a saddle stitch manuscript codex in which they can practise their sketching

Success criteria

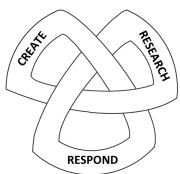
Presented in student friendly language

All students will..

- Create a successful saddle stitch booklet (evenly stacked pages, string down the centrefold & taught, stitch running through 3 holes)
- Discuss the form, function, technique and decoration of the Cathach (in small groups)
- Examine and create a successful sketch of the diminuendo effect (in pencil within their mini manuscript booklets - annotated correctly)
- Discuss the purpose of a scriptorium (Through questioning - Why would a scribe want to be involved with one?)

	<p>Most students will..</p> <ul style="list-style-type: none"> - Examine how the context of the time impacted the style of artwork, and how influences from the bible drastically changed the style of art at the time - Consider the concept of a kinship, and discuss this in relation to the bartering system
LESSON PLAN	<u>Lesson Plan - 5th Yr VS - Lesson 2:</u>
<p>Post class reflection</p> <p><u>Student Work</u> - manuscript booklets (All students exceeded expectations for this task, they all bound their books well and tea stained the book effectively)</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>What went well & Why?:</u> This lesson went very well - Introduction of a practical task allowed students to comprehend the binding process of the manuscripts as this was evident in the notes taken during the class I felt my rapport with this class is improving significantly and I am much more able to work my way round the room - My demonstration was very clear, but next time I would place the tables into groups rather than single desks to aid peer learning</p> <p><u>EBI?:</u> The students engaged well in the tasks, but became a little disinterested on the form, function etc. handout - in future, I would teach the content to the students, and then get them to allocate each piece of new content under one of the four headings in groups - perhaps using laminate & whiteboard markers - this would keep students engaged, and help encourage their literacy, oracy and peer working skills</p>

<p>Lesson No: 3 (Visit 1) Total in UoL: 10 Date: 10th October 2023</p> <p>Lesson type: 1hr Time: 8:30 - 9:30 Stage: Research & Create</p> <p>The Cathach in the Modern World - Opinions of Digitisation [SC]</p>	<p>Learning Content for Pupils and Learning Intentions</p> <p>Key New Learning Content:</p> <ul style="list-style-type: none"> - Examining the Cathach in the modern world - Digitisation & the redistribution of Manuscripts (TPS) - Examining the writing tools of the time - how to create a quill from a feather - What is a successful annotated sketch? <p>Why:</p> <ul style="list-style-type: none"> - Looking at The Cathach in the context of Today's World - improving critical thinking skills - does something being digitised increase or lessen its value? - Demonstrating what a successful annotated sketch should look like - why is an annotated sketch important - Developing an appreciation for the scribes of the time - creating our own writing tools & examining the majuscule to understand the labour intensive process
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Visual Framework: Artists & artworks, Media & areas of practise (examining the techniques used by the artists of the time)

Visual Aids: [Handouts](#), demo on how to create a quill pen, [My own successful annotated sketch](#) (PPT - SLIDES 26 - 38)

SS / Area of Focus: The Cathach - Recap on decoration - examining the digitisation of the manuscript

- **Differentiation:** Handouts posted on google classroom for students to access via laptop if needed - additional help when creating quill for students with motor issues - handout to support this

Evaluation: Group Evaluation - Which Quills were more successful when writing & why? Evaluation of successful vs unsuccessful annotated sketches and why

CC Links:

Business - Profiting off the publication of Manuscripts

Digital Media / Photography - How was the manuscript digitised?

Science - Parts of the Feather

Learning Intentions

Presented in student friendly language

L.I.1: Students will **explore** and **discuss** the techniques demonstrated within the illustrated capitals of The Cathach

L.I.2: Students will **discuss their opinions** of the [digitisation of The Cathach](#) (TPS) (O)

L.I.3: Students will **create** their own quill pen and **annotate** the different parts of a quill through use of a handout (L)

L.I.4: Students will **experiment** with creating different strokes, examining uncial script using their quills

Success criteria

Presented in Student friendly language

All students will..

- Create a successful quill pen from a feather (cut down the centre, hollowed out shaft, able to hold ink)
- Label the different parts of the quill (through use of a handout)
- Create their name using their quill pen (examining uncial script)
- Discuss their opinions (TPS) of the digitisation of the Cathach
- Complete a group evaluation task

Most students will..

	<ul style="list-style-type: none"> - Complete a successful annotated sketch of the illustrated capital “q” from the Cathach (in pencil, in manuscript booklets, annotated with relevant labels) - Discuss their opinion on the digitising of The Cathach, and compose a relevant argument to back up their point (through a TPS activity) (O) (L) - Consider the purpose of a manuscript & Develop an appreciation for the creation of writing tools at the time
LESSON PLAN	Lesson Plan - 5th Year VS - Lesson 3
<p>Post class reflection</p> <p>Student Work - Quill Pens Student work - Annotated Sketches & Uncial Script experimenting</p> <p>Further Reading: Flipped Classroom Approach</p> <p>Key Points:</p> <ul style="list-style-type: none"> - Organisation benefits myself & Students with pacing of lesson - Breaking up of lesson with changes of Activity was well structured & made for engaging lesson - I need to become more comfortable With silence in class as it shows the Students are working at the task at hand - Clearer success criteria / evaluation of SW - although the evaluation of the Work isn't under clear grade descriptors As it is aimed at experiential learning, There should still be clear criteria 	<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>What went well & Why?:</u></p> <p>Overall I felt this class went well - I had my first visit in this class, so I felt a bit flustered when beginning - I was happy I was extremely organised and had kept the learners organised since day 1 as this kept me on track.</p> <p>I felt my pacing was good - all students met the learning intentions, and I felt all information & tasks were explained well. I also felt that the discussion on the digitisation of The Cathach was good - it got all learners involved, and the TPS technique is a nice way to scaffold speaking and group work within a normally quiet class group - allowing “Students to work together toward a common goal, allowing for critical thinking and encouraging a learning environment that offers high quality responses” - think-pair-share (Kent University).</p> <p>I also felt the breaking up of the lesson into sketching - learning - practical task worked well - it didn't feel too lecture based & it gave me a chance to catch up with students as to why they were late - 2 students had been previously absent for the entire UoL, so this time between activities allowed me to catch them up and point them in the right direction one on one.</p> <p><u>EBI?:</u></p> <ul style="list-style-type: none"> - I talk a lot in classes - this is feedback I received last year also. I feel that compared to my SP last year, I am getting better as I am hearing more student voices as each class goes on, but it is something I need to improve on greatly - I need to become comfortable with silence in a classroom - silence often means work is being done! I should also allow more wait time for students to answer, or perhaps flip the classroom and allow students to guide portions of the lesson - I also felt that the lesson became a bit rushed toward the end, particularly the evaluation - perhaps I should have set clearer success criteria, or spent more time explaining them - I was so eager to get through all the learning content prepared, I could have taken something out and pushed it to the next lesson - I hope in the next lesson to allow students to peer teach through the use of handouts - allowing students to recap before moving on, and also teaching new knowledge to the previously absent students in one activity.

