

Class Name: 2nd Year
Year group: 2nd Year
Programme: Junior Cycle
Total No of lessons in UoL: 9 lessons

Aim of Unit of Learning

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

Artistic Process | Theme | AEDP

Managing behaviours:

Managing Behaviour in my class:

- Create good rapport with students
- A verbal recall of attention
- Seating Plan
- Ensure adequate planning for add on activities to keep attention focused
- Acknowledge students at the beginning of lesson
- Creating and emphasising mutual respect
- Class contract- [Class Contract 24/25](#)
- Alerting host teacher / year head to consistent disruptive behaviour
- Hands up - for attention
- Rewarding/acknowledging positive behaviour with positive feedback/ positive note home

[Loreto College Swords - Behaviour Policy 2024](#)

[Loreto College Swords- Anti-bullying Policy 2022](#)

Learning outcomes for unit of learning

Junior Cycle Visual Art -Learning Outcomes

- 1.1 - Analyse their work, or that of another, using appropriate vocabulary and knowledge
- 1.4 - Demonstrate how they use drawing to observe, record and analyse the human figure and the world around them
- 1.7- Examine the method of a number of artists and the artwork they created
- 1.12 -Apply their understanding of the art elements and design principles to make an artwork.
- 1.14- Use media to create their own artwork

Statements of Learning :

Visual Art- Statements of Learning- Junior Cycle - CurriculumOnline.ie

- SOL 4: The student creates and presents artistic works and appreciates the process and skills involved.
- SOL 8: The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
- SOL 21: The student applies practical skills as she/he develops models and products using a variety of materials and technologies.
- SOL 23: The student brings an idea from conception to realisation.

Key Skills

Visual Art- Key Skills- Junior Cycle- CurriculumOnline.ie

- Being Creative- Exploring options and alternatives
- Being Literate- Expressing my ideas clearly and accurately
- Being numerate - Developing and enhancing reasoning and problem-solving
- Communicating- Performing and presenting
- Managing information and thinking- Thinking creatively and critically
- Managing myself - Being able to reflect on my own learning
- Staying well- Being safe
- Working with others- Contributing to make our class a positive place

Lesson No 1/ 9 total
in UoL:

Date: 12 th Nov 24

Lesson type: 1hr
lesson

Time: 8:45-9:45

Stage: JC -Think



Lesson plan key:

- Assessment
- Demonstrations
- Student Activities
- Extension Activities

Learning Content for Pupils

- Introduction and interpretation of theme Narrative (theme development)
- Visual mind maps (Line, shape, colour)
- Forming annotations (literacy)

AEDP- Line shape and colour

SS Artist - Racheal Simmons- for her experimental zine work and ability to show the book making process and final work

<https://www.rachelsimmons.net/zines>

Keywords-

- Narrative
- Visual mind map
- Annotations
- Primary sources
- thoughts / opinions

Assessment-

- Structure Questioning
- Think Pair and Share
- Group work
- Show and Tell
- Self assessment worksheet

Learning Intentions

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

Success Criteria

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

LESSON PLAN

Introduction:

Greet class

Take roll

Introduce new project as a sketchbook making and drawing project

Body of Lesson:

- **Student Activity-** give out letters to allow the girl to work through an anagram together to discover the theme Narrative 

Does anyone know what an anagram is ?

- **Student Activity-** **think, pair and share** their meanings or understandings of narrative

Whole class discussion - A rough class on board discussion about Nostalgia to determine what nostalgia means and what they can associated with it

- Show finished sketchbook - 
 - -Overall criteria for what I am looking for in their sketchbooks 

Is there anything you notice about my sketchbook ?

What areas do you think are most successful?

SS Artist- Racheal Simmons- for her experimental zine work and ability to show the book making process and final work

<https://www.rachelsimmons.net/zines>

 Rachel simmons SS Artist  Rachel Simmons Zines part 1.png

- **VTS - what's going on here?/ What makes you say that?/ What more can you find ?**
 - Biography
 - Why are we looking at their work ?
 - Their opinions of her work - supported by wordbank and starter sentences 

TA-Demonstration: 

Has anyone ever heard of a visual mind map before ? If so, when or what did you use it for ?

