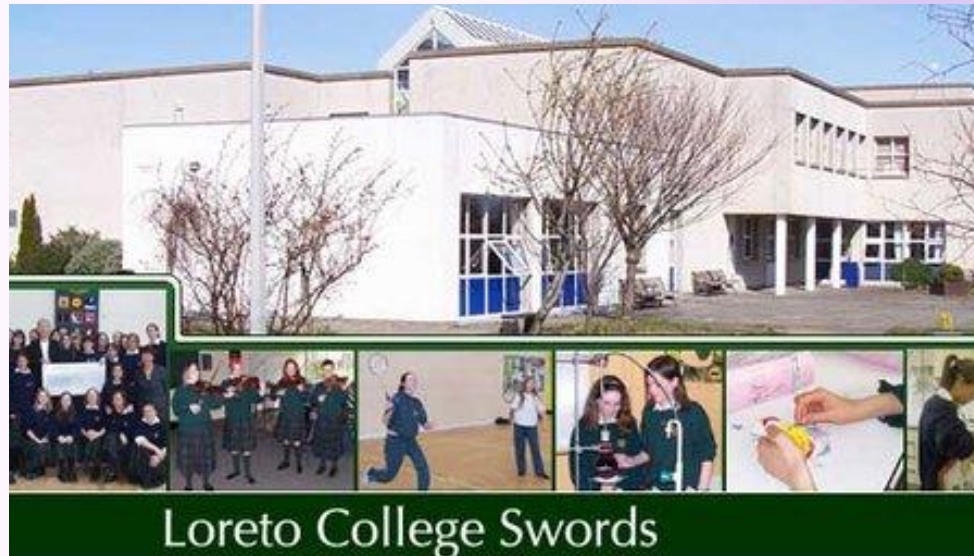


Loreto College Swords



Karla-Louise Kirwan



School Life

School Type: Catholic all-girls school (The Loreto Education Trust is the patron of this school)

Student Capacity: 630 students

Programs available: Junior Cycle, Transition Year and Senior Cycle



Planning

Original learning map for idea generation of unit of learning in consultation with host teachers

Cross-Curricular Links:

- English- Junior Cycle English through Narratives/ Antidotes and methods of storytelling



The Unit of Learning

- ❖ **Year Group:** 2nd year
- ❖ **Class Capacity:** 24 students
- ❖ **Ability:** Mixed ability
- ❖ **Total number of lessons:** 8 classes

(1 hour classes)

- ❖ **Medium and planned outcome:** An A4 accordion sketchbook experimenting with drawing mediums

• *Working from a primary source*

Students choose a primary source, such as the human figure or artefact/s from the world around them and develop a realised work from this source

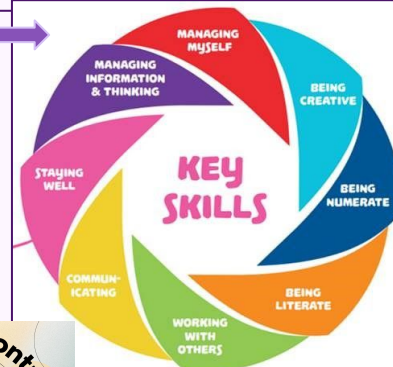
[Junior Cycle Visual Art - Curriculum Online](#)

Junior Cycle Scenarios

Junior Cycle Key Skills

Aim of the Unit of Learning
Explore **line, shape and form** through an **mixed medium accordion sketchbook** surrounding the theme of **narrative**

Artistic Process | **Theme** / **Cross-Curricular Link** | **AEDP**



[Visual Art and Key Skills | Curriculum Online](#)

Managing Behaviour

- Create good rapport with students
- Recognising positive behaviour
- Noise management strategies
- Seating plan
- Welcoming students at the beginning of lesson
- Creating and emphasising mutual respect
- Class contract
- Hands up - for attention
- Reward point system

[Loreto College Swords - Positive Behaviour Policy](#)

[Loreto College Swords Anti-Bullying Policy](#)



Statements of Learning

- ❖ SOL 4
- ❖ SOL 8
- ❖ SOL 21
- ❖ SOL 23

[Statements of Learning | Curriculum Online](#)

Junior Cycle Visual Art Learning Outcomes | Oide

Junior Cycle Learning Outcomes	Art Strand	Craft Strand	Design Strand
Critical and Visual Language	1.1		
Drawing	1.4		
Visual Culture & Appreciation	1.7		
AEDP	1.12		
Media	1.14		



Junior Cycle Visual Art

Element	Art Strand	Craft Strand	Design Strand
Critical and Visual Language	1.1	1.2	1.3
Drawing	1.4	1.5	1.6
Visual Culture and Appreciation	1.7	1.8	1.9
Art Elements and Design Skills	1.10	1.11	1.12
Media	1.13	1.14	1.15

Assessment Key

- Exceeding
- Above
- In line with
- Yet to meet

Lesson 1 - 15/11/24

Learning Intentions

- (Cognitive)** Interpret the theme of narrative to evoke connections with objects and anecdotes
- (Psychomotor)** Demonstrate the ability to create a clear visual mind map which explores concepts and relationships to the theme
- (Affective)** Reflect and express their personal responses and interpretations to the theme through annotations

