

Class Name: 1.1
Year group: 1st Yr
Class Profile: Mixed Ability
Schedule: Tuesdays 0900-1000

Theme: Polygon Ornithology

Scenario: Design and construct a sculpture of any bird species native to Ireland, using polygon shapes.

Key Skills/ Statements of Learning

- **Managing Myself** - Being able to reflect on my own learning / Using digital technology to manage myself and my learning
- **Being Creative** - Exploring options and alternatives / Implementing ideas and taking action
- **Communicating** - Listening and expressing myself / Using language / Discussing and debating
- **Working With Others** - Co-operating / Learning with others
- **Managing Information and Thinking** - Being curious / Gathering, recording, organising, and evaluating information and data / Thinking creatively and critically / Reflecting on and evaluating my learning

SOL 4: The student creates and presents artistic works and appreciates the process and skills involved.

SOL 15: recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning

SOL 16: Describes, illustrates, interprets, predicts and explains patterns and relationships

SOL 20: Uses appropriate technologies in meeting a design challenge.

Aim of Unit of Learning

Through observational drawing and material experimentation students will explore shape, form and structure. They will research the theme Polygon Ornithology through its elements: researching polygon shapes, low-res sculptures and Irish birds as a basis for their construction. then design and construct a 3D bird in polygon shapes using cardboard or card.

- **Processes**
- **Techniques/Materials**
- **Theme**
- **AEDP**
- **Outcome/Product**

SOL 23: brings an idea from conception to realisation

Learning Layers / Cross Curricular Links / Literacy & Numeracy (L)(O)(N)/ Wellbeing

Learning Layers: Irish ornithology, sculpture, Recycled Art, Sustainability

Cross Curricular Links: English (looking up complicated words), Mathematics (measurements, geometric shapes)

Literacy: Research, annotated drawings

Oracy: critique, discussions, presentation, peer learning

Numeracy: polygon shapes , measurement, scale, geometry, correct use of geometry set

Wellbeing: lessons are learner-centred, engages students through the use of a variety of approaches including active, cooperative and peer learning, differentiated learning and assessment activities which take into account the diverse needs and interests of individual students.

SEN/AEN (Differentiation)

- Worksheets
- Pre-cut cardboard geometric shapes and make a 2D template of bird
- SNA assistance
- Peer learning
- Think Pair Share

Learning outcomes for scheme/unit of learning

At the end of this unit of learning, learners should be able to:

CRITICAL AND VISUAL LANGUAGE

1.3 critique an artwork using critical and visual language (C) (A)

DRAWING

2.5 Develop their ideas for craftwork through drawing. (P) (C)

VISUAL CULTURE AND APPRECIATION

1.8 discuss examples of historical and contemporary visual art (C) (A)

AEDP

3.12 Assess their own and other's design work using their knowledge of art elements and design principles. (C)

MEDIA

3.14 Utilise media in their own design work based on a design brief (P) (C)

Managing Behaviours: Issues/Strategies

- Move disruptive students separated or moved to the front of class.
- Walk to disruption and stand near while talking to class.
- Points scheme - Schoology
- Health & safety demos
- Class contract review
- Review IBP's

Lesson No. 1/9	Teaching & Learning Content	Learning Intentions
<p>Date: 25th February</p> <p>Lesson type: Single - 60 mins</p> <p>Time: 9am - 10am</p> <p>Stage:</p> <p>Intro/Discussion/Research task/Thumbnail Sketches</p>	<p>AEDP: Line, Shape, Form</p> <p>Theme: Introduction, powerpoint - sculpture, ornithology / think-pair-share / individual research sheets, feed to group</p> <p>Process: Discussion / Analyse Brief (step by step)/ Research/ gathering information - text and visually</p> <p>Homework: bring in an object with an interesting shape and angles and finish worksheet if not finished in class</p> <p>Support study: Ben Foster https://benfostersculpture.com/ https://birdwatchireland.ie/irelands-birds-birdwatch-ireland/list-of-irelands-birds/</p> <p>VA: Powerpoint, bird sculpture</p> <p>H&S: Students being aware of their proximity to other students when gathered together. All bags and belongings under the table to avoid causing a trip hazard.</p> <p>RESOURCES: Worksheets, markers,clicker, projector, Internet research, SS artist, Nature books, pencils</p> <p>KEY WORDS: Ornithology, polygons, sculpture, recycling, upcycling</p>	<p>At the end of the lesson the learners <i>should</i> be able to:</p> <ol style="list-style-type: none"> 1. KNOW HOW TO generate a range of ideas about the theme through group activities and discussion (worksheet, communication, sourcing information, thumbnail drawing) 2. UNDERSTAND what a polygon is, where and what its used for in everyday life and how it relates to the project. Understand what an ornithologist does and how it's important to understand your subject when approaching a design task. 3. BE ABLE TO gather information and investigate in relation to the theme e.g. write down and draw three physical characteristics of a chosen bird, write down three facts about the bird (Literacy)

Teaching methods
and student learning
activities:
including
Resources (SS VA etc)
Differentiation
Evaluation

Set-up: Handouts prepped (exercise sheets printed) , projector on, clicker set up and Powerpoint ready. Check for sound. Have VAs ready.