Show examples of my visual mind map on Narrative

- Demonstrate how to create a visual mind map
- Show how I choose examples that are relevant to the theme

- Adding colour to emphasis their visual exploration and enhance the narrative of the objects

Allowing student autonomy to choose the size of the paper they work on to A3 or A4

Student Activity

Allow students to work on mindmaps exploring the theme keeping in mind the need to bring in primary source objects in the next session from this selection

TA-Demonstration: ■ Visual Literacy Word Bank .png ■ Sentence Starters Visual aid .png ■ Reflective Prompts.png

What are annotations?

- Demonstrate how to form annotations to surround their visual mind map sketches
- Explaining the importance of annotations in CBA's and Junior Cycle projects
- Using the visual literacy word bank and the sentence starter visual aids to step by step build my annotations

Student Activity

Allow students to work on forming strong annotations which aid their comprehension of the theme and their visual mind map

During Class Assessment: go students to students discussing their progress with them- formative verbal feedback - ensuring they have a comprehension/ interpretation of the theme

Can you tell me about your interpretation of the theme ?

What primary source objects are you thinking of bringing in ?

- **Show and tell-** students work who demonstrate a strong mind map which is exploring the theme through both visual aspects and written annotations

Ending Lesson

Student activity -Reflect- Self- assessment worksheet ■ Self-Assessment Worksheet .png ■ Reflective Prompts.png

EBI- even better if

WWW- what went well

INK- I now know

Can you tell me about an area from your “even better if” ?

Can you tell me about an area from your “what went well” ?

Can you tell me about an area “I now know” ?

Clean up & Pack up

Lesson No 2/ 9 total
in UoL:

Date: 19th Nov 24

Lesson type: 1hr
lesson

Time: 8:45-9:45

Stage: JC -Think



Lesson plan key:

- Assessment
 - Demonstrations
 - Student Activities
 - Extension
- Activities

Learning Content for Pupils

- **Make an accordion sketchbooks (fine-motor skills)**
- **Ground exploration (materiality/ SPHE cross curricular link)**
- **Exploring annotation formation (literacy)**
- **Continuous line and blind drawings of chosen primary source objects (explore shape , enhance observational skills and loosen drawing ability)(line and shape)**

SS Artist - Ian Sklarsky- blind drawing artist- uses the technique to create an abstracted version of the subject
<https://www.iansklarsky.com/pineapple/pmqk8qq10mth5gfxaz0jtiagktcsm3>

AEDP- line, shape and form

Keywords-

- **Blind drawing**

Learning Intentions

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

Success Criteria

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

- Continuous line drawing
- Accordion sketchbooks
- Book making

Assessment-

- Structured questioning
- 2 stars and 1 wish

LESSON PLAN

Introduction:

Greet class

Recap on last lesson

Can anyone explain to me what we covered in the last lesson ?

Are there any keywords from our last lesson?

Student Activity- Ask students to take out their primary source objects - tell me the story in 3 words

Body of Lesson:

Demonstration:

Show my finished sketchbook 📄 Final Artefact .MOV

Making accordion sketchbook is a type of book making 📄 Accordion book making.png

- Demonstrate with the use of visual aid how to fold and connect paper together- also adding a front page - leave the back because they may add extra drawings of narratives

Student Activity- allow students to choose the type of paper they want to make their book out of- (autonomy and deepening the narrative of their objects)

TA-- SS Artist- Ian Sklarsky- blind drawing artist- uses the technique to create an abstracted version of the subject

<https://www.iansklarsky.com/pineapple/pmql8qq10mth5gfaxaz0jtiagktcsm3>

📄 Ian Sklarsky part 1.png 📄 Ian Sklarlarsky- part 2 .png 📄 Ian Sklarsky

VTS- what's going on here? What makes you say that ? What do you think we are looking at today ?