Success Criteria

- Identify connections between the theme and primary source objects
- Create a visual mind map which highlights an exploration of the theme, primary source objects and line, shape and colour
- Express clear well thought out annotations that reflect a deep engagement with the theme

Visual Literacy Word Bank

Colour: • Vibrant • Intense • Hue • Contrast • Primary • Tonal • Secondary • Muted • Dim • Blended • Complimentary • Monochromatic Shape: • Geometric • Strong • Subtle • Natural • Organic • 2D • 3D • Irregular	Texture: • Smooth • Rough • Velvet • Soft • Wrinkled • Grainy • Flat • Raised Materials: • Paper • Natural • Man made • Fabric • Constructed • Cardboard • Plastic • Sculpted • Manipulated	Composition: • Layout • Balanced • Top heavy • Diagonal • Vertical • Focal point • Perspective Line: • Jagged • Smooth • Detailed • Bold • Linear • Strong • Delicate • Simple • Wavy • Curly • Continuous • Graceful
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Self-Assessment

Name: _____ Date: _____

INK
I now know _____

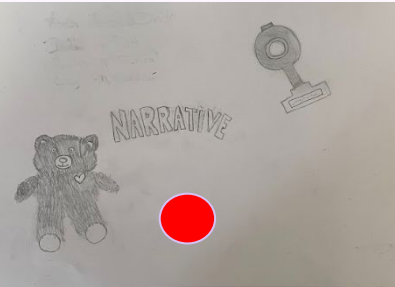
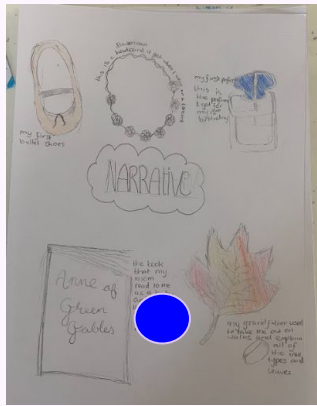
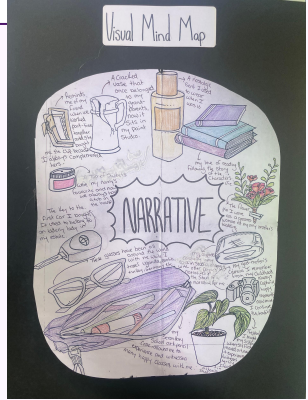
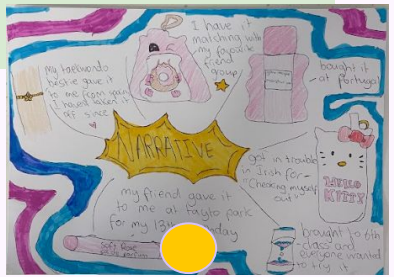
WWW
What went well _____

EBI
Even better if _____

Ms.Kirwan



Student Work



Assessment:

- Structured Questioning
- Think, Pair, Share
- Group work
- Show and Tell
- Self Assessment Worksheet

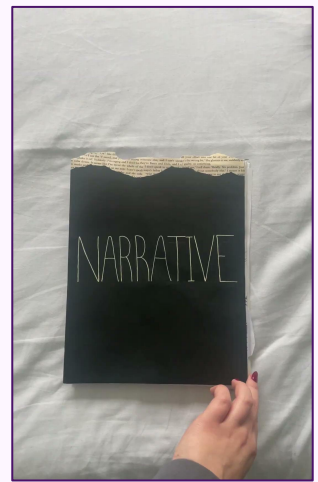
Visual Aids

Starter Sentences For Visual Art

Describing work... • The subject matter of this artwork can be described as ... • One art element that stands out to me in this artwork is ... • My eye is drawn to ... in the artwork • I would describe the mood as ... • I would describe the imagery as ... • The media and materials used in this artwork are ... • The foreground/ middleground/ background of the artwork is ... • The location of this artwork is ... and tells me that ... • The scale of this artwork is ... • The style of the artwork is ... • The issues communicated by the artwork include ... • The artist's process in creating this	Critically Analysing Work... • The subject matter of this artwork suggests that ... • The artist's use of ... (name specific technique) communicates ... • The juxtaposition of specific art elements such as (...) create a sense of ... • This artwork challenges traditional artistic conventions by ... • The use of negative space in this artwork ... • The artist's message in this artwork is conveyed through ... • I believe the artist is challenging or questioning ... in this artwork by ... • The dominant theme in this artwork is ... • The colours used in this artwork evoke a sense of ... • The artist's use of ... is ...
--	--

Reflecting Personally on work...

- This artwork prompts me to consider ...
- In my interpretation, the artist may be commenting on ...
- The emotions I experience when looking at this artwork are ...
- The title of this artwork suggests ...
- This artwork reminds me of ... because ...
- When I first saw this artwork, I was struck by ...
- In my view, the artist has created a sense of ... in the artwork because ...
- In my view, the ideas that this work communicates include ...
- The scale of the artwork make me think about ...
- Overall, this artwork resonates / does not resonate with me because ...
- Personally, I identify this artwork for the following reasons ...
- The artist's intention with this piece seems to be ...
- The artist's choice of subject matter prompts me to reflect on ...
- The advantages and disadvantages of creating an artwork like this are ...
- This artwork encourages viewers to ...
- This artwork succeeds / fails to communicate its message because ...