FURTHER READING ON SCAFFOLDED FLIPPED CLASSROOM APPROACH: [Isaiah T. Awidi, Mark Paynter. The impact of a flipped classroom approach on student learning experience.](#)

Lesson No: 4

Total in UoL: 10

Date: 11th October 2023

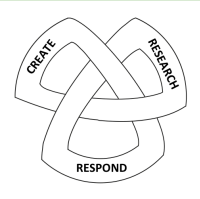
Lesson type: 1hr

Time: 8:30 - 9:30

Stage: Research & Create

Book of Durrow - Introduction

[SC]



Learning Content for Pupils and Learning Intentions

Key New Learning Content:

- **Introduction to the Book of Durrow** - Comparing & contrasting from the Cathach - Innovations & Inventions in book decoration
- Examining the decoration structure - **Carpet Page, Capital Letter Page & Symbols of the Evangelists (The Man focus)**
- Beginning to examine **COLOUR** - where did it come from, how was it made - verdigris green & its impact on vellum over time

Why:

- Students will be able to **trace the development** in decorative techniques (introduction of interlacing, development of the Illustrated Capital) from The Cathach to the Book of Durrow
- Examining the improvement in skills of the craftspeople of the time - comparing & contrasting the books - how would scribes have improved over time? Examining influences on decorative style, moving to representational art - why is this?

Visual Studies Framework: Innovation & Invention, Media & Areas of Practise, Artists & Artworks, AEDP

Visual Aids: [Handouts](#), [PPT](#) (SLIDES 4 - 12), Successful Annotated sketch VA

SS / Area of Focus: Carpet Page, Capital Letter Page, Symbols of the Evangelists (Overview)

Differentiation: Fill in the blank handouts, simplified notes available for students, notes on GC available to access through phones / laptop

Evaluation: Evaluation of annotated sketches against shown example of SC, end of class exit ticket on board - 1 piece of new information written up before we leave the room

Homework: Complete annotated sketch for homework if not completed in class

CC Links:

Science - The Impact of Verdigris Green on vellum - acidic vs basic - eating through the vellum leaving holes in the page

Religion - The function of religious texts, their use in society now vs at the time, transition of the function of manuscripts to a display bible

Learning Intentions

Presented in student friendly language

L.I.1: Students will **examine** the difference in decorative techniques used within the Cathach and The Book of Durrow (AoL)

L.I.2: Students will **recognise** the function of the Symbols of the Evangelists within Irish Manuscript writing (O) (AoL)

L.I.3: Students will **create** a successful annotated sketch of the Man symbol from the Book of Durrow within their manuscript booklets

L.I.4: Students will **consider** the reasoning behind the introduction of illumination (colour) to Irish manuscripts, and **evaluate** the reasoning behind the introduction of fully decorated pages (O) (AtL)

Success criteria

Presented in student friendly language to students

All students will..

- Complete a compare and contrast activity to examine and identify the differences between the Cathach and the Book of Durrow (Colour, Representational Art, Use of Illumination, Fully decorated pages etc.) (O)
- Note down when prompted the function of the evangelist pages (L) (O)
- Create a successful annotated sketch of the Man Symbol from the Book of Durrow (in their manuscript booklets, credit card sized, in pencil, annotated appropriately, evidence of interlace border, plain velum area & figure in centre)
- Contribute to a class discussion about the possible reasons for the introduction of illumination to manuscripts (importance of religion, access to new materials, artists & scribes improving) (O)

Most Students will...

- Hypothesise the possible function of the symbols of the evangelist pages, and note down these findings alongside the definition (page divider, let us know who is speaking, bless the book with the word of god etc.)
- Contribute to a class discussion about the possible reasons for the introduction of illumination to manuscripts (importance of religion, access to new materials, artists & scribes improving) (O), and give their opinions on why some pages are completely decorated with no text (chapter dividers, aesthetic value, showing talent etc.....)
- Create a successful annotated sketch of the Man symbol (in their manuscript booklets, credit card sized, in pencil, annotated appropriately, evidence of interlace border, plain velum area & figure in centre, small section of interlacing enlarged and labelled as seen on my diagram)

Some students may...