- Biography

- Why are we looking at their work ?

- Their opinions of their work - supported by wordbank and starter sentences ■ Visual Literacy Word Bank. png

■ Sentence Starters Visual aid .png

TA-Demonstration:

What is composition ? ■ Composition

Demonstrate a few ways how to arrange objects - composition discuss how to identify strengths in composition

What is continuous line drawing ?

What is blind drawing ?

■ Contour line drawing/ Blind drawing .HEIC

Demonstrate how to complete both a continuous line drawing(allows for concentrated focus on the shapes within the objects) and a blind drawing(increase level of observational skills and moving away from the idea of perfect drawing) of their objects

Student Activity

Allow student time to arrange objects and begin to draw the objects in both continuous line and blind drawings of the primary source objects

During Class Assessment: go students to students discussing their progress with them- formative verbal feedback - ensuring they have confidence in the use of the camera/ are taking their time to observe and experiment with new drawing techniques

- Is there anything you've noticed about your artwork or the artistic process so far ?
- What challenges have you faced so far in the project ?
- What mood/ atmosphere are you trying to portray ?
- Which drawing technique have you preferred and why?

Extension activity- use a different colour pencil, pen , marker to draw back over their blind drawings / and or re-arrange objects and draw using favourite technique

Ending Lesson

End of class Assessment - 2 stars and 1 wish ■ 2 Stars & 1 Wish_.png ■ Reflective Prompts.png

Can you tell me one wish you have from today's lesson ?

Can you tell me 1 star you have had from today's lesson?

Clean up, hand up, pack up

Lesson No 3/ 9 total
in UoL:

Date: 22nd Nov 24

Lesson type: 1hr
lesson

Time: 11-12

Stage: JC -Think



Learning Content for Pupils

- Use of professional camera (fine motor skills & digital skills development)
- Lighting affecting atmosphere/ mood(SPHE cross-curricular link)(value and harmony)
- Exploration of pencil and pen (materiality)
- Contour line drawing of primary source arrangements (line and shape)

SS Artist - Sarah Jones - use of light to affect the atmosphere of the work and the ability to create a narrative in her photography

<https://www.tate.org.uk/art/artists/sarah-jones-2682>

AEDP- Form, light

Keywords-

- Accordion sketchbook
- Grounds
- Annotations

Assessment-

- Structured questioning
- Visual thinking strategy

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

- 2 star and 1 wish

LESSON PLAN

Introduction:

Greet class

📺 Final Artefact .MOV

Recap on last lesson

Can anyone explain to me what we covered in the last lesson ?

Are there any keywords from our last lesson?

Ask students to take out their primary source objects -

Student Activity- swap your object with someone and use 3 words to describe it to them- they then have to write a short narrative about the object. Would anyone like to share a story about one of their objects ?(theme development)

Body of Lesson:

Demonstration:

📺 Materiality of the pencil .png

- Talk through the materiality of pencil showing a visual aid- what is it made from?How can I use it ? etc ...
- Demonstrate and re-cap on composition as a concept
 - Ask a students to create a successful composition for me
- Demonstrate how to use both pen and pencil to create a contour line drawing of their arrangements

📺 Contour line drawing .HEIC 📺 Sketch book contour line .PN 📺 Sketch book contour line .PNG

Student Activity- allow students to sketch their arrangements using both pencil and pen to complete contour line drawings

Extension activities: use visual aids to complete flaps and pull tabs for sketchbooks. Add annotations specific to narrative of the objects add paper or creative details to the background to enhance the narrative of their sketchbook

SS Artist- Sarah Jones - use of light to affect the atmosphere of the work and the ability to create a narrative in her photography

📺 Sarah Jones 📺 Sarah Jones part 1.png 📺 Jones Sarah part 2.JPG

<https://www.tate.org.uk/art/artists/sarah-jones-2682>

- Show the girls sarah jones before allowing to take photographs enhancing their comprehension of the impact of lighting on the photograph

VTs- what's going on here? What makes you say that ? What do you think we are looking at today ?