Entry System: Greet students at the door. Take roll, bags under desk, journals out on desk. Make sure students take off non-uniform items. Assign two students to hand out VASPs. (10min)

Introduction: Introduction of teacher and introduce the theme Polygon Ornithology and project task. Get students to write down their homework for the next class(15m)

Teacher Activity/Student Activity: Ask students how they might go about researching the subject for their sculpture (group) and what they will need. Students will take down key words or phrases into their VASPs. Delegate two students to hand out worksheets for the task. (10m)

*Can you identify these two words - **polygon and ornithology**?*

*What subject would feature **polygons**?*

*What is the field of study that **ornithology** belongs to?*

*Where would you find **polygon** shapes in everyday life?*

TA: Demo of how to fill out a worksheet. (2 mins) Ask if there are any questions about the tasks.

SA: Using iPads and online resources, students will fill out the worksheets provided. (15 mins)

TA: Walk around class from table to table to ensure the task is being completed successfully, questioning students on their choices and retention of knowledge from the earlier Powerpoint.

SA: Any student that is finished, make sure their names are at the top of the page and leave it at the top table.

TA: Ten minutes before the end of class, tell students to tidy away their equipment, VASPs back on the shelf and to make sure the area around their desk is clean. Remind them of their homework and thank them for a productive class.(10 mins)

SA: Students start tidying up and when finished, wait at the door.

<p>Evaluation and Assessment Procedures: Success Criteria and Assessment Method</p>	<p>AEDP - Line: Can the pupils name 4 different types of line? (During lesson) Shape: Can the pupils define a polygon from a collection of shapes? (During lesson)</p> <p>Process - Can students identify the step by step process of the initial research and development stage (after lesson)</p> <p>Theme - Have students identified their subject and can they talk about it? Is it interesting and enjoyable to them? (during lesson)</p> <p>SS - Can the students answer questions about the contemporary sculpture artist and how this relates to the brief? (during lesson)</p> <p>Learners should be able to know key information presented during the class, annotated in their VASPs.</p> <p>Success Criteria: Have a completed worksheet with three thumbnail drawings that visually describe their bird and some information about the bird they have chosen for the sculpture.</p> <p>Incomplete worksheets must be completed at home for the next class.</p> <p>From these worksheets and the VASPs, I can assess the drawing levels of the students; if they have understood the task and also through questioning, if I have clearly delivered the lesson to them.</p>
<p>Teacher Reflections</p>	<p>What went Well and Why? (WWW&W)</p> <ul style="list-style-type: none"> ● Called the role clearly, using VSWare for the first time. ● Learners were well behaved and engaged with the idea of the project. ● Responded well to questioning and sparked discussion about polygons and where they could be found and in what subject. ● Completed worksheets as required, some learners completed two sheets. ● Learners asked questions and answered each other's questions. ● SEN students completed the task <p>Even better if ? (EBI)</p> <ul style="list-style-type: none"> ● Should have had a physical list of birds available or categories as having the learners research online provided a problem as the internet was very slow, meaning they couldn't get on the website for about 5 minutes. ● There was also too much choice and they found it hard to pick a bird they wanted or ended up picking the same things: puffins, robins, swans etc. ● I should have elaborated on the task a bit more as some learners didn't really know what they were doing. ● A few learners had finished the task early, drawing only a few simple lines. I would give more specific drawing tasks on sheets; instead of saying draw three characteristics, say draw the head, feet and then the whole bird etc. ● Ask more questions and slow down! ● Be mindful of the names of some species of birds...

Lesson No. 2/9 Date: 3rd March Lesson type: Single - 60 mins Time: 9am-10am Stage: Drawing workshop in preparation for design.	Teaching & Learning Content	Learning Intentions
	<p>AEDP: Line, shape</p> <p>Process: Recap of last lesson, reinforcement of info from last lesson, drawing exercises (blind contour, non-dominant hand etc.), discussion of SS artist.</p> <p>Theme: Drawing workshop, SS artist discussion</p> <p>Homework: Learners must bring in a series of pictures of their chosen bird from different perspectives.</p> <p>Support study: Pablo Picasso https://www.youtube.com/watch?v=by0upSddNr0 https://www.youtube.com/watch?v=E94BFivA4tA</p> <p>VA: Examples of drawings using different exercises</p> <p>H&S: Students being aware of their proximity to other students when gathered together. All bags and belongings under the table to avoid causing a trip hazard. Be aware of their surroundings.</p> <p>RESOURCES: laptop, ipads, a3 and a4 paper, Worksheets, markers, pastels, charcoal, clicker, pencils, projector, masking tape, glue sticks, thread, primary source objects</p> <p>KEY WORDS: contour, ornithology, polygon, gestural, continuous</p>	<p>At the end of the lesson the pupils <i>should</i> be able to:</p> <ol style="list-style-type: none"> KNOW HOW TO record and interpret a primary source object, using a range of drawing techniques. (psycho-motor) UNDERSTAND the ability to explore the expressive possibilities of various media (oracy-discussion about student's experience using different media). BE ABLE TO demonstrate a range of drawing techniques using various media and a primary source object. (psycho-motor)