- Begin to form links between the increase of church influence in the monasteries to the use of more precious materials in manuscript creation (Prompted through questioning)

<p>LESSON PLAN</p>	<p><u>Lesson Plan - 5th Year VS - Lesson 4</u></p>
<p>Post class reflection</p> <p><u>Student Work - The Man Symbol Sketches</u></p> <p>Further Reading: <u>Visual Note Taking for Teachers & Students</u></p> <p>Key Points:</p> <ul style="list-style-type: none"> - Differentiated handouts worked well - Compare & contrast is a great way of Moving on to a new manuscript without Confusing students - Recap was conducted effectively, And this helped students who were Absent catch up on key information - Pacing was strong - Notes need to be more engaging, Return to fill in the blank format 	<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> <p>Overall I was extremely happy with this lesson. When planning this unit, it felt daunting to cover all 3 manuscripts in detail as I was worried the students would get confused - however, I feel that beginning this lesson with a blind compare and contrast of our previously studied Cathach, and the new manuscript worked well as it allowed students to straight away realise the clear visual differences between the books before they began to learn about the decoration style in depth.</p> <p>I was also extremely happy with the quality of my recap at the beginning of the class - getting students to lead the recap by passing the ball around worked really well to liven them up in the morning, and students also began to get competitive, striving to be able to recall the most information. I think small games like this work really well in this class to liven them up, as they are a great class just very tired in the mornings. Perhaps a Kahoot! Or another game would work well for bite size revision of each manuscript book?</p> <p>I also feel that my pacing in this class was excellent - I really feel at ease teaching Visual Studies as It's a topic I really enjoy. My differentiated notes worked extremely well as I found students naturally gravitated toward the set of notes they felt served them best, and this was a clear sign that the differentiation was working. This combined with the revision game also allowed some previously absent students to stay on track in this class which was positive.</p> <p>EBI?:</p> <p>I found that my notes weren't extremely engaging in this class, and students rarely followed them as what was written down was already being spoken about - I initially had done this to implement the VARK mode, catering to the majority of students - visual, auditory and reading based, but in future I think I will return to my fill in the blank style notes, as I found they were much more engaging.</p> <p>I also felt that the powerpoint may have been information overload in some parts - although mostly visual, there was more text than usual, and I felt when outlining things on the board that I was running out of space to annotate - this is something I'll need to revisit (along with handouts) to solidify a way that works for me - <u>'Visual Note Taking for students and teachers'</u> - I read this article and found it extremely informative, possibly I could tap into the students creative side of their brain and combine drawing with note taking?</p>

Lesson No: 5

Total in UoL: 10

Date: 12th October 2023

Lesson type: 1hr

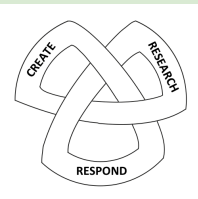
Time: 8:30 - 9:30

Stage: Research & Respond

Focus on the Decoration in The Book of Durrow - Zoomorphs, interlacing - how did these come about? Who created them?

Focus on evangelist symbols - Lion & Man symbol

[SC]



Learning Content for Pupils and Learning Intentions

Key New Learning Content:

- Examining the decoration **techniques** in the Book of Durrow
- Exploring the term 'Zoomorphic' - how would this have come about? What impact does it have on the work?
- A Focused exploration of the Lion Symbol of St. John & Man Symbol

Why:

- Students will be able to **trace the development** in decorative techniques (introduction of interlacing, development of the Illustrated Capital) from The Cathach to the Book of Durrow
- Understanding the reasoning behind the move toward representational art during this time - examining symbolism & beliefs
- Examining the Book in the context of the VS framework

Visual Studies Framework: Innovation & Invention, Media & Areas of Practise, Artists & Artworks, Context

Visual Aids: [Handouts](#), [PPT](#) (SLIDES 1 - 15), [Placemat revision sheets](#) (L) (O)

SS/ Area of Focus: Zoomorphic interlacing, St. John's Lion symbol, Carpet Page, The Man symbol page

Differentiation: Groupwork (collaborative learning), [Differentiated handouts](#), Large font on PPT, notes on GC

- **Fast Finisher:** define the visual studies framework in your own words for display within the art room (T&G)

Evaluation: Placemat Revision sheets examining VS Framework (in relation to studied pages), Questioning (Higher and lower order)

CC Links:

Geography - The impact of travel & trade - how tradesmen would have taken home stories from their travels, and how this impacted artwork

Learning Intentions

Presented in student friendly language

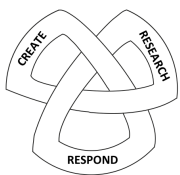
L.I.1: Students will **recognise** the term 'Zoomorphic' and **hypothesise** the reasoning behind how the symbol of the lion may have come to Ireland (Vis.L)

L.I.2: Students will **collaborate** to **relate** the elements of the visual studies framework to our previously studied pages (Carpet page & The Man Symbol) using a placemat revision handout (O) (L)

	<p>L.I.3: Students will examine the function of interlacing within manuscript decoration, and evaluate the impact of interlacing on the decoration of our previously studied pages</p> <p>Success criteria</p> <p>All students will..</p> <ul style="list-style-type: none"> - Recognise & explain the term zoomorphic in relation to the decoration seen in the Book of Durrow (O) - Discuss their opinions of how Irish scribes would have learned about creatures from far away lands such as lions, (O), (trade, stories, travel, other forms of literature etc.) - Examine interlacing in relation to the AEDP of Balance and symmetry, and explain how interlacing creates a more balanced composition in their own words (symmetry, border / frame, drags eye around composition etc) - Collaborate in groups to order knowledge of previously studied pages (carpet & man symbol) into the VS framework placement (working in a group, contributing, modelling teacher example of task) - Compare the decoration of the cathach and book of Durrow using PPT slide <p>Most students will..</p> <ul style="list-style-type: none"> - Hypothesise how trade and travel would have impacted the education of scribes, or how word of mouth from these travellers would have impacted manuscript decoration when questioned (O) (belief in legends as reflected in belief in christianity) - Contribute to a group discussion considering the term zoomorphic in relation to decoration seen in the book of Durrow, and in elements of the Cathach (decorated capitals - dog heads) - Evaluate the impact of interlacing by comparing and contrasting our previously studied pages (carpet - full decoration with interlacing, man symbol - used as border to achieve balance), aided by use of VS framework placemat. (Vis.L)
<p>LESSON PLAN</p>	<p><u>Lesson Plan - 5th year VS - Lesson 5</u></p>
<p>Post class reflection</p> <p>Student Work - Definition Cards (To be Printed for Room Display)</p> <p>Main Points:</p> <ul style="list-style-type: none"> - Groupwork placemats worked well For collaboration (but should have Photographed to put on GC) - In depth focus on Zoomorphic 	<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> <p>Overall I was really happy with this lesson. I think allowing the students to work in groups worked well, as it allowed students to peer teach elements of our previously studied pages. The placemats worked extremely well - however, since I laminated them students couldn't keep them - many took pictures to have as a reference, but looking back, I should have either taken photos myself and uploaded to GC, or gotten them to write on paper instead of on something laminated - I will do this next time. The oral evaluation of this task went well, and students from other groups gave their opinions on how we would structure information - for example one group put the creation of quills and vellum in the context section, but another group explained how they felt it would fit in the media and areas of practise session and prompted the first group to change their minds.</p>