- Biography

- Why are we looking at their work ?
- Their opinions of their work - supported by wordbank and starter sentences ■ Visual Literacy Word Bank. png

■ Sentence Starters Visual aid .png

Demonstration: ■ Camera Visual Aid ■ Photo/ Lighting 1.HEIC ■ Photo/ Lighting 2 ,HEIC ■ Photo/ Lighting 3.HEIC ■ Photo/ Lighting 4.HEIC

Has anyone used a professional camera before ?

- Demonstrate the use of the professional cameras - shutters, compositional grids, focusing etc
- Discuss and show the effect lighting has on images
- How my images reflect different atmospheres and moods through the change of lighting

Taking 4 students at a time to use cameras while the rest if the class are drawing

Student Activity

Allow student to work in groups of 4 and into pairs to take pictures of their objects using different lighting to reflect a variety of moods and atmosphere relating to or in contrast to the narratives of their objects

During Class Assessment: go students to students discussing their progress with them- formative verbal feedback - ensuring they have confidence in the use of the camera/ are taking their time to observe and experiment with new drawing techniques

- Is there anything you've noticed about your artwork or the artistic process so far ?
- What challenges have you faced so far in the project ?
- What mood/ atmosphere are you trying to portray ?

Ending Lesson

End of class Assessment - 2 stars and 1 wish ■ Reflective Prompts.png

Verbal assessment

Clean up, hand up, pack up

Lesson No 4/ 9 total
in UoL:

Date: 26th Nov 24

Lesson type: 1hr
lesson

Time: 8:45-9:45

Stage: JC -Think



Learning Content for Pupils

- Tonal studies of primary source arrangements (tone and form)
- Coloured tonal studies of primary source arrangements (tone, colour, form)
- Group collaboration composition (composition and group work)

SS Artist - Abraham van Beyeren-
compositional abilities of still life
objects also the play of light dark and
colours

<https://www.metmuseum.org/art/collection/search/435663>

AEDP- line, shape, tone and form

Keywords-

- Composition
- Line
- Tone
- Form
- Shape
- colour
- Tonal study
- Collaborations

Assessment-

Learning Intentions

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

Success Criteria

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

LESSON PLAN

Greet class

📺 Final Artefact .MOV

Recap on last lesson

Can anyone explain to me what we covered in the last lesson ?

Are there any keywords from our last lesson?

Ask students to take out their primary source objects -

Student Activity- write a 3 sentence told from your objects point of view story

Quote for thought- "A life entirely through objects" - Edmund de Waal (The Hare with the Amber Eyes)

What could this quote mean in regards to our project ?

Body of Lesson:

SS Artist- Abraham van Beyeren- 📄 Van Beyeren pt 1.pngcompositional abilities of still life objects also the play of light dark and colours

<https://www.metmuseum.org/art/collection/search/435663>

VTs- what's going on here? What makes you say that ? What do you think we are looking at today ?

- Biography
- Why are we looking at their work ?
- Their opinions of their work - supported by wordbank and starter sentences 📄 Visual Literacy Word Bank. png

📄 Sentence Starters Visual aid .png

Demonstration:

- Talk through the materiality of pencil and colouring pencil showing a visual aid of its flexibility as a medium - tone layering of colour
📄 Materiality of the pencil .png 📄 Tonal Study/ Colouring Pencil Drawing Visual Aid.HEIC
- Demonstrate and re-cap on composition as a concept 📄 Composition.png 📄 Composition aids.png
- Demonstrate how to use both pencil and colouring pencil to create a tonal and coloured study of their group arrangements

Student Activity- Ask a students to create 2 circular groups for me and place 1 table in the centre

