

Clay and Texture - Unit of Learning 22-23

Class Name: 1.4
Year Group: 1st years
No of Pupils: 26 students
Total No of lessons in UoL: 4 lessons
 (1 per week)
 Every thursday = 1 hour classes

53.85% have SEN - shows variety linked to the Wheel of needs via google drive folders

Theme/Scenario: United Nations Sustainable Health Goals = Number 3: Health and wellbeing

Statements of Learning:

1. Applies practical skills as she/he/they develop models and products using a variety of materials and technologies
2. Takes action to safeguard and promote her/his/ their wellbeing and that of others
3. Understands the importance of food and diet in making healthy lifestyle choices
4. Bring an idea from concept to realisation

Entering Characteristics/Inclusive Practises:

14/26 or 53.85% of the class have SEN ranging from DCD, Dyslexia, trauma, NEPS intervention, cognitive issues, speech and language impediment, behavioural issues etc

Our inclusive practises will ensure that all students are included and feel like they can achieve the end goal, we will do this by:

- Giving choice in materials and in tasks unknowingly ranging from easy to intermediate to difficult
- Demonstrations will be visual, recorded for audible learners and written down step by step
- Coordinating with SNA and SEN department on matters
- We will be trying to include students in our demonstrations to appeal to the kinesthetic learner
- We will be creating a positive growthful environment for learning by setting rules and implementing fun but inclusive practises such as material bingo
- Using colour and visuals on presentation
- Giving an alternative task for students who suffer from sensory issues/DCD e.g gloves or a different material
- Formative assessment to allow the students to voice their ideas
- Composition sheets allows them to plan and set goals beyond their needs

Behaviour Management & Classroom Strategies:

Some behavioural issues have been known to present itself in this class therefore we shall be implementing behavioural management procedures instantly,

- Seating plan
- Using a step by step to avoid distractions
- Class rules
- Possible individual behaviour support plans (IBSP)
- Developing language to deal with behavioural issues in a non-confrontational manner
- Developing a good student teacher relationship
- Notes in journals (approved by host teacher)
- Allowing a few moments for the students to start homework task before end of class (recommended by host teacher)
- Reporting all serious incidents to our superiors - host teacher, form teacher, year head etc

Aim of Unit of Learning:

The aim of this unit of learning is for students to experiment with clay, by designing and constructing a pinch pot inspired by fruit and vegetables. With a key focus on the ADEP's of texture and form to develop their understanding of the UN sustainable goal of health and wellbeing by encouraging and implementing the fun in healthy eating.

Learning Outcomes for Unit of Learning:

2.3 reflect on their own, or another's, craftwork through the use of critical and visual language

3.5 experiment with design ideas through research and analytical drawings

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

2.10 describe art elements and design principles as they are used across a number of different crafts

<u>Lesson No:</u> 1	<u>Teaching & Learning Content:</u>	<u>Learning Intentions</u>	<u>Success Criteria</u>
<u>Duration:</u> 1 hour <u>Date:</u> 20/04/2023 <u>Stage:</u> Intro to brief and first development of compositions <u>ADEP:</u> Texture	1. Presentation of a. Brief b. Ourselves 2. Sensory play-descriptive language and sensory drawings (using boxes to allow students to explore texture by disabling senses) 3. Explorative still life drawings X3 4. Clean up 5. Verbal reflection	To be able to: 1. Use descriptive language to describe the texture of different fruits & vegetables. 2. Create 3 compositions from a still life using different experimental drawings. 3. Express and reflect on their process.	1. Include at least 5 descriptive adjectives that accurately convey the texture of each fruit or vegetable. 2. Show evidence of experimentation with mark-making, layering, and texture in at least 2 of the drawings. 3. Discuss the techniques and skills they used and how they could improve their work in the future.

Post Class Critical Reflection:

- The language we used in the powerpoint, we felt was a little too advanced for their level
- Capability of class was lower than expected therefore we had to edit our UoL to fit needs of class
- Behaviour was a problem with 5 students and did disturb the lesson on a few occasions (brought to the attention of relevant superiors and dealt with according in line with the schools behavioural code)
- Students engaged and learned new creative vocabulary, some beyond their level such as observation, positive and negative space, blind drawing, continuous line
- We felt our ability to deal with negative behaviour in that class could be improved, therefore we have spent time/ gained advice from other teachers within the school on how to deal with these circumstances
- We were overjoyed that a student with selective mutism participated in group work and produced work
- All students minus the students we had behavioural issues with produced 4 experimental drawings each
- We felt we were well prepared for the class however the issues with the students behaviour did throw us off guard