<p>Decoration allowed students to trace development more easily between Cathach & Durrow</p> <ul style="list-style-type: none"> - Differentiated handout is supporting Learning & improving student confidence When paired with questioning - More groups in activity to increase Engagement 	<p>I also felt that focusing in on the zoomorphic decoration in particular worked well, as i was able to draw comparisons and contrasts between the plain interlacing and zoomorphic, and we had a discussion referencing the cathach, and belief that the animal heads may have also protected the book, the way the scribes believed the cathach would protect them in battle - this was a really interesting point from a student that I felt I drew out really well, and praised well also by explaining why it was a great point. Students are making links between this manuscript and the one previously studied, which lets me see they can note a clear difference between them, but don't view them as separate pieces, but a continuation which is positive as we are trying to trace the development between the three books we will study.</p> <p>Differentiated handout worked extremely well, and I noticed boys who previously only took the differentiated handout now starting to take both handouts. This is promising as it means that they are beginning to feel they are more able for the heavier content handout</p> <p>EBI?:</p> <p>I felt that the definition card activity, while relevant, should have come before the placemat activity, as it felt a little like a recap of what had already been done - however, it was a good experience for students to work into google classroom - this is something they do frequently with the HT, so any fast finishers were able to adapt to this task easily. I am going to print these out and stick them up as reminders in student friendly language of the VS framework descriptors.</p> <p>I also think that only having two groups for the activity limited input - perhaps if i had had lots of groups of 3 students, rather than 6 and 7 more voices could be heard</p>
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<p>Lesson No: 6 Total in UoL: 10 Date: 17th October 2023</p> <p>Lesson type: 1hr Time: 1:40 - 2:40 Stage: Research & Respond</p> <p>Introduction to the Book of Kells Examining context, impact of this on decoration, and decorative techniques used in Symbols of the Evangelists page (Book of Kells) & Portrait of St.John</p> <p>[SC]</p>	<p>Learning Content for Pupils and Learning Intentions</p> <p>Key New Learning Content:</p> <ul style="list-style-type: none"> - Introduction to the Book of Kells - context & background - Compare and contrast - The Cathach, The Book of Durrow, The Book of Kells (repetition) - Symbols of the Evangelists page (Book of Kells) & Portrait of St.John - students will draw links between the impact of christianity and the dedication to the decoration of manuscripts. - <p>Why:</p> <ul style="list-style-type: none"> - Introducing students to the pinnacle of manuscript illumination with the Book of Kells - Students will be able to trace the difference in technique, subject matter & decoration between all 3 manuscripts to see the advancements of manuscript writing - Focusing on two of the most decorated pages in the manuscript - The Symbols of the Evangelists & portrait of St.John (chronological order of decoration)- students can compare and contrast the rendering of the evangelists by the portrait artist within each manuscript (recognising none in cathach)
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Visual Studies Framework: Artists & Artwork, Media & Areas of Practise, Context, Innovation & Invention

Visual Aids: Handouts - [Context](#) , [Portrait of St.John & Symbols of Evangelists](#), [PPT](#) (SLIDES 1 - 17)

SS/ Area of Focus: Book of Kells - Portrait of St.John, Symbols of the Evangelists

Differentiation: Notes on GC, VARK model revision (pictionary), Supplementary videos on GC (T&G)

Evaluation: Keyword Pictionary

Homework: Annotated Sketch of Portrait of St.John

CC Links:

Geography - Mapping - Book of Kells created in Iona, Scotland - hypothesising how the scribes would have gotten to Kells

History - Viking Raids - How this drove the scribes out of Scotland

Learning Intentions

Presented in student friendly language

L.I.1: **Recognise** the leap in decorative techniques shown in the Book of Kells, and **contrast** this with the decoration seen in the Book of Durrow (AoL)

L.I.2: **Relate** the use of precious materials in the Book of Kells, to the importance of Christianity during the time period (O) (AoL)

L.I.3: **Examine** the decorative techniques used within the Portrait of St.John and The Portraits of the Evangelists pages, and **evaluate** the effectiveness of the symbolism used within these works (Vis.L) (O) (AfL)

Success criteria

All students will..

- Discuss the difference in technique & decoration shown between the Book of Durrow & The Book of Kells through use of a PPT slide (improvement in ability, more highly decorated pages, use of new materials & colours) (O)
- Recognise the value of precious materials at the time, and relate this back to the use of them in the Book of Kells to show the importance of the manuscript in society (O)
- Annotate handouts with notes relating to the Portrait of St. John & The Portrait of the Evangelists pages, with particular reference to decoration & symbolism (using combination of own words and notes annotated on board - oral discussion will also be successful) (L) (Vis.L0)
- Explain (in their own words) how the Viking Raids in Scotland caused the Book of Kells to be transported to Ireland (O) (L)
- Participate in a group game of Keyword Pictionary (contributing to team effort, drawing and/or guessing key terms, demonstrates knowledge of key words covered)

