

School of Education DRAFT 23-24
Unit of Learning (inc LPs)Students Name: Karla Louise Kirwan
Year in NCAD: 3rd Year**Class Name:** 5.7**Year group:** 2nd years - 23 Students**Programme:** Junior Cycle Visual Art**