- As a group create a successful composition using each others objects

📄 Tonal study .PNG 📺 Final Artefact .MOV

Allow students to sketch their arrangements using both pencil and colouring pencil to complete tonal and coloured studies

Extension activities:

- Use visual aids to complete flaps and pull tabs for sketchbooks
- Add drawings into their sketchbooks
- Add annotations specific to narrative of the objects add paper or creative details to the background to enhance the narrative of their sketchbook

During Class Assessment: go students to students discussing their progress with them- formative verbal feedback - ensuring they have confidence in the use of the camera/ are taking their time to observe and experiment with new drawing techniques

- Is there anything you've noticed about your artwork or the artistic process so far ?
- What challenges have you faced so far in the project ?
- How do you feel your interpretation of the theme is going ? What areas do you want to become more invested in ?

Ending Lesson

End of class Assessment - Self-assessment reflection  Reflective Prompts.png

Verbal assessment

Clean up, hand up, pack up

Lesson No 5/ 9 total in UoL: Date: 29th Nov 24 Lesson type: 1hr lesson Time: 11-12 Stage: JC -Think	Learning Content for Pupils	Learning Intentions	Success Criteria
	• Exploration of pastel and charcoal (materiality) • Tonal studies and colour studies of primary source arrangements (tone, form colour) • Group collaboration composition (composition and group work) SS Artist - - Abraham van Beyeren- compositional abilities of still life	1. (Cognitive) Identify and explain the light and dark and colour choices affect the mood and form of their still lifes arrangements 2. (Psychomotor) Engage in group collaboration to create a group composition to enhance unity in the work and theme 3. (Affective) Develop collaboration skills and value	1. Articulate lights, darks and colours to create specific moods or convey a feeling 2. Actively participate in the group composition to ensure all elements are harmonious and relevant to the theme 3. Demonstrate active listening and reps for



Lesson plan key:
 - Assessment
 - Demonstrations
 - Student Activities
 - Extension Activities

objects also the play of light dark and colours

<https://www.metmuseum.org/art/collection/search/435663>

AEDP- tone, colour, form

Keywords-

- Pastel
- Charcoal
- Collaboration
- Composition
- Primary source

Assessment-

- Structured questioning
- One-to-one feedback
- Show and tell
- Self-assessment verbal

the contributions of their peers while working as a group to create group compositions

their peers opinions and ideas during group work

LESSON PLAN

Introduction:

Greet class

📺 Final Artefact .MOV

Ask students to take out their primary source objects

Recap on last lesson

Can anyone explain to me what we covered in the last lesson ?

Are there any keywords from our last lesson?

Ask students to take out their primary source objects - (on post it notes)

Student Activity- write a 3 sentence story told from your objects point of view story

Quote for thought- "A life entirely through objects" - Edmund de Waal (The Hare with the Amber Eyes)

What could this quote mean in regards to our project ?

Body of Lesson:

SS Artist-- Abraham van Beyeren- compositional abilities of still life objects also the play of light dark and colours

<https://www.metmuseum.org/art/collection/search/435663>

- Depiction on still life composition- colour and shades
- Why are we looking at their work ?
- Their opinions of their work - supported by wordbank and starter sentences ■ Visual Literacy Word Bank. png

■ Sentence Starters Visual aid .png

Demonstration:

📺 Final Artefact .MOV

- Talk through the materiality of charcoal and chalk pastels l showing a visual aid of its flexibility as a medium - tone layering of colour
 - Materiality of Charcoal and Chalk Pastels .p
 - Chalk Pastel Visual Aid .HEI
 - Charcoal Visual Aid.HEIC
 - Charcoal and Chalk Pastel Visual Aid.HEIC
- Demonstrate and re-cap on composition as a concept ■ Composition.png
- Demonstrate how to use both charcoal and chalk pastel to create a tonal and coloured study of their group arrangements

Student Activity- Ask a students to create 2 circular groups for me and place 1 table in the centre

- As a group create a successful composition using each others objects ■ Example 1 of Group Composition
- Example 2 of Group Composition

Allow students to sketch their arrangements using both charcoal and chalk pastel to complete tonal and coloured studies

Extension activities:

- Create flaps and pull tabs for sketchbooks
- Add drawings into their sketchbooks
- Add annotations specific to narrative of the objects add paper or creative details to the background to enhance the narrative of their sketchbook

During Class Assessment: go students to students discussing their progress with them- formative verbal feedback -

Is there anything you've noticed about your artwork or the artistic process so far ?