Sketchbook Success Criteria Must have:

- Visual mind map
- Used more than 3 primary source objects
- The 6 types of drawing mediums/ techniques

(Continuous line drawing, Blind drawing, Contour line drawing with pencil, Contour line drawing with pen, Charcoal study, Pastel study)

- A study accordion book construction
- At least 6 pages
- Clear annotations
- At least 1 pull down/ flap

Ms.Kirwan

N	A	R
R	A	T
I	V	E

Lesson 2-19/11/24

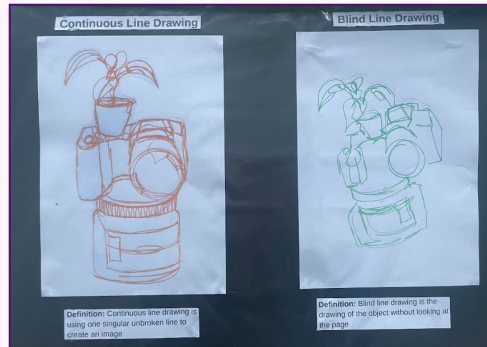
Learning Intentions

- (Cognitive)** Identify and describe the steps in making an accordion book to enhance creative ownership
- (Psychomotor)** Explore different types of line, shape and form through experimental drawing techniques
- (Affective)** Connect personally to choosing primary source objects to allow personal narratives to enhance their art

Success Criteria

- Describe the process of creating an accordion sketchbook referring to materials folds and assembly
- Create continuous line drawing and blind drawings demonstrating a variety of line, shape and form
- Explain the connections to their primary source object through the theme narrative

SS Artist:
Ian
Sklarsky



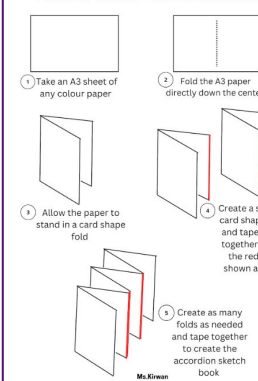
Assessment:

- Structured Questioning
- 2 stars and 1 Wish
- Visual Thinking Strategy

Visual Literacy Word Bank

Colour:	Texture:	Composition:
• Bright • Intense • Hue • Contrast • Primary • Tonal • Secondary • Muted • Dim • Blended • Complementary • Monochromatic	• Smooth • Rough • Velvet • Soft • Wrinkled • Grainy • Flat • Raised	• Balanced • Top heavy • Diagonal • Vertical • Focal point • Perspective
Line:	Shape:	Form:
• Jagged • Smooth • Broken • Detailed • Bold • Linear • Strong • Delicate • Simple • Wavy • Curly • Continuous • Graceful • Angry • Nervous	• Natural • Man made • Fabric • Constructed • Cardboard • Plastic • Sculpted • Manipulated	• Organic • 2D • 3D • Irregular

Accordion Sketchbook



Visual Aids

2 Stars & 1 Wish

Name: _____ Date: _____

☆ ☆ ☆

☆ ☆ ☆

☆ ☆ ☆

Ms. Kirwan

Definition:
Composition is the way in which we arrange and/or layer objects/elements

3 Key elements for a successful composition

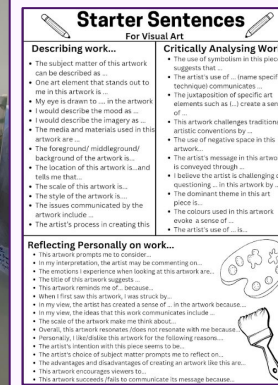
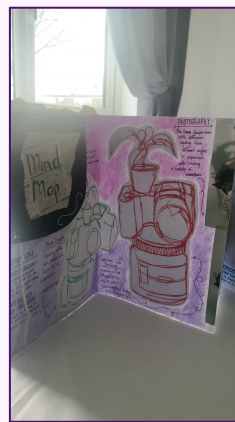
- A focal point
- Structure
- Balance

Reflective Prompts

- Describe the materials you used to create this artwork
- What steps did you use to create this artwork?
- Do you feel you have executed the theme well?
- What parts of your artwork do you feel are most successful and why?
- What parts of this process were challenging?
- Is there anything about your work that you would do differently?
- What is something significant you learned/realised through this process?
- What art elements & design principles did you use in this work?
- What do you enjoy most about the process?
- What helped you generate ideas and inspirations for the work?

Ms. Kirwan

Student Work



Lesson 3- 22/11/24

Learning Intentions

- 1. **(Cognitive)** Recognise the importance of using contour line to capture the form of primary source objects during observational drawing
- 2. **(Psychomotor)** Experiment with the use of lighting conditions to observe the impact of lighting on photographic atmosphere
- 3. **(Affective)** Connect personally to photography as an alternative artform that aids self-expression and storytelling

Success Criteria

- 1. Explain how contour line drawing aids in defining shape and structure of the primary source objects
- 2. Analyse how different lighting can alter the atmosphere of photographs in order to evoke emotions or narratives
- 3. Discuss and reflect on the process of photography while recognising the unique captured self-expression or story telling

The Pencil

What is a pencil made from?
A mixture of clay and graphite makes the led of the pencil and it is encased in wood