	<p>Most students will..</p> <ul style="list-style-type: none"> - Recognise how the improvement of education contributed to the improvement in manuscript writing craftsmanship within Monasteries (O) - Create notes detailing the use of symbolism within the Portrait of St.John & the Symbols of the Evangelists, and contribute to a class discussion evaluating the effectiveness of this symbolism (could the symbols mean something else, evaluating the effectiveness of these symbols vs other possible symbols, explaining how the imagery is related to modern day symbols - hand of god etc.) - Recognise why the Book of Kells was one of the items transported to Ireland during the Viking Raids (discussion of Impact of Christianity making manuscripts most valuable items in society, display bibles, amount of work put into them results in them being more valuable, use of precious material etc.) <p>Some students may...</p> <ul style="list-style-type: none"> - Recognize that the portrayal of St.John as a scribe, combined with the inclusion of human interlacing may represent the scribes themselves within the manuscripts (questioning, making links between quill & ink pot in St.John's hand to materials used by scribed)
LESSON PLAN	<u>Lesson Plan - 5th Year VS - Lesson 6</u>
<p>Post class reflection</p> <p>Further Reading of tips to help support More introverted learners when having open Discussions - How to support anxious learners</p> <p>Main Points:</p> <ul style="list-style-type: none"> - Mainly visual slides work well - Plus points work as an initiative, and Aided engagement when assessing Prior knowledge - Assessing prior knowledge & helping Through prompts increased confidence As students realised they knew a lot Already, like where it was being kept Etc. 	<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> <p>I was happy with this lesson. I find myself at ease teaching VS, and I find that my lesson plans and previous research really aid me, as I don't have to look at notes to teach, just pictures on slides to spur me on.</p> <p>The students were excited to move on to the Book of Kells, and even though they are 5th years, got excited when I said I would give plus points for anyone who could get the correct answers to my prior knowledge questions - where is the book kept, where was it made etc. I felt that this lesson was really engaging despite the heavy content, and students were excited to give opinions of the work, particularly the portrait of St. John. Students seem to respond really well to having to guess what is symbolic in the piece before I explain it to them, so this is something I will keep doing, as with prompting a lot of students were getting to the correct answers without me even teaching them, and I feel this made them more confident in their analysis abilities. The boys also told me they really enjoy the way I teach art history, as some of my quirky ways of remembering things really help them - such as 'think of lacing up your shoes' to remember interlacing - 'what's this called... think of your shoes....' etc. so I want to keep this fun element going forward</p> <p>Keyword pictionary worked really well as a recap, as it helped me identify what words people were unsure of, without cold calling or embarrassing students. I noticed students really understood the evangelist symbols, and the materials used such as vellum, but had a hard time remembering where colours came from in each manuscript - I'm going to make a flashcard on this and put it on their GC for revision homework</p>

- Keyword pictionary was an engaging & active recap & helped me identify Key words students are struggling with
- Need to ensure all students are Participating in open discussions as Some tend to hold back

EBI?:

I didn't feel that all students got the chance to evaluate the symbolism in the work - I gave headings, but they were vague, and I found it was the more confident students answering back for this section. With prompting, I got some students to discuss and give opinions, but in future I need more defined SC / Headings, and possibly revisit the TPS activity in lesson 3 about the digitisation that worked well - some students have not integrated into the clas fully, so some feel awkward sharing opinions rather than facts in a questioning session

[How to support anxious learners](#) - reading to aid with 2 anxious students - help up their engagement as they are well able - perhaps a kahoot quiz / game assessment method would make them less anxious as no attention on them but I can still view their progress?

Lesson No: 7

Total in UoL: 10

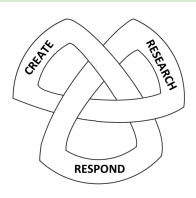
Date: 18th October 2023

Lesson type: 1hr

Time: 8:30 - 9:30

Stage: Create & Respond

[SC]



Learning Content for Pupils and Learning Intentions

Key New Learning Content:

- **Examination of the Chi-Rho Page & other decorative techniques (turn in the path etc.) within the Book of Kells**
- Exploring the use of Colour within manuscript illumination - using our quills & washes of ink to apply colour to sketches
- Discussing the AEDP seen within the Chi Rho page, and hidden symbolism within the page
- Examining quinonium page (brief analysis)

Why:

- Examining the most highly decorated page within the Book of Kells under given headings - Colour, Techniques, Decoration style & symbolism - students will continue to draw links between the impact of christianity and the dedication to the creation of manuscripts.
- Looking at the impact of colour in manuscript illumination - where did these colours come from? Why were they important? Examining how hard to attain colours were used to convey importance

Visual Studies Framework: AEDP, Media & Areas of Practise, Context, Innovation & Invention

Visual Aids: [Placemat Analysis handouts](#), [PPT](#) (SLIDES 1 - 16), [handouts](#)

SS/ Area of Focus: Book of Kells - Chi - Rho page, Turn in the path, Quinonium Page

Differentiation: Notes on GC, Supplementary notes (T&G), [Differentiated handouts](#)

Evaluation: Questioning, Evaluation of Quill Washes against specified SC

Homework:

- Fill in answers from placemat analysis activity to group placemat on GC (D - peer learning in student friendly language)

- Annotated sketch of Chi-Rho Page into mini booklets

Learning Intentions

Presented in student friendly language

L.I.1: Students will **identify and discuss** the hidden symbolism seen within the Chi-Rho page, and **hypothesise** the possible meaning behind each symbol (through questioning before teaching answers) (Vis.L) (O)

L.I.2: Students will **analyse** the form, function, decoration and techniques seen within the Chi-Rho page using the Visual Studies Framework as a guide (using placemat handouts) (L) (Vis.L)

L.I.3: Students will **experiment** with the use of colour washes seen in the Chi-Rho page through applying colour to their annotated sketches using their quills & inks

L.I.4: Students will **recognise** the decorative techniques used within the Chi Rho Page (O)

Success criteria

All students will..

- Annotate handouts discussing the symbolism seen in the Chi-Rho page (L) (using own words and annotations on board by teacher; referencing symbols seen throughout Chi Rho page)
- Recognize the importance of the Chi-Rho monogram within the Book of Kells, (first time christ's name is mentioned - success through discussion as to why page is so heavily decorated (christ's name))(O)
- Discuss the different decorative techniques used in the Page (mentioning key words, trumpet ends, spirals, triskeles, interlacing, illumination) (O) (Vis.L)
- Experiment using quills and watered down ink to add colour to manuscript sketches (demonstrating an understanding of how water and ink create a wash, lighter colour, accurate colour choice & application)
- Use the VS framework to categorise information learned about the Chi Rho Page (L)

Most students will..