Teaching methods
and student learning
activities:
including
Resources (SS, VA etc)
Differentiation
Evaluation

Set-up: Prep paper and drawing materials, projector on, clicker set up and Powerpoint ready. Check for sound. Have objects ready.

Entry System: Greet students at the door. Take roll, bags under desk, journals out on desk. Make sure students take off non-uniform items. (5mins)

Introduction: Reinforce the theme and tasks that were completed the previous week and tell them what will be required of them in this class.

T A: Hand out the worksheets from the previous class and talk about the work that was completed last week. (10mins)

What is a polygon? What is an ornithologist?

Who was the artist we had talked about last week? What type of sculpture did he make?

What was the name of the sculpture that was shown? What was it made from?

T A: Gather students around the top table for a step-by-step demonstration of the drawing exercises (15mins):

Using an **A4 or A3** page (depending on object), fold in half to make a space for the primary source object. Use masking tape to fix it to the **iPad** and table.

Blind contour drawing - observing every shape and edge with your eyes, as your hand mimics these on paper. The aim is not to produce a realistic artwork, but rather to strengthen the connection between eyes, hand and brain: a reminder that, when drawing, you must first learn to see **(three drawings, 1 min each)**

Timed gesture drawing - ..fast expressive lines - **chunky graphite pencils, charcoal sticks, pastels. (20, 30, 60, 90 secs) (3 mins)** Draw for 60 seconds, move the object around... repeat 5 times **(5 mins)**

Continuous line drawing - A continuous line drawing is produced without ever lifting the drawing instrument from the page. This means that, in addition to outlines and internal shapes, the pencil must move back and forth across the surface of the paper, with lines doubling back on each other, so that the drawing is one free-flowing, unbroken line.**pen or marker**

Contour drawing with thread - Draw the object using just thread and glue stick, observing every shape and edge. **(5 mins)**

S A: Students will follow instructions and commence timed drawing exercises under the guidance of AT. **(25 mins)**

TA: Walk from table to table, guiding the lesson and timing the drawings.

Exit: Students will tidy their spaces and return all materials, put their names on their drawings and leave them at the top desk.

<p>Evaluation and Assessment Procedures: Success Criteria and Assessment Method</p>	<p>AEDP - Line: Can the pupils name 4 different types of line? (During lesson) Tone: Can students identify light source and directional shadow on their primary source object through drawing? (during lesson)</p> <p>Process - Can students recall the previous lesson and recognise the importance of this stage of the project?</p> <p>Theme - Have students completed their worksheets from last week and if not, they must continue.</p> <p>Success Criteria: Have a completed worksheet with three thumbnail drawings that visually describe their bird and some information about the bird they have chosen for the sculpture. (must be finished)</p> <p>Students will have a series of observational drawings of their primary source object using the different techniques.</p>
<p>Teacher Reflections</p>	<p>What went Well and Why? (WWW&W)</p> <ul style="list-style-type: none"> • The lesson went as I had planned in terms of getting across the drawing techniques. Each student had a series of drawings and the drawing lessons will be elaborated on in the next lesson. • The table demonstration was successful, I had their attention and only was interrupted by people calling into the art room looking for materials. <p>Even better if ? (EBI)</p> <ul style="list-style-type: none"> • Classroom management needs to be the focus now, I've been trying the laid back “nice teacher” approach and the students are using it as an excuse to talk over me which is not good. • I need to structure my lesson so that I have time to use a SS artist and an evaluation at the end, there was five minutes to spare where I could have had an evaluation which means I had my time management wrong.