The more graphite the darker and softer the pencil

Harder and Lighter
5H 4H 3H 2H H F HB B 2B 3B 4B 5B 6B 7B 8B

Softer and Darker

The more clay the lighter the colour and the harder the pencil



SS Artist:
Sarah Jones

Contour Line Drawing

Definition: Contour line drawing is use of line to essentially draw the outlines of the subject

COMPOSITION

Definition: Composition is the way in which we arrange and or layer objects/elements

3 Key elements for a successful composition

- A focal point
- Structure
- Balance

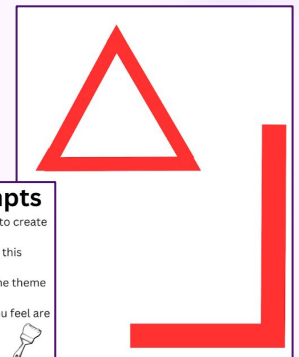
2 Stars & 1 Wish

Name: _____ Date: _____

Stars: _____

Wish: _____

Ms.Kirwan



Reflective Prompts

1. Describe the materials you used to create this artwork
2. What steps did you use to create this artwork?
3. Do you feel you have executed the theme well?
4. What parts of your artwork do you feel are most successful and why?
5. What parts of this process were challenging?
6. Is there anything about your work that you would do differently?
7. What is something significant you learned/realised through this process?
8. What art elements & design principles did you use in this work?
9. What did you enjoy most about the process?
10. What helped you generate ideas and inspirations for the work?

Ms.Kirwan

Visual Aids



Visual Literacy Word Bank

Colour:

- Vibrant
- Intense
- Hue
- Contrast
- Primary
- Tonal
- Secondary
- Muted
- Dim
- Blended
- Complimentary
- Monochromatic

Texture:

- Smooth
- Rough
- Velvet
- Soft
- Wrinkled
- Grainy
- Flat
- Raised

Composition:

- Layout
- Balanced
- Top heavy
- Diagonal
- Vertical
- Focal point
- Perspective
- Jagged
- Smooth
- Broken
- Detailed

Shape:

- Geometric
- Subtle
- Natural
- Organic
- 2D
- 3D
- Irregular

Materials:

- Paper
- Natural
- Man made
- Fabric
- Constructed
- Cardboard
- Plastic
- Sculpted
- Manipulated

Camera Breakdown



Student Work



Assessment:

- Structured Questioning
- Visual thinking Strategy
- 2 Star and 1 Wish

Lesson 4-26/11/24

Learning Intentions

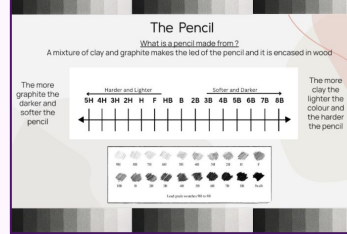
- (Cognitive)** Explore tonal studies ability to enhance depictions of form and alter moods of work
- (Psychomotor)** Experiment with coloured pencils to apply techniques to layer colour and reflect light shadow and form
- (Affective)** Appreciate the importance of collaboration while contributing their own creativity to the collective artwork arrangement

Success Criteria

- Explain how variations of tone aids in defining form of primary source objects and alters the mood of artworks
- Demonstrate the conscious decision of colour choice enhances the form of the objects and distribution of light and shadow
- Contribute their own creative ideas and inputs to support the group vision for their arrangement

- Assessment:
- Structured questioning
 - Think, Pair, Share
 - Reflection questions
 - 1-1 feedback

SS Artist:
Abraham
Van
Beyeren



Visual Aids

Tonal Study

Colouring Pencil Study

COMPOSITION

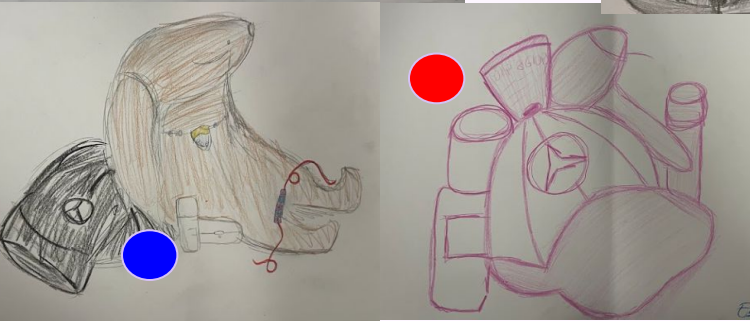
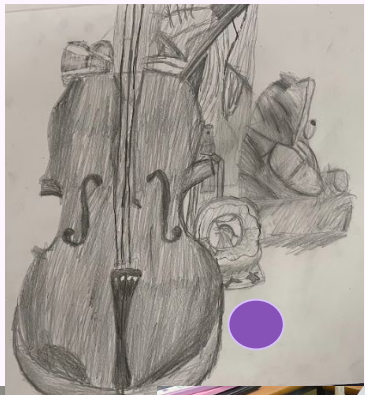
Definition:
Composition is the way in which we arrange and/or layer objects/elements

3 Key elements for a successful composition

- A focal point
- Structure
- Balance



Student Work



Student Group Still Life Compositions

Visual Literacy Word Bank

- Colour:**
 - Vibrant
 - Intense
 - Hue
 - Contrast
 - Primary
 - Tonal
 - Secondary
 - Muted
 - Dim
 - Blended
 - Complimentary
 - monochromatic
- Texture:**
 - Smooth
 - Rough
 - Velvet
 - soft
 - wrinkled
 - grainy
 - flat
 - raised
- Composition:**
 - Layout
 - balanced
 - top heavy
 - diagonal
 - vertical
 - focal point
 - perspective
- Line:**
 - jagged
 - smooth
 - broken
 - detailed
 - bold
 - linear
 - strong
 - delicate
 - simple
 - wavy
 - curly
 - continuous
 - graceful
 - angry
 - nervous
- Materials:**
 - natural
 - man made
 - fabric
 - constructed
 - cardboard
 - plastic
 - sculpted
 - manipulated

Starter Sentences

For Visual Art

Describing work...