- Contribute to a class discussion about the possible meanings and symbols hidden within the Chi-Rho page (reference to other pages, christian symbols, participating in discussion & questioning)
- Accurately apply the VS framework headings to categorise relevant information about the Chi Rho page (L)
- Recognise that the importance of the chi-rho page is demonstrated within it's decoration and use of precious materials throughout the page (responses through questioning, making reference to context of the time) (Vis.L)
- Recognise the use of the number 3 throughout the work echoes the holy trinity (notes taken within VS framework placemat)

<p>LESSON PLAN</p>	<p><u>Lesson Plan - 5th year VS - Lesson 7:</u></p>
<p>Post class reflection</p> <p><u>Student Work - Chi-Rho Sketches (Homework)</u></p> <p>Main Points:</p> <ul style="list-style-type: none"> - Reassurance with students helped With engagement and ease student Anxiety - Positive comments from HT were very Helpful & encouraging - Questioning is very confident and Comes easily - keeps students engaged As they never know when a question is Coming - Page was broken down well & Students liked finding the 'hidden' Faces / figures - Didn't complete quill washes - Need more varied assessment methods 	<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> <p>I felt that this lesson went extremely well. I was a little nervous as the Chi-Rho page contains a lot of visual information, but I felt I broke it down really well. My HT sat in on this lesson to do some work down the back of the room, and she commented that it was a really lovely clear lesson and I'm so confident teaching which was great to hear. She also said I'm very reassuring to the students, reminding them I know there's a lot of info and we can go over it again - I didn't realise I was doing this, but she explained that she saw that the boys were much more engaged with me because of the constant reassuring.</p> <p>I also find that I'm getting so confident in my questioning - I now implement Higher and lower order questions unplanned throughout the lesson when I feel students need reinforcement - this also keeps students engaged as they never know when I could ask a question, and this repetition is really reinforcing their learning. It also allows me to remind them of the other manuscripts we've studied, and I feel this aids their learning as they view them all as connected developments of each other.</p> <p>I felt that I broke down the page well, students loved pausing and seeing what animal/human heads they could find in the page, and were working together to help students who couldn't spot them as we discussed it.</p> <p>EBI?:</p> <p>Students didn't get time to complete their quill washes, but looking back on the lesson I'm not sure if this would have been as beneficial of an activity as I had originally hoped - I have already planned to implement natural dyes into the beginning of their practical scheme to keep the VS link strong, so I will possibly just focus more on this section, possibly getting students to swatch into their manuscript booklets instead to link our VS unit & practical unit together</p> <p>I also feel that at this stage I should be implementing more varied types of assessment, not just questioning & exit ticketing - they have a summative assessment exam at the end of this unit, but possibly another form of assessment would be beneficial to allow students to see where they are in regard to their progress, and help them identify areas to work on</p> <p>Further reading based on student assessment - student-assessment-in-teaching-and-learning - article outlining types of assessment I could use - peer, self, essays? Etc. - 'assessment is more than grading' - perhaps a quiz or revision game could help me identify gaps in learning?</p>

Lesson No: 8

Total in UoL: 10

Date: 23rd October 2023

Lesson type: 1hr

Time: 8:30 - 9:30

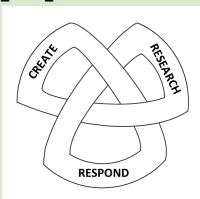
Stage: Research & Respond

Examining the final studied page in the Book of Kells

Exploring the concept of a Facsimile - Relating back to the digitisation of the Cathach - discussing our opinions on publication of art

Kahoot! Assessment (AoL, AfL)

[SC]



Learning Content for Pupils and Learning Intentions

Key New Learning Content:

- Examining the Virgin & Child Page
- Exploring & considering the purpose of a [Facsimile](#) (TPS)
- Kahoot! Quiz - Recap on Unit so far

Why:

- Examining the final page to be studied in this section - **The Virgin and Child Page** - students at this stage are able to independently analyse work in this section under given headings, promoting independent learning, improving vis.L. & recapping on key terms - representational, interlacing, balance, symmetry etc.
- **Considering our opinions on the open access to the Book of Kells through Facsimiles**
- Kahoot! Quiz in prep for upcoming tracking exam - Increase student engagement, allows me to teach in real time to content needed, identifies issues / gaps in student's learning

Visual Studies Framework: Artists & Artwork, Media & Areas of Practise, Context,, Analysis, AEDP

Visual Aids: [PPT](#) (SLIDES 1 - 20), [handouts](#), Kahoot! Quiz, revision handout (D)

SS/ Area of Focus: Book of Kells - Facsimile, Virgin and Child Page

Differentiation: Notes on GC, Kahoot Quiz - Content specific teaching / one to one support, Groupwork (TPS)

Evaluation: [Kahoot! Quiz](#) (DML)

Homework: Revise incorrect Kahoot! Sections at home in prep for exam this week (content of Kahoot on GC)

CC Links:

DML - Creation & Photography of a Facsimile

History - History of a Facsimile - what is it, when did they come about? Benefits etc.

Business - discussion of facsimile pricing, who profits??

Learning Intentions

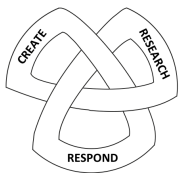
Presented in student friendly language

L.I.1: Students will **examine** the techniques & decoration used within the Virgin & Child Page, and **identify** these under given key headings (art style, use of decorative techniques, use of composition, use of colour, AEDP)