Lesson No. 3/9 Date: 10th March Lesson type: (D)	Teaching & Learning Content	Learning Intentions
<p>Time: 60 mins</p> <p>Stage: Class Contract discussion, Continuation of Drawing (cross contour, planar analysis drawing) and design, exploration of media and materials</p>	<p>AEDP: Line, shape</p> <p>Process: Recap of last lesson, reinforcement of info from last lesson, drawing exercises (drawing with different materials: crayon, markers, thread etc.), discussion of SS artist.</p> <p>Theme: Advanced drawing workshop, SS artist discussion</p> <p>Homework: Learners must ensure they bring in a series of pictures of their chosen bird from a series of perspectives.</p> <p>Support study: Pablo Picasso https://www.youtube.com/watch?v=by0upSddNr0 https://www.youtube.com/watch?v=E94BFivA4tA</p> <p>VA: Demonstration of drawing techniques</p> <p>H&S: Students being aware of their proximity to other students when gathered together. All bags and belongings under the table to avoid causing a trip hazard. Be aware of their surroundings.</p> <p>RESOURCES: laptop, ipads, a3 and a4 paper, worksheets, markers, crayons, charcoal, clicker, pencils, projector, masking tape, glue sticks, thread, primary source objects</p> <p>KEY WORDS: contour, ornithology, polygon, gestural, continuous</p>	<p>At the end of the lesson the pupils <i>should</i> be able to:</p> <ol style="list-style-type: none"> KNOW HOW TO record and interpret a primary source object, using a range of drawing techniques and materials. (P-M) UNDERSTAND the ability to explore the expressive possibilities of various media. (art room drawing materials) (C/A) BE ABLE TO interpret a primary source object as a collection of polygons. (planar analysis) (C)

Teaching methods
and student learning
activities:
including
Resources (SS, VA etc)
Differentiation
Evaluation

Set-up: Prep paper and drawing materials, projector on, clicker set up and Powerpoint ready. Check for sound. Have objects ready.

Entry System: Greet students at the door. Take roll, bags under desk, journals out on desk. Make sure students take off non-uniform items. **(5mins)**

Introduction: Discuss a class contract with the class, agreeing on class rules and assigning seats. Let the students agree on the class rules and to see what's important in the running of a productive class. *No talking when the teacher is talking. No inappropriate usage of iPads etc.* **(10 mins)**

TA: Recap on last week's lesson, reinforce the theme and step-by-step process of designing the 3D construction. Talk about the SS Artist : video **(5 mins)**

TA: Hand out charcoal and crayons with some A3 paper. (also maybe newspaper or scrap paper to save on waste) **(5 mins)**

SA: Timed gesture drawing - in the middle of the page, nice and large, fast expressive lines - **pencils, charcoal sticks, crayons.**
(20, 30, 60, 90 secs) (3 mins)

Draw for 60 seconds, move the object around... repeat 5 times **(5 mins)**

SA: Drawing with thread - students use thread as a continuous line to "draw" their objects onto the page. **10 mins**

TA: Gather students around top table - Demo **planar analysis** drawing technique **5 mins**

SA: Planar analysis drawing - students will draw their object using only flat geometric shapes. **15 mins**

TA: Choose two or three drawings for a class evaluation. Remind students to collect the images needed for next week.

SA: Students clean up their area and line up at the door.

<p>Evaluation and Assessment Procedures: Success Criteria and Assessment Method</p>	<p>AEDP - Line: Can the pupils name 4 different types of line? (During lesson) Are students interpreting the object successfully? Scale/ Position on page? Use of line?</p> <p>Process - Can students recall the previous lesson and recognise the importance of this stage of the project? Can students visually transform a primary source into polygon shapes?</p> <p>Theme - Have students collected the required photographs as mentioned on Schoology</p> <p>Success Criteria: Students will have a series of drawings from the stated drawing techniques: gestural, blind contour and planar analysis.</p>
<p>Teacher Reflections</p>	<p>What went Well and Why? (WWW&W)</p> <ul style="list-style-type: none"> Actively questioning the students and waiting for answers, calling out names and answering a question with more questions. <i>What materials are we using to make the bird? Why are we using these materials? What would happen if we used different materials? Why is cardboard a perfect material to use?</i> The drawing techniques worked well, there was improvement in drawing from last week and there was less having to explain or prove that great images can come from these tasks. Used the whiteboard to draw examples, had everyone stand near the whiteboard while I demoed the planar drawing. While students were working on their drawings, I continuously reiterated the task and why we were doing it. This meant there was no silence in the classroom and just my voice to keep them focused. <p>Even better if ? (EBI)</p> <ul style="list-style-type: none"> Planar analysis was hard to get across, next class would be better if I simplified drawing 3D objects as a practice task and built up to drawing a primary source object. Maybe using children's building blocks? That way students have the same objects to work and nothing too complicated in the beginning. Make sure I use Schoology more to communicate with students mid-week and remind them to bring in objects or to do a task for the next class.