- The subject matter of this artwork can be described as...
- One art element that stands out to me in this artwork is...
- My eye is drawn to... in the artwork
- I would describe the mood as...
- I would describe the imagery as...
- The media and materials used in this artwork are...
- The foreground/midground/background of the artwork is...
- The location of this artwork is... and tells me that...
- The scale of this artwork is...
- The style of the artwork is...
- The issues communicated by the artwork include...
- The artist's process in creating this artwork is...
- The artist's use of... is...

Critically Analysing Work...

- The use of symbolism in this piece suggests that...
- The artist's use of... name specific techniques communicates...
- The juxtaposition of specific art elements such as... create a sense of...
- This artwork challenges traditional artistic conventions by...
- The use of negative space in this artwork...
- The artist's message in this artwork is conveyed through...
- I believe the artist is challenging or questioning... in this artwork by...
- The dominant theme in this artwork is...
- The colours used in this artwork evoke a sense of... or... of...
- The artist's use of... is...

Reflecting Personally on work...

- This artwork prompts me to consider...
- In my interpretation, the artist may be commenting on...
- The emotions I experience when looking at this artwork are...
- The title of this artwork suggests...
- This artwork reminds me of... because...
- When I first saw this artwork, I was struck by...
- In my view, the artist has created a sense of... in the artwork because...
- In my view, the ideas that this work communicates include...
- The artist's choice of subject matter prompts me to reflect on...
- The advantages and disadvantages of creating an artwork like this are...
- This artwork encourages viewers to...
- This artwork successfully fails to communicate its message because...

Reflective Prompts

- Describe the materials you used to create this artwork
- What steps did you use to create this artwork?
- Do you feel you have executed the theme well?
- What parts of your artwork do you feel are most successful and why?
- What parts of this process were challenging?
- Is there anything about your work that you would do differently?
- What is something significant you learned/realised through this process?
- What art elements & design principles did you use in this work?
- What did you enjoy most about the process?
- What helped you generate ideas and inspirations for the work?

Ms.Kirwan

Lesson 5- 3/12/24

Learning Intentions

- (Cognitive)** Identify and explain the light and dark and colour choices affect the mood and form of their still lifes arrangements
- (Psychomotor)** Engage in group collaboration to create a group composition to enhance unity in the work and theme
- (Affective)** Develop collaboration skills and value the contributions of their peers while working as a group to create group compositions

Success Criteria

- Articulate lights, darks and colours to create specific moods or convey a feeling
- Actively participate in the group composition to ensure all elements are harmonious and relevant to the theme
- Demonstrate active listening and reps for their peers opinions and ideas during group work

Assessment:

- Show and Tell
- 1-1 Feedback
- Structured Questioning
- Verbal Self-assessment

SS Artist: Abraham Van Beyeren

Charcoal Study



Chalk Pastel Study



Charcoal

What am I made of....



Charcoal is made by slowly burning different types of wood in specific types of environments to be used to draw

Chalk Pastel

What am I made of....



Chalk pastels are made from finely ground pigments, a white powdered filler and a binder (glue)



Starter Sentences For Visual Art

- | Describing work... | Critically Analysing Work... |
|--|--|
| <ul style="list-style-type: none"> The subject matter of this artwork can be described as... One element that stands out to me in this artwork is... My eye is drawn to... in the artwork of... I would describe the mood as... The media and materials used in this artwork are... The background/midground/background of the artwork is... The location of this artwork is, and also me that... The scale of this artwork is... The style of the artwork is... The issues communicated by the artwork include... The artist's process in creating this artwork... | <ul style="list-style-type: none"> The use of symbolism in this piece suggests that... The artist's use of... trains specific techniques communicates... The juxtaposition of specific art elements such as... create a sense of... This artwork challenges traditional artistic conventions by... The use of negative space in this artwork... The artist's message in this artwork is conveyed through... I believe the artist is challenging or questioning... in this artwork by... The dominant theme in this artwork is... The colours used in this artwork evoke a sense of... The artist's use of... |

- Reflecting Personally on work...
- My interpretation, the artist may be commenting on...
 - The emotions I experience when looking at this artwork are...
 - The title of this artwork suggests...
 - This artwork reminds me of... because...
 - When I first saw this artwork, I was struck by...
 - In my view, the artist has created a sense of... in the artwork because...
 - In my view, the ideas that this work communicates include...
 - The style of the artwork makes me think about...
 - Overall, this artwork resonates (does not resonate) with me because...
 - Personally, I like/dislike this artwork for the following reasons...
 - The artist's intention with this piece seems to be...
 - The artist's choice of subject matter prompts me to reflect on...
 - The advantages and disadvantages of creating an artwork like this are...
 - This artwork encourages viewers to...
 - This artwork demonstrates the artist's creative process because...