	<p>L.I.2: Students will successfully complete a Kahoot! Quiz, recapping on knowledge from throughout our Unit</p> <p>L.I.3: Students will Consider the function of a Facsimile, and discuss their opinion on if this has a positive or negative impact (through TPS)</p> <p>Success criteria</p> <p>All students will..</p> <ul style="list-style-type: none"> - Participate in a Kahoot! Quiz recapping knowledge and key terms from our unit, and take note of areas that need more steady revision (Kahoot! Quiz score above 40% to be successful) - Complete a TPS activity considering the purpose and impact of a facsimile, and relay their opinion to the class (through TPS worksheet) - Recognise what a facsimile is and why it may be created (through discussion and questioning) - Identify the decoration & techniques used within the Virgin and Child page under at least ONE given heading <p>Most students will..</p> <ul style="list-style-type: none"> - Complete the kahoot quiz, and independently take notes throughout of new facts learned and areas they need support in - Evaluate the possible functions of a facsimile, and discuss their opinion on the reasons behind creation a facsimile with their peers (TPS) - Consider if a facsimile has any impact on the value of the original manuscript (TPS activity)
<p>LESSON PLAN</p>	<p><u>Lesson Plan - 5th Year VS - Lesson 8</u></p>
<p>Post class reflection</p> <p>Main Points:</p> <ul style="list-style-type: none"> - Kahoot worked well as assessment - Engaging, allowed to teach gaps in Knowledge etc. - Facsimile discussion / debate was interesting & students enjoyed giving their Opinions - their knowledge & Ability to express opinions has come on 	<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> <p>The Kahoot quiz worked really well as a form of assessment - most students got all questions right, and it provided a nice recap of the full content area before we move on to revising for our exam. It also allowed me to adapt and teach the content that was necessary to fill in gaps in student knowledge. I was able to identify areas that students were struggling with through the kahoot results in real time, and pause the quiz to use this as a teaching moment. The quiz also worked well as all students participated well & were very engaged and competitive with getting the correct answers.</p> <p>I felt that considering the purpose of a Facsimile was a nice way to round off learning about the Book of Kells - students enjoyed giving their opinions through the TPS, and we had a classroom debate about the positives / negatives, which I felt I facilitated well. I feel well capable of drawing out points & building on student answers</p> <p>I felt I broke down the virgin and child page well, and students enjoyed discussing the possible reasons why the figures have a masculine appearance (men more important at the time, couldn't draw women yet) - one student likened an inability to draw women to the Man symbol in the Book of Durrow, where they struggled to draw people's bodies in general, which was positive as it</p>

<p>So much since the first TPS activity we Did in lesson 3</p> <ul style="list-style-type: none"> - Broke down virgin & child page well & Elements of discovery learning / Hypothesising worked well to spark Conversation - Kahoot would have been better Supported by a handout - Visuals on board to switch to would have Aided kahoot teaching 	<p>was encouraging other students to look back - this is excellent as in the new VS aper they seem to ask students to trace an element (human figure, colour, interlacing etc.)between all 3 manuscripts, rather than a single page in detail</p> <p>EBI?:</p> <p>I think the Kahoot would have been better supported by a handout, rather than just getting students to note down keywords into their copies, as this would provide a structure for revision at home. Possibly a handout with a list of keywords would work well as a revision method, where students define each keyword in their own terms? This would help students identify more broader gaps in learning, rather than smaller facts explored in the Kahoot quiz</p> <p>Having a slide prepared based on each kahoot quiz question would have aided my teaching, as I was just explaining answers / revising with no visuals bar students previous handouts having a tab on the board I could switch to would have aided this.</p>
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<p>Lesson No: 9 Total in UoL: 10 Date: 24th October 2023</p> <p>Lesson type: 1hr Time: 8:30 - 9:30 Stage: Respond</p> <p>Recapping essay structure (covered briefly during newgrange unit with HT), Group essay planning (peer learning & teaching)</p> <p>Monikers revision game - active revision, team game, key word revision - key words not known are taken down in copy with definitions</p> <p>[SC]</p>	<p>Learning Content for Pupils and Learning Intentions</p> <p>Key New Learning Content:</p> <ul style="list-style-type: none"> - Recap on Essay Structure - How can we make sure we get the most out of our essays? - Definition worksheet & Group essay planning - each group works to a specified title - Group Evaluation of essay Plans - Monikers Revision game (O) (L - Key words) <p>Why:</p> <ul style="list-style-type: none"> - Improving student's confidence in essay writing techniques before their academic tracking exam in the next class - Showing students how to quickly plan an essay, working in groups to aid peer learning & collaboration - Evaluating our essay plans - what can we learn from each other? Is there anything key we missed? - Revision Game - quick key word revision identifying gaps in knowledge - key words derived from word students found difficult to understand / remember throughout the unit <p>Visual Studies Framework: Artists & Artwork, Media & Areas of Practise, Context,, Analysis, AEDP</p> <p>Visual Aids: Structuring an Essay Handout, Planning spaces on tables for group work, PPT (SLIDES 1 -9) Monikers revision game, definition worksheet</p> <p>Differentiation: Group work, Option to type or write essay plans, notes on GC, inclusion of movement (content heavy class - game at the end)</p>
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Evaluation: Monikers Revision Game, Group Evaluation of Essay Plans

Homework: Revise using EdPuzzle [video](#) on google classroom (video on book of Kells - using edpuzzle software questions pop up throughout video)

[CC Links:](#)

English - Essay Structure & building strong points

Drama & Wellbeing - Monikers game - acting round

Learning Intentions

Presented in student friendly language

L.I.1: Students will [Collaborate](#) with peers to structure a successful essay plan based on their groups given title

L.I.2: Students will [Reflect](#) on their knowledge of key terminology in advance of their essay task tomorrow (using keyword revision handout)

L.I.3: Students will [participate](#) in the active revision game 'monikers' to identify which areas of content need more revision

Success criteria

All students will..

- Participate in revision game and note down key words they were unsure of (participation through guessing, describing AND acting, contributing to team, noting down / questioning key words they are unsure of) (O)
- Complete a key word worksheet, and consider the elements of this unit they found most confusing in advance of their revision this evening (L) (O)
- Recognize the elements that make up a successful VS essay answer
- Work in groups to structure a successful essay plan (reference to given title, exploration of VS framework, form function decoration & techniques addressed, clear paragraph structure, intro and conclusion) (L)

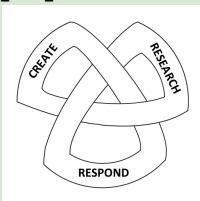
Most students will..