Lesson No. 4/9 Date: 17th March Lesson type: (D)	Teaching & Learning Content	Learning Intentions
<p>Time: 60 mins</p> <p>Stage: Drawing 3D Objects</p>	<p>AEDP: Shape, space, scale</p> <p>Process: Drawing with childrens building blocks, visualisation of 3D objects</p> <p>Theme: Advanced drawing workshop - 3D drawing in preparation for design</p> <p>Support study: Roy Lichtenstein, Giorgio Morandi, Juan Sanchez Cotan</p> <p>VA: PDF document, finished sculpture of animal, childrens building blocks</p> <p>H&S: Students being aware of their proximity to other students when gathered together. All bags and belongings under the table to avoid causing a trip hazard. Be aware of their surroundings</p> <p>RESOURCES: laptop, ipads, A3 sheets, pencils, charcoal, PP clicker, projector, masking tape, building blocks</p> <p>KEY WORDS: contour, ornithology, polygon, gestural, continuous, planar analysis, height, width, depth</p>	<p>At the end of the lesson the pupils <i>should</i> be able to:</p> <ol style="list-style-type: none"> 1. KNOW HOW TO successfully draw a 3D object, showing all 3 components - Height width and depth (P-M) 2. UNDERSTAND that 3D consists of height, width and depth (C) 3. BE ABLE TO recognise 3D in 2D art media (C+A)

Teaching methods
and student learning
activities:
including
Resources (SS, VA etc)
Differentiation
Evaluation

Set-up: Prep paper and drawing materials, projector on. Have objects ready.

Entry System: Greet students at the door. Take roll, bags under desk, journals out on desk. Make sure students take off non-uniform items. (5mins)

Introduction: Reinforce the theme and tasks that were completed the previous week and tell them what will be required of them in this class.

Questions:

What were the drawing tasks we focused on last week?

What was the name of the artist that we talked about in relation to our work?

How do you think you did in the task last week?

Are you confident in moving forward with your design?

(5 mins)

TA: Discuss what 3-D is with the class, allow students to demonstrate 3-D shapes they brought in.

SA: Students will identify what makes something look 3D in art. (objects in paintings)

TA: Demonstration of the three components of a 3D object - Height, Width and Depth
Demo will show students that depth can be drawn on a 2D surface.

TA: Explain the difference between 2D and 3D by showing a picture of a box and comparing it to the real object.
Can you reach behind the box? Can you reach behind the box in the picture? What is the difference? The box has depth, the picture does not.

SA: Using simple shapes provided (children's building blocks), students will draw the objects in front of them, using shading and angles to indicate three-dimensions.

TA: Visual and oral assessment. Walk around and check for understanding. Assist when needed. Ask students what makes something 3D. Check drawings for 3 dimensions.

TA: Choose three successful drawings and show them to the class for evaluation.

Home work: Tonal worksheet hand out for homework. Students must also have a selection of photographs of their chosen bird from front, back, sides and a close up of head/feet and any other obvious details they might need depending on their choice of bird e.g. Puffin - the head and beak is very distinctive.

Lesson No. 5/9	Teaching & Learning Content	Learning Intentions
<p>Date: 24 March</p> <p>Lesson type: (D)</p> <p>Time: 60 mins</p> <p>Stage:</p> <p>Drawing 3D Objects (2)</p> <p>+ Finalising bird design</p>	<p>AEDP: Shape,space, line and scale</p> <p>Process: Drawing with geometric shapes, visualisation of 3D objects</p> <p>Theme: Advanced drawing workshop - Planar analysis, drawing geometric shapes.</p> <p>Support study: Akira Yoshizawa - Origami https://www.giladorigami.com/BO_Yoshizawa_Exn.html (for visualising animals as flat planes) ,</p> <p>VA: PDF document, video tutorials, finished sculpture of animal</p> <p>H&S: Students being aware of their proximity to other students when gathered together. All bags and belongings under the table to avoid causing a trip hazard. Be aware of their surroundings</p> <p>RESOURCES: laptop, ipads, a3 and a4 paper, worksheets, markers, crayons, charcoal, PP clicker, pencils, projector, masking tape,</p>	<p>At the end of the lesson the pupils <i>should</i> be able to:</p> <ol style="list-style-type: none"> 1. KNOW HOW TO convert a drawing of a 3D object into simple shapes 2. UNDERSTAND the importance of converting a drawing into simple shapes for making a card sculpture 3. BE ABLE TO finalise a design for sculpture.

Teaching methods
and student learning
activities:
including
Resources (SS, VA etc)
Differentiation
Evaluation

Set-up: Prep paper and drawing materials, projector on. Have objects ready.

Entry System: Greet students at the door. Take roll, bags under desk, journals out on desk. Make sure students take off non-uniform items. (5mins)

Introduction: Reinforce the theme and tasks that were completed the previous week and tell them what will be required of them in this class.

Questions:

What were the drawing tasks we focused on last week?

What was the name of the artist that we talked about in relation to our work?

How do you think you did in the task last week?

Are you confident in moving forward with your design?

(5 mins)

T A: Hand out the Planar Analysis information sheet and delegate a student to read out the text.