Visual Aids

Visual Literacy Word Bank

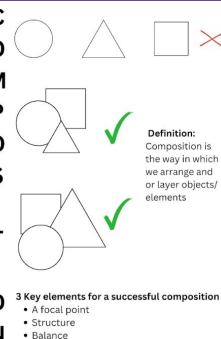
- | | | |
|--|--|--|
| Colour: <ul style="list-style-type: none"> Vibrant Intense Hue Contrast Primary Tonal Secondary Muted Dim Blended Complementary monochromatic | Texture: <ul style="list-style-type: none"> Smooth Rough Velvet Soft wrinkled grainy flat raised | Composition: <ul style="list-style-type: none"> Layout balanced top heavy diagonal vertical focus point perspective |
| Shape: <ul style="list-style-type: none"> Geometric strong subtle natural organic 2D 3D irregular | Materials: <ul style="list-style-type: none"> paper natural man made fabric constructed cardboard plastic sculpted continuous manipulated | Line: <ul style="list-style-type: none"> bold linear strong simple wavy curly graceful angry nervous |

Reflective Prompts

- Describe the materials you used to create this artwork
- What steps did you use to create this artwork?
- Do you feel you have executed the theme well?
- What parts of your artwork do you feel are most successful and why?
- What parts of this process were challenging?
- Is there anything about your work that you would do differently?
- What is something significant you learned/realised through this process?
- What art elements & design principles did you use in this work?
- What do you enjoy most about the process?
- What helped you generate ideas and inspirations for the work?

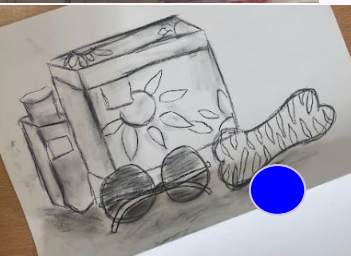
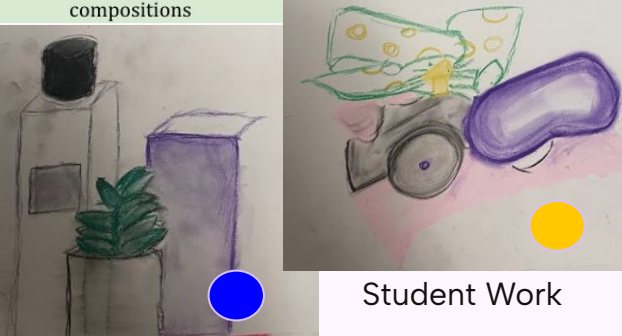
Ms Kirwan

COMPOSITION



- 3 Key elements for a successful composition
- A focal point
 - Structure
 - Balance

Student Work



Lesson 6- 6/12/24

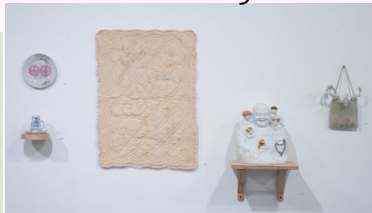
SS Artist: Jennifer Ling Datchuk

Learning Intentions

1. **(Cognitive)** Analyse their choice of tools to create various different marks in drawing primary source objects
2. **(Psychomotor)** Experiment with creating their own drawing tools to explore the effect the tool has on line.
3. **(Affective)** Develop critical thinking skills by reflecting on drawing tools through annotations

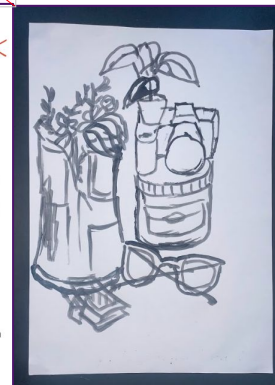
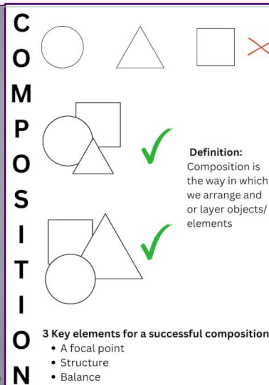
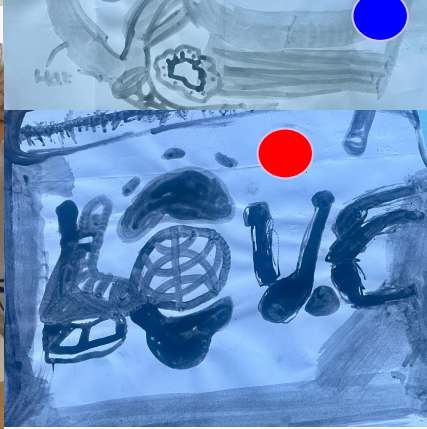
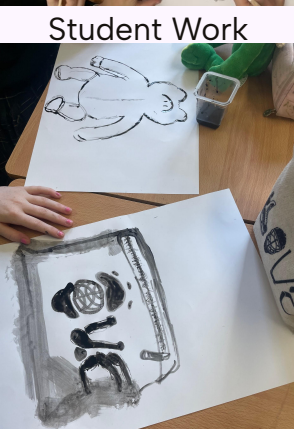
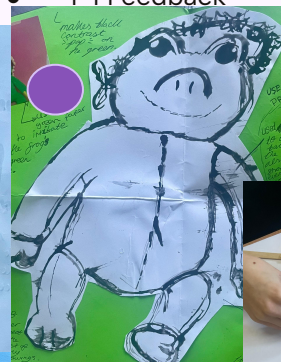
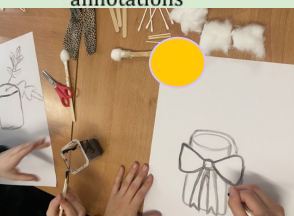
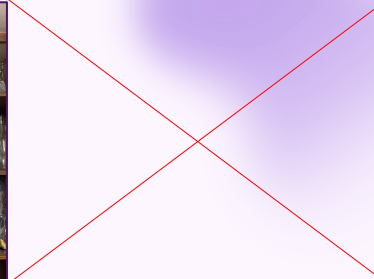
Success Criteria