- Recognise the function of essay plans in relation to exam technique (reference to planning before writing, explaining importance through questioning)

LESSON PLAN	<u>Lesson Plan - 5th Year VS - Lesson 9</u>
<p>Post class reflection</p> <p>Main points:</p> <ul style="list-style-type: none"> - Monikers worked well as a revision Game - appealed to competitive side Of students and increased overall Engagement - Key word definition sheet worked well - Wish i gave students a practise essay Earlier in UoL to give detailed feedback To improve writing skills 	<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?: Monikers worked really well as a revision game - student engagement was high, and students worked really well in their teams to relay information. I also think the competitive side of this game prompted students to work harder & really engage with the game - this also allowed me to examine which key words students didn't know (very few which was positive), and also injected some fun into the class through the acting round - problem solving, how could they act out the chi rho page??</p> <p>Group structuring essays worked really well, peer teaching & learning was strong here, and students were able to pick up essay tips from their peers. Evaluating these plans as a group worked well, as since each group had a different essay title, all groups benefited - these plans were uploaded to google classroom for all students to use as revision</p> <p>Key word definition sheet worked well also - a clear activity allowed each student to independently see which areas needed more focused revision, and also allowed students to explain key words in their own terms, making them easier to remember</p> <p>EBI?:</p> <p>I feel like I should have given students a practice essay for homework at some stage in this UoL - despite having plans made, and clear notes, I feel that students would have benefited more from practising an essay and receiving feedback at some stage in the UoL.</p> <p>I also think I could have introduced some more new content in this class as it was a tiny bit lacklustre until students began working - I felt it didn't have a strong enough 'hook', unlike my other lessons, and it was difficult to engage students until they were given the group task to work in. However, this worked well once students began working, and the introduction of the monikers game was a nice way to tie up the unit.</p>

<p>Lesson No: 10 (EXAM CLASS)</p> <p>Total in UoL: 10</p> <p>Date: 25th October 2023</p> <p>Lesson type: 1hr</p> <p>Time: 1:40 - 2:40</p> <p>Stage: Respond (exam)</p>	<p>Learning Content for Pupils and Learning Intentions</p> <p>*Requested by Principal & Host Teacher to Facilitate an essay based tracking exam at the end of this unit, reducing unit to 9 Lessons - this lesson consisted of lesson intro, brief recap game & students writing essay</p> <p>Key New Learning Content:</p> <ul style="list-style-type: none"> - Recap of learning content so far through revision game - (tic tac toe key words) - Students complete their tracking exam in this class, aided with some support by teacher
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[SC]



Why:

- Revision game - Key word Bingo - reminding students of key words & alleviating pre test anxieties through movement
- Summative assessment method (written exam) to be sent home as part of academic tracking result, and also to provide students with a concrete understanding of what level they are performing at

Visual Studies Framework: Artists & Artwork, Media & Areas of Practise, Context,, Analysis, AEDP, Innovation and Invention

Visual Aids: [Tracking Exam Paper & Marking scheme](#), [essay structure](#) projected on board, [bingo revision game](#)

Differentiation: Chromebooks available for students who wish to type, optional planning space accompanying essay

Evaluation: Summative Assessment

Learning Intentions

Presented in student friendly language

L.I.1: Students will **structure and complete** a successful written answer plan within the timeframe allotted (L)

L.I.2: Students will **self assess** their learning through revision game

L.I.3: Students will **appreciate and acknowledge** their hard work throughout this unit, and **complete** their essay to the best of their ability

Success criteria

All students will..

- Participate in revision game, and assess their learning throughout by keeping score of their correct answers (L)
- Structure a successful essay plan using the handout given in last weeks class, to be used throughout their exam (reference to given title, exploration of VS framework, form function decoration & techniques addressed, clear paragraph structure, intro and conclusion) (L)
- Appreciate their hard work and feel a sense of completion upon finishing their exam (reassurance for students, student voice, discussion of how we found the exam afterward, written feedback given)
- Complete their exam to the best of their ability (hard work shown, good evidence of study & commitment)

LESSON PLAN

[Lesson Plan - 5th Year VS - Lesson 10](#)

Post class reflection

Student Work - Essays

Further Reading -

[simple-ways-assess-writing-skills-students-learning](#)

Main Points:

- **Tic tac toe keyword revision worked Well to remind students of key points & alleviate anxiety**
- **Being well organised aided exam flow**
- **I wish there was more new content In this lesson - perhaps a different Summative assessment method would Increase engagement & practise essay Writing at the same time**

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

WWW?:

Tic Tac Toe keyword revision worked well to remind students of key words and points before they began their exam, and also alleviated student anxiety by lifting the mood in the class - I have really found team games work to my advantage with this group due to their naturally competitive nature. I found that this UoL as a whole worked well, and was aided through my rapport with the class, and adapting / tailoring lessons where needed - (spending more time on certain areas etc.). I also felt that I linked the manuscripts well, and really got the students to view them as one development to trace, rather than just three completely separate works

I was well organised for the exam, with exam answer booklets to hand and their questions selected and printed out for each student. Having the marking scheme alongside the question allowed students to see where they needed to focus their marks, and this will not only aid me with grading, but allow me to provide more detailed verbal feedback to students after the mid term break.

The HT also conveyed to me that she felt the boys had a really strong grasp of the manuscripts, and that was down to my teaching. Upon grading the tests, I also feel that my teaching is reflected in their results, as most students achieved great results and truly demonstrated their knowledge - all that is left is to give specific advice to individual students on where they can pick up more marks

EBI?:

Not a whole lot of new learning content in this class, however, in this Unit I viewed lesson 9 as the final lesson as this class was an exam class (marked on shared TT) - however, in future I would like to see if there is a more engaging or creative way to practise essay writing, but also assess student's essays at the same time - possibly making a google slides essay template, or a presentation under a given essay title? (incorporating more digital media) - [simple-ways-assess-writing-skills-students-learning](#) (ways of assessing writing skills - aimed at primary level but could be easily adapted for senior cycle)

I also wish I made better use of the library in the school for research - perhaps if I had got students to conduct research using the books & computers and then relay this info to the class, or create collaborative notes under each heading? In the practical scheme coming up next I hope to try implement use of the library to my advantage, and a change of scenery for the boys could also feel rewarding after finishing a full VS block.