SA: Students will have a look at the sheet and have an opportunity to ask any questions.

T A: Gather students around the top table for a step-by-step demonstration of the drawing exercise.

1. Drawing simple shapes - **sphere** (using **squares**), **cube** (using **triangles, intersecting lines**), **pyramid** (using **triangles, square**)
2. Breaking down more complicated shapes (drawing your hand using **ovals**)

Students can ask questions during the demo if they're not understanding the task.

SA: Students will follow instructions and commence timed drawing exercises under the guidance of AT using thumbnail sheets. **(30 mins)**

1. Assemble shapes in the middle of the table. Five minute sketch from one position. When time is up, students will move to the left and commence another five minute drawing. Complete three.
2. Students will draw their non-dominant hand using oval shapes.
3. All drawings will be annotated with reflective comments from the student of the task.

TA: While students are working, talk about the support study artist and display on whiteboard.

SA: Students can start sketching their final design using the photographs they have collected on the worksheets provided.

Lesson No. 6/9	Teaching & Learning Content	Learning Intentions
<p>Date: 31 March</p> <p>Lesson type: (D)</p> <p>Time: 60 mins</p> <p>Stage: H+S Demo, Materials Exploration</p>	<p>AEDP: balance, symmetry, texture</p> <p>Process: Health and safety in the classroom and material exploration with demonstration of how to properly and safely use tools.</p> <p>Theme: Foundation lesson to begin sculpture.</p> <p>Support study: PP - Chris Gilmore - http://www.chrisgilmour.com/</p> <p>VA: Demonstration, materials exploration board, shoe and animal sculptures.</p> <p>H&S: Students being aware of their proximity to other students when gathered together. All bags and belongings under the table to avoid causing a trip hazard. Be aware of their surroundings</p> <p>Safe usage of scalpels / glue gun</p> <p>RESOURCES: laptop, ipads, PP clicker, pencils, projector, masking tape, glue gun, glue sticks, cardboard, scalpels, first aid kit</p>	<p>At the end of the lesson the pupils <i>should</i> be able to:</p> <ol style="list-style-type: none"> 1. KNOW HOW TO safely use cutting tools and glue gun 2. UNDERSTAND sustainability and how it can be adapted into an art practice 3. BE ABLE TO create a material exploration board using cardboard in as many different ways as they can.

Teaching methods
and student learning
activities:
including
Resources (SS, VA etc)
Differentiation
Evaluation

Set-up: Prep tools and materials, projector on. Plug in glue guns before class.

Entry System: Greet students at the door. Take roll, bags under desk, journals out on desk. Make sure students take off non-uniform items. (5mins)

Introduction: Reinforce the theme and tasks that were completed the previous week and tell them what will be required of them in this class.

Questions:

What were the drawing tasks we focused on last week?

What was the name of the artist that we talked about in relation to our work?

How do you think you did in the task last week?

Are you confident in moving forward with your design?

(5 mins)

TA: Presentation about using cardboard in art, artists who use cardboard in their own art and linking into environmental issues. Pass around visual aids (shoe and animal sculptures)

What other recyclable materials do you think we could use for sculpture?

Do you think it's important that we reuse materials? If so, why? If not, why?

Can you tell me about any sculptures that are around the local area?

SA: Delegate student to hand out H+S sheets for their notebooks. Delegate a couple of students to read the sheets out loud to the class.

TA: Gather students around the top table for a demonstration on how to use a scalpel and hot glue gun.

Ask students to reflect what they have learned. How do you safely hold a scalpel?

Why is it important not to leave a glue gun plugged in and unattended?

What should you do if you cut or burn yourself?

TA: Show students the cardboard testing board and show a couple of different folds that can be done with cardboard.

Delegate students to hand out materials (cardboard and scalpels)

One table in the classroom is a designated area for glue guns due to positioning of sockets and the likelihood of someone tripping over wires. Remind students to work slowly and to concentrate on what they are doing.

SA: At their desks, students will manipulate the cardboard as many ways as they can using a scalpel. This will give them a feel for the material that they will be working with. Depending on availability, heavy gauge white card can also be used.

TA: Ten minutes before end of class, students will tidy their spaces and collect all scrap cardboard into bag

**Evaluation and Assessment
Procedures:
Success Criteria and
Assessment Method**

AEDP - Have students recognised any moments of **balance** or **symmetry** in the artworks shown in the PP?
Have students taken note of **textures** when experimenting with materials? Can they describe the **textures**?

Process - Can students recall information from the previous lesson?

Have the students prepared a design for their construction piece?
Does the design feature a side, front and rear view?

Theme - Are students familiar with the visual elements of their chosen bird?
Are there some choices that might be overly complicated for construction? Will they need extra help?