1. Identify and explain the tools and how they affected the marks made
2. Create at least 1 drawing tool from other materials to use to create variety of marks while drawing
3. Evaluate the effectiveness of their hand-made tools identifying strengths on the drawing



Assessment:

- Structured Questioning
- Visual Thinking Strategy
- Show and Tell
- 1-1 Feedback



Student Work

Starter Sentences

For Visual Art

Describing work...

- The subject matter of this artwork is described as ...
- An element that stands out in this artwork is ...
- The eyes are drawn to ... in the artwork ...
- This would describe the mood as ...
- This would describe the imagery as ...
- The media and materials used in this artwork are ...
- The foreground/midground/background of the artwork is ...
- The location of this artwork is ... and tell me that ...
- The scale of this artwork is ...
- The style of the artwork is ...
- The issues communicated by the artwork include ...
- The artist's process in creating this artwork is ...

Critically Analysing Work...

- The use of symbolism in this piece suggests that ...
- The artist's use of ... (name specific techniques) communicates ...
- The juxtaposition of specific art elements such as ... create a sense of ...
- This artwork challenges traditional artistic conventions by ...
- The use of negative space in this artwork ...
- The artist's message in this artwork is conveyed through ...
- I believe the artist is challenging or questioning ... in this artwork by ...
- The dominant theme in this art piece is ...
- The colours used in this artwork evoke a sense of ...
- The artist's use of ... is ...

Reflecting Personally on work...

- This artwork prompts me to consider ...
- In my interpretation, the artist may be commenting on ...
- The emotion I experience when looking at this artwork is ...
- The title of this artwork suggests ...
- This artwork reminds me of ... because ...
- When I first use this artwork, I was struck by ...
- In my view, the artist has created a sense of ... in the artwork because ...
- In my view, I believe that this artwork communicates include ...
- The scale of the artwork make me think about ...
- Overall, this artwork resonates (does not resonate with me because ...)
- Personally, I like/dislike this artwork for the following reasons ...
- The artist's intention with this piece seems to be ...
- The artist's choice of subject matter prompts me to reflect on ...
- The advantages and disadvantages of creating an artwork like this are ...
- This artwork encourages me to ...
- This artwork successfully fails to communicate its message because ...

Visual Aids

Reflective Prompts

1. Describe the materials you used to create this artwork
2. What steps did you use to create this artwork?
3. Do you feel you have executed the theme well?
4. What parts of your artwork do you feel are most successful and why?
5. What parts of this process were challenging?
6. Is there anything about your work that you would do differently?
7. What is something significant you learned/realised through this process?
8. What art elements & design principles did you use in this work?
9. What did you enjoy most about the process?
10. What helped you generate ideas and inspirations for the work?

Ms Kirwan

Visual Literacy Word Bank

Colour: - Vibrant - Intense - Hue - Contrast - Primary - Tonal - Secondary - Muted - Dim - Blended - Complementary - Monochromatic	Texture: - Smooth - Rough - Velvet - Soft - Wrinkled - Grainy - Flat - Raised	Composition: - Layout - Balanced - Top heavy - Diagonal - Vertical - Focal point - Perspective - Jagged - Smooth - Broken - Detailed - Bold - Linear - Strong - Delicate - Simple - Wavy - Curly - Continuous - Graceful - Angry - Nervous
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Lesson 7- 10/12/24

Learning Intentions

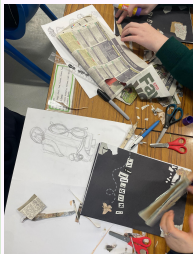
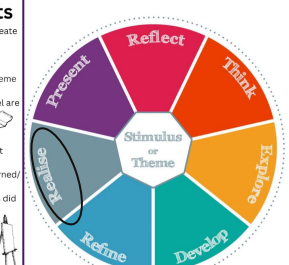
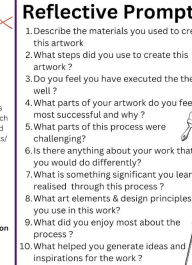
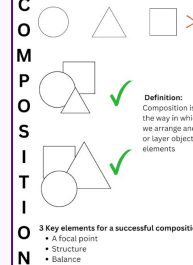
- (Cognitive)** Analyse the importance of compositional layouts to create visually appealing display
- (Psychomotor)** Develop precise fine motor skills through creation of flaps and pull tabs
- (Affective)** Reflect on the role of annotations to enhance communication of ideas and theme development