<u>Lesson No:</u> 2 <u>Duration:</u> 1 Hour <u>Date:</u> 27/04/2023 <u>Stage:</u> Additive and Subtractive	<u>Teaching & Learning Content:</u> 1. Presentation a. Tactile vs Visual texture b. Physical examples c. VTS 2. Additive and Subtractive Demo 3. Students create 2 tiles a. 1 additive b. 1 subtractive 4. Clean up 5. Reflect	<u>Learning Intentions</u> To be able to: 1. Express their interpretations of the VTS Image. 2. Have an understanding of the texture keywords a. Tactile b. Visual c. Additive d. Subtractive 3. Create a clay texture tile that highlights additive or subtractive texture	<u>Success Criteria</u> To be able to: 1. Demonstrate an understanding of the art elements and design principles of art and how they relate to the image. 2. Demonstrate a clear understanding of the meaning of each keyword 3. Demonstrate an understanding of the AEDP'S and how they relate to creating texture.T
---	--	---	---

Post Class Critical Reflection:

- Engagement very strong due to a sterner attitude towards the class
- Increased praise to students who were struggling
- Development in understanding of key words such as additive, subtractive, tactile and visual
- High level of engagement throughout the entire lesson
- Very positive environment for learning was created though our new approach to the class
- VTS very positive engagement and use of descriptive and illustrative language
- Certain students struggled with the concept of exploring the texture of fruit or vegetables

<u>Lesson No:</u> 2 <u>Duration:</u> 1 Hour <u>Date:</u> 27/04/2023 <u>Stage:</u> Additive and Subtractive	<u>Teaching & Learning Content:</u> - Presentation - Tactile vs Visual texture - Physical examples - VTS - Additive and Subtractive Demo - Students create 2 tiles 1 additive 1 subtractive - Clean up - Reflect	<u>Learning Intentions</u> To be able to: - Express their interpretations of the VTS Image. - Have an understanding of the texture keywords - Tactile - Visual - Additive - Subtractive - Create a clay texture tile that highlights additive or subtractive texture	<u>Success Criteria</u> To be able to: - Demonstrate an understanding of the art elements and design principles of art and how they relate to the image. - Demonstrate a clear understanding of the meaning of each keyword - Demonstrate an understanding of the AEDP'S and how they relate to creating texture.T
---	--	--	--

so instead we allowed them to explore textures they encounter daily, which they took to very well.

- Going forward we want to allow for more attention to be given to an SEN student with selective mutism to try to provide more encouragement and to make sure he fully understands the tasks on hand.

<u>Lesson No:</u> 3 <u>Duration:</u> 1 hour <u>Date:</u> 4/05/2023 <u>Stage:</u> pinch pot and design	<u>Teaching & Learning Content:</u> - Task list - Visual thinking strategies - Pinch pot demo - Students make a pinch pot - Design pinch pot to become a vegetable - Reflect - Clean up	<u>Learning Intentions</u> To be able to: - Form a pinch pot - Design a pinch pot vegetable hybrid using the given template - Express and reflect on the lesson and what they have learned through this process	<u>Success Criteria</u> - Show an understanding of how to create a pinch pot - Design a pinch pot vegetable/fruit hybrid to make - Use appropriate vocabulary to describe and reflect on work and style.
--	--	---	---

Post Class Critical Reflection:

- Positive engagement with Visual Thinking Strategy
- Very good understanding of the elements to make a pinch pot
- Some students struggled with keeping walls all the same depth- need to review for future (idea of moulding clay around a cylinder or ball to keep walls even)

- Had to prep clay balls for students due to behavioural issues being a constant theme within the class
- Found allocating jobs helped certain students focus
- Very enthusiastic about being allow to design their own pinch pots into fruit or vegetables
- Some students found it difficult to visualise techniques of how they would create that - resolved by showing them our finish visual aid and their own previous texture tiles
- Development in artistic language strong use of AEDP's while discussing how they would create their finished works

<u>Lesson No:</u> 4 <u>Duration:</u> 1 hour <u>Date:</u> 11/05/2023 <u>Stage:</u> mixing and pouring plaster	<u>Teaching & Learning Content:</u> 1. Task list 2. Visual thinking strategies 3. Making their pre-designed Fruit and Vegetable pinch pot using additive and subtractive texture 4. Leave to dry 5. Clean up 6. Google doc reflection	<u>Learning Intentions</u> To be able to: 1. Follow safety guideline when using clay 2. Follow through by making a 3D replica of the design template . 3. Reflect on the overall process through a google document.	<u>Success Criteria</u> 1. Follow all safety guidelines and procedures when working with clay 2. Achieving their artistic goals by creating the pre-designed pinch pot . 3. Discuss the techniques and skills they used and how they could improve their work in the future.
---	---	---	---

Post Class Critical Reflection:

- Very hyper class energy today
- Some did not complete homework - followed behavioural contract set out by school (removing points from VS Ware system and informing host teacher)
- This did cause distribution in class
- Strong engagement in Visual Thinking strategy - really seem to enjoyed this
- Many students found it difficult or just didn't work from the digital version of their design - we could overcome this by giving the physical version back
- Had to separate students - worked very well individually
- Very strong work displayed today
- Brilliant understanding of how they were to transform the 2D design to 3D
- Wish we had a few more classes to work on finished works
- A lot of prep had to be done for this group (setting up clay balls, tools and restricting movement, volunteers to move class along swiftly) due to behavioural issues and maturity level