Success Criteria: Students will have familiarised themselves with the health and safety procedures for the next few lessons and will have one cardboard experiment board as a reference piece to help them think of ways to manipulate the material in the process of construction.

Lesson No. 7/9	Teaching & Learning Content	Learning Intentions
<p>Date: 21 April</p> <p>Lesson type: (D)</p> <p>Time: 60 mins</p> <p>Stage: Starting Construction and documentation</p>	<p>AEDP: balance, shape</p> <p>Process: Core construction of sculpture</p> <p>Theme: Bird Construction! (at last)</p> <p>Support study: Antony Gormley, Leonardo Da Vinci notebook sketches</p> <p>VA: PDF document, video tutorials, finished sculpture of animal</p> <p>H&S: Students being aware of their proximity to other students when gathered together. All bags and belongings under the table to avoid causing a trip hazard. Be aware of their surroundings</p> <p>RESOURCES: Cardboard, masking tape, glue gun, scalpels, glue sticks, first aid kit</p>	<p>At the end of the lesson the pupils <i>should</i> be able to:</p> <ol style="list-style-type: none"> 1. KNOW HOW TO properly document process using photographs and annotation 2. UNDERSTAND the need for documenting work and a good design 3. BE ABLE TO start construction on bird sculpture

Teaching methods
and student learning
activities:
including
Resources (SS, VA etc)
Differentiation
Evaluation

Set-up: Prep tools and materials, projector on. Plug in glue guns before class.

Entry System: Greet students at the door. Take roll, bags under desk, journals out on desk. Make sure students take off non-uniform items. (5mins)

Introduction: Reinforce the theme and tasks that were completed the previous week and tell them what will be required of them in this class.

Questions:

Name an artist we have covered in the last two classes.

Can you recall one artwork that we have covered in the last two classes.

Why is it important to know health and safety rules before working with tools in the classroom?

Can you demonstrate how you can properly hold a scalpel?

Can you give me three examples of what you did with cardboard last week?

(5 mins)

TA: Starting with a table demonstration, gather students together to show them how to put together the core body of the sculpture that they can attach pieces of cardboard to.

On the white board, with a marker, draw out the shape of the core piece so that the students can reference it as they work. Remind students to cut out their pieces that they are going to put together BEFORE going to the glue gun stage.

Students working with glue guns, must work quickly and efficiently and then move back to their space.

Delegate students to hand out materials and equipment

SA: Cutting out thin strips of cardboard with a scalpel, students will bend and overlap the strips to create a mesh. It is up to students to gauge the measurements of the cardboard according to their design. All processes are to be written down in their notebooks as they go..

- What worked:
- What didn't work:
- What we found challenging:
- What we found easy:

Lesson No. 8/9	Teaching & Learning Content	Learning Intentions
<p>Date: 28th April</p> <p>Lesson type: (D)</p> <p>Time: 60 mins</p> <p>Stage: Final Construction and Documentation</p>	<p>AEDP: Shape, scale, balance</p> <p>Process: Outer layers (head, wings, feet)</p> <p>Theme: Advanced drawing workshop - Planar analysis, drawing geometric shapes.</p> <p>Support study: Akira Yoshizawa - Origami</p> <p>VA: PP</p> <p>H&S: Students being aware of their proximity to other students when gathered together. All bags and belongings under the table to avoid causing a trip hazard. Be aware of their surroundings</p> <p>RESOURCES: laptop, ipads, a3 and a4 paper, worksheets, markers, crayons, charcoal, PP clicker, pencils, projector, masking tape,</p>	<p>At the end of the lesson the pupils <i>should</i> be able to:</p> <ol style="list-style-type: none"> 1. KNOW HOW TO use a variety of techniques to manipulate materials in constructing their sculpture 2. UNDERSTAND the overall process in creating a piece of art and the research, preparation and experimentation involved 3. BE ABLE TO construct the outer layers of their sculpture (head, wings, feet)

Teaching methods
and student learning
activities:
including
Resources (SS, VA etc)
Differentiation
Evaluation

Set-up: Prep tools and materials, projector on. Plug in glue guns before class.

Entry System: Greet students at the door. Take roll, bags under desk, journals out on desk. Make sure students take off non-uniform items. (5mins)

Introduction: Reinforce the theme and tasks that were completed the previous week and tell them what will be required of them in this class.

Questions:

Name an artist we have covered in the last two classes.

Can you recall one artwork that we have covered in the last two classes.

Why is it important to know health and safety rules before working with tools in the classroom?

Can you demonstrate how you can properly hold a scalpel?

Can you give me three examples of what you did with cardboard last week?

(5 mins)

On the white board, with a marker, draw out possible shapes for students to cut from the cardboard that they can overlap. Leave the SS artist's work on the board for inspiration.

Students working with glue guns, must work quickly and efficiently and then move back to their space.