Success Criteria

- Demonstrate compositional awareness through arranging drawing to contribute to the a visually engaging display
- Apply control and precision to manipulate materials to create a functional tab or flap
- Express clear annotations throughout which express links to theme and concepts

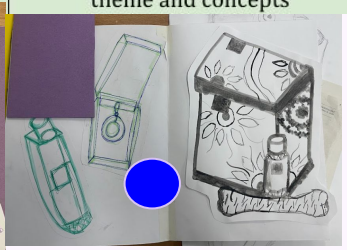
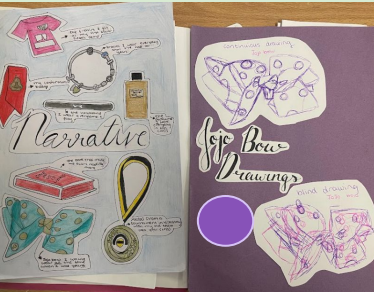
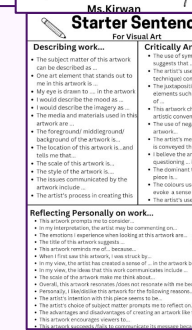
Assessment:

- Show and tell
- 1-1 Feedback
- Structured Questioning

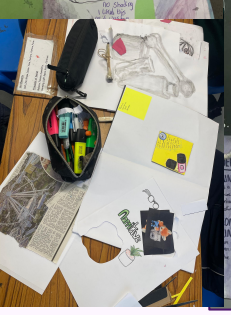
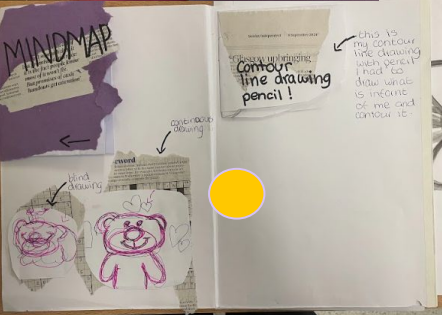
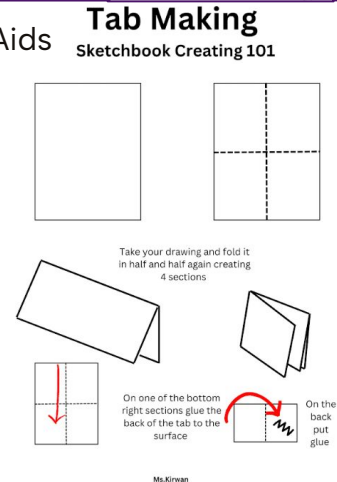
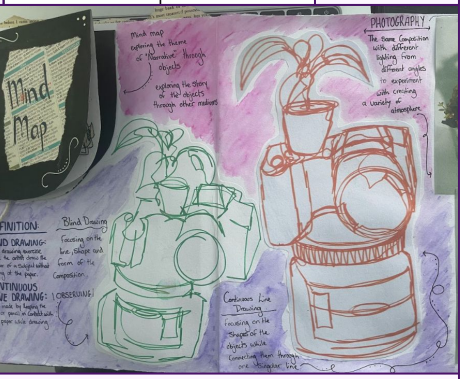
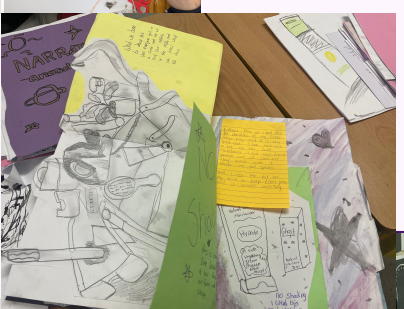


SS Artist:
Rachel
Simmons

Art Element	Design Principles
Theme	Definition
Composition	Antidote
Art Element	Design Principles
Theme	Definition
Composition	Antidote



Student Work



Reflections

Reflection of Unit of Learning

What went well..

- **Engaging Unit of learning**/ relevant to CBA 1- students were excited and had the opportunity to explore
- **Giving the students success criteria**- gave them a goal to work towards and they became very autonomous in their work
- **Theme** wasn't completely lost- was happy that I kept developing the theme throughout with activities
- **Development** of their **observational** skills and critical thinking

Even better if...

- **Annotations**- felt overall annotations could have been taught more in depth and with more activities
- **More variation in assessment**- lots of written assessment at the start and verbal at the end (don't think this was beneficial)
- **More types of drawing**- cross contour etc could have allowed a better comprehension of form
- **Visual mind maps**- try another way to generate ideas as I felt the visual mind maps were not aiding in the possibilities of the project

Reflection of Overall School Placement

- **Incredible experience**- being exposed to so many different learning environments and teachers aided me so much on my teaching journey
- **Overcame many challenges**- it was a tough four years with many challenges and I learned to adapt and overcome them
- Built my **confidence**
- Sparked a **passion for SEN**
- Gave me the opportunity to **experiment as a teacher**- to trial and error things and made me not afraid if they didn't work out
- **Seen the development** and improvement when I took on guidance and advice
- Gave me an **appreciation and hunger for learning and education**
- Made me **consider** the prospect of **teaching abroad**