- What challenges have you faced so far in the project ?
- How do you feel your interpretation of the theme is going ? What areas do you want to become more invested in ?
- Show and tell - a students work that has a strong sense of tone and colour

Ending Lesson

End of class Assessment - Self-assessment reflection 📄 Reflective Prompts.png

Verbal assessment

Can someone tell me an “even better if “?

Can someone tell me “what went well “?

Can someone tell me a “I now know”?

Clean up, hand up, pack up

Lesson No 6/ 9 total
in UoL:

Date: 3rd Dec 24

Lesson type: 1hr
lesson

Time:8:45-9:45

Stage: JC -Think



Lesson plan key:

■ - Assessment

Learning Content for Pupils

- Making drawing tools (materiality)
- Using tools to explore primary source objects through contour line drawing (line and shape)
- Expressing opinions and clear communication(oracy and critical thinking skills)
- Arranging drawings within sketchbook(design choices and compositional abilities(layout))

SS Artist - Jennifer Ling Datchuk - Her use of objects to tell a narrative through her object arrangements

-<https://jenniferlingdatchuk.com/>

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

 - Demonstrations
 - Student Activities
 - Extension Activities

AEDP- shape and line

Keywords-

- Drawing tools
- Make
- Contour line drawing
- Story
- Narrative

Assessment-

- Structured questioning
- Visual Thinking Strategy
- Show and tell
- One-to-one feedback
- Self-assessment verbal

LESSON PLAN

Greet class

Final piece: 📺 Final Artefact .MOV

Recap on last lesson

Can anyone explain to me what we covered in the last lesson ?

Are there any keywords from our last lesson?

Ask students to take out their primary source objects

Student Activity- hand out 4 photographs I have taken and ask the girls to create a story based on the image (on post it notes)

Body of Lesson:

SS Artist-Jennifer Ling Datchuk - Girlhood 📄 Jennifer Ling Datchuk.png(exploration of narrative through objects)

VTs- what's going on here? What makes you say that ? What do you think we are looking at today ?

- Biography 📄 Homemade Drawing Tool Contour Line Drawing VA .HI 📺 Video of Using Homemade Tools .MOV
- Why are we looking at their work ?
- Their opinions of their work - supported by wordbank and starter sentences 📄 Visual Literacy Word Bank. png

📄 Sentence Starters Visual aid .png

Demonstration:

What types of tools do we use for drawing ?-class mind map on the board

Demonstrate to the students how to make drawing tools using twigs, cotton wool, wool, lollipop sticks etc using masking tape to secure.

📄 Homemade Drawing Tool .HEIC

- Re-cap on composition- how they arrange the objects within their drawing 📄 Composition.png
- Demonstrate how to use the homemade drawing tools dipped in watered down paint to create contour line drawings of their objects

Student Activity-

Allow students time to share materials and make 1-2 homemade tools and allow them to experiment with drawing with the homemade tool on white or coloured paper

Extension activities:

- Create flaps and pull tabs for sketchbooks
- Add drawings into their sketchbooks
- Add annotations specific to narrative of the objects add paper or creative details to the background to enhance the narrative of their sketchbook

During Class Assessment: go students to students discussing their progress with them- formative verbal feedback -

Is there anything you've noticed about your artwork or the artistic process so far ?

- What challenges have you faced so far in the project ?
- How do you feel your interpretation of the theme is going ? What areas do you want to become more invested in ?

- Show and tell - a students work that has a strong sense of form and line

Ending Lesson

End of class Assessment - Self-assessment reflection 📄 Reflective Prompts.png

Verbal assessment

Can someone tell me an “even better if “?

Can someone tell me “what went well “?

Can someone tell me “I now know”?

Clean up, hand up, pack up

Lesson No 7/ 9 total
in UoL:

Date: 6th Dec 24

Lesson type: 1hr
lesson

Time: 11-12

Stage: JC -Think



Lesson plan key:

- Assessment
- Demonstrations
- Student Activities
- Extension Activities

Learning Content for Pupils

- Creating layout of drawing(composition - layout/ arrangement)
- Creating flaps and tabs(fine motor skills)
- Forming annotations(literacy)

SS Artist - Racheal Simmons- for her experimental zine work and ability to show the book making process and final work

<https://www.rachelsimmons.net/zines>

AEDP-shape, line

Keywords-

- Narrative
- Annotations
- Annotations
- Flaps

Assessment-

- Recap of previous knowledge
- Structured questioning
- One-to-one feedback
- Show and tell

Learning Intentions

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

Success Criteria

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

LESSON PLAN

Greet class

Final piece: 🎬 Final Artefact .MOV

Recap on last lesson

Can anyone explain to me what we covered in the last lesson ?

Are there any keywords from our last lesson?

Ask students to collect their accordion sketchbooks

Student Activity- ask the girls to write a story surrounding their objects in the shape of their objects

Body of Lesson:

SS Artist-Racheal Simmons- for her experimental zine work and ability to show the layout process [Zines — RACHEL SIMMONS](#)

■ Rachel Simmons -Zine maker .png

- Why are we looking at their work ?
- Their opinions of their work - supported by wordbank and starter sentences ■ Visual Literacy Word Bank. png

■ Sentence Starters Visual aid .png

Demonstration:

What is composition?

What's a layout ?

Demonstrate to the girls how to create the tab/ flaps using the visual aid step by step-. ■ Tab Making Step by Step.png

■ Successful Layout,Annotations and Flap VA heic

- Re-cap on composition- how they arrange the elements within a work ■ Composition.png

Show my visual aid- What is unique or different about my accordion sketchbook?

- Demonstrate how to cut out drawings and arrange into a narrative through composition
 - Layering drawings
 - Collaging drawings
 - Folding into flaps
 - Placing over the folder of the book

Student Activity-

Allow students time to begin to form their flaps and tabs along with arrange their drawings in a way which they feel express the theme of narrative

Demonstration:

On the board- specific criteria for areas of their work I would like to see them have annotations for 📁 Lucky Pick Annotations .png

📁 Final Artefact Page-by- Page .MOV

Show my college portfolio Zines/ Books accompanied by annotations

- Art elements and design principles
- Antidotes about their objects
- Compares and contrast of stories
- Added in activities from the beginning of classes

Each table given sentence starters and visual literacy word bank to aid in the formation of their annotations

Student Activity:

Allow students time to build and form their annotations specific to areas they want to highlight and explore

Extension activities:

- Add affront cover and design
- Add in definitions for types of drawings

During Class Assessment: go students to students discussing their progress with them- formative verbal feedback -

Is there anything you've noticed about your artwork or the artistic process so far ?

- What challenges have you faced so far in the project ?
- How do you feel your interpretation of the theme is going ? What areas do you want to become more invested in ?

- **Show and tell** - a students work that has a compositional layout/ strong annotations or well formed flaps

Ending Lesson

End of class Assessment - Self-assessment reflection 📁 Reflective Prompts.png

Verbal assessment

Can someone tell me an “even better if “?

Can someone tell me “what went well “?

Can someone tell me “I now know”?

Clean up, hand up, pack up

Lesson No 8/ 9 total
in UoL:

Date: 10th Dec 24

Lesson type: 1hr
lesson

Time: 8:45-9:45

Stage: JC -Think



Lesson plan key:

- Assessment
- Demonstrations
- Student Activities
- Extension Activities

Learning Content for Pupils

- Joining the overall theme into body of accordion book(theme development)
- Reflect on the artistic process of book making and exploration of mediums(critical thinking skills)

SS Artist - Racheal Simmons- for her experimental zine work and ability to show the book making process and final work

<https://www.rachelsimmons.net/zines>

AEDP-shape, line

Keywords-

- Narrative
- Annotations
- Reflection

Assessment-

- Structured questioning
- Show and tell
- Rubric
- Summative grading through teacher rubric informed by success criteria
- One-to-one feedback

Learning Intentions

1. **(Cognitive) Develop**
awareness of the importance of clear cohesive theme development throughout their process
2. **(Psychomotor) Apply**
attention to final touches facilitating a consistent flow of theme through pages
3. **(Affective) Reflect** critically on their artistic process, evaluating their successes and areas of improves

Success Criteria

1. Identify a clear consistent flow of theme development through their work
2. Develop attention to details through editing and adding content to facilitate consistent theme growth
3. Engage in thoughtful self-assessment of their process identifying strengths and areas of improvement

LESSON PLAN

Greet class

Final piece: 📺 Final Artefact .MOV

Recap on last lesson

Can anyone explain to me what we covered in the last lesson ?

Are there any keywords from our last lesson?

Body of Lesson:

SS Artist-Racheal Simmons- for her experimental zine work and ability to show the book making process and final work

<https://www.rachelsimmons.net/zines>

Why are we looking at their work ?

- Their opinions of their work - supported by wordbank and starter sentences 📄 Visual Literacy Word Bank. png

📄 Sentence Starters Visual aid .png

Demonstration:

Demonstrating the artistic act of self-reflecting on your own work

- Asking students to really look at their work and feed any areas that doesn't feel coherent with the theme
 - Through adding annotations, tools, photos, drawings etc to really solidify their theme development throughout their process

📺 Final Artefact Page-by- Page .MOV

Student Activity-

Allow students time add finishing touches on their accordion sketchbook - focusing on the area of theme development throughout their accordion sketchbook

Extension activities:

- Take out annotation cards and give students a chance to work bad onto or create new annotations

During Class Assessment: go students to students discussing their progress with them- formative verbal feedback -

Is there anything you've noticed about your artwork or the artistic process ?

- What challenges have you faced in the project ?

- How do you feel your interpretation of the theme has been ?
- Show and tell - a students work that has a strong sense of theme throughout the accordion sketchbook

Ending Lesson

End of class Assessment - Self-assessment Rubric and reflection

- Reflective Prompts.png
- 2nd year rubric for sketchbooks.png
- sketchbook Success criteria.png

Allow students to self-assess their own work based on a rubric and accompanied with a reflective statement prompted by our visual aid reflective prompts to engage in their self-evaluation

Clean up, hand up, pack up

Collect all sketchbooks for summative grading- 📁 2nd years AoL - Lino /Sketchbook Feedback and Grading -BA4

Lesson No 8/ 9 total
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SS Artist - Racheal Simmons- for her experimental zine work and ability to show the book making process and final work

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Learning Intentions

4. **(Cognitive) Develop**
awareness of the importance of clear cohesive theme development throughout their process
5. **(Psychomotor) Apply**
attention to final touches facilitating a consistent flow of theme through pages
6. **(Affective) Reflect** critically on their artistic process, evaluating their successes and areas of improves

Success Criteria

4. Identify a clear consistent flow of theme development through their work
5. Develop attention to details through editing and adding content to facilitate consistent theme growth
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Lesson plan key:  - Assessment  - Demonstrations  - Student Activities  - Extension Activities	AEDP-shape, line Keywords- • Narrative • Annotations • Refection Assessment- • Structured questioning • Show and tell • Rubric • Summative grading through teacher rubric informed by success criteria • One-to-one feedback		
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