Delegate students to hand out materials and equipment

SA: Cutting out thin strips of cardboard with a scalpel, students will bend and overlap the strips to create a mesh. It is up to students to gauge the measurements of the cardboard according to their design. All processes are to be written down in their notebooks as they go..

- What worked:
- What didn't work:
- What we found challenging:
- What we found easy:

TA: Walk around the classroom and guide students with their construction through questioning.

Why have you chosen that design?

Do you think it's working?

	<p>Do you find the material effective? If you were to make it with a different material, what would you use?</p> <p>SA: 10 minutes to the end of class, students will tidy their space, make sure the floors are clean. They will mark the started sculpture with their initials and store it safely on the shelf.</p> <p>TA: Remind students that if they wish to continue with their sculptures, the art room will be open at lunch time.</p>
<p>Evaluation and Assessment Procedures: Success Criteria and Assessment Method</p>	<p>AEDP - Have students recognised any moments of balance or symmetry in the artworks shown in the PP? If students were to break down the SS artists work into simple geometric shapes, what would they be?</p> <p>Process - Can students recall information from the previous lesson? Are students taking notes of their progress in their sketchpads?</p> <p>Theme - What have the students learned about their bird? Could they identify the bird easily from key visual points? Could they draw the bird from memory without seeing a picture of the bird?</p> <p>Success Criteria: Students should have most work on the sculpture finished by the end of class. Anyone that doesn't has an opportunity to continue over break.</p>

Lesson No. 9/9	Teaching & Learning Content	Learning Intentions
<p>Date: 5th May</p> <p>Lesson type: (D)</p> <p>Time: 60 mins</p> <p>Stage:</p> <p>Evaluation/ Peer assessment /Presentation</p>	<p>AEDP: Shape, scale, texture,</p> <p>Process: Peer Evaluation and Self-Assessment</p> <p>Theme: Finished Bird Sculpture</p> <p>VA: Finished sculptures.</p> <p>H&S: Students being aware of their proximity to other students when gathered together. All bags and belongings under the table to avoid causing a trip hazard. Be aware of their surroundings</p> <p>RESOURCES: Camera, pens, worksheets, laptop, plinths, small trophies, sweets.</p>	<p>At the end of the lesson the pupils <i>should</i> be able to:</p> <ol style="list-style-type: none"> 1. KNOW HOW TO critique a piece of art in a group setting 2. UNDERSTAND how to talk about art without using the words, “good, bad or alright) 3. BE ABLE TO talk about their own artwork and their reasoning behind it in front of the class

Teaching methods
and student learning
activities:
including
Resources (SS, VA etc)
Differentiation
Evaluation

Set-up: Prep tools and materials, projector on. Plug in glue guns before class.

Entry System: Greet students at the door. Take roll, bags under desk, journals out on desk. Make sure students take off non-uniform items. (5mins)

Introduction: Reinforce the theme and tasks that were completed the previous week and tell them what will be required of them in this class.

Questions:

Name an artist we have covered in the last two classes.

Can you recall one artwork that we have covered in the last two classes.

Why is it important to know health and safety rules before working with tools in the classroom?

Can you demonstrate how you can properly hold a scalpel?

Can you give me three examples of what you did with cardboard last week?

(5 mins)

Note: Hopefully by now most students will have their sculpture finished in some shape or form. These sculptures would be displayed on each table and we would have a mini-critique. One winner would be chosen from each table (4) and an overall winner chosen through votes. The winner gets a €20 Art and Hobby voucher.

TA: Ask students to place all their work in front of them on the table. Teacher will lead a discussion with the students to critique and analyse the sculptures.

SA: Students will have the opportunity to talk about their work and to critique the work with “three stars and a wish”.

What do you think of the sculpture?

What do you think they can do better next time?

It's hard to imagine what the last class would have been like since even by week three, I had to change what my original lesson plan was. I find that the UOL is always shifting and changing...yes I know what my end point is - a cardboard sculpture of a bird - but how I get to that point depends on the students. This means the UOL then changes after each class. First lesson gets the ball rolling and then you adapt week to week with the core idea of an end product..

With all three 1st year classes, I could see that they were lacking in drawing skills and through that, had no confidence in their drawing. So I felt that I needed to build that confidence up with more emphasis on drawing classes so that theoretically by the time they had to design the bird, they could visualise what the end product would look like and give it a go. It's not what I originally thought I would be doing but if I was to do this project again, I would start with drawing classes from the beginning. I think that even if a sculpture was never made, the ability to research and design a sculpture from scratch will give young students an insight into the artist's creation process.

Evaluation and Assessment Procedures: Success Criteria and Assessment Method	Success Criteria: One bird sculpture. A folder with - Notes and annotated drawings from the building process. Design drawings. Sketches from drawing workshops. Research about their chosen bird. Notes taken reflecting learning of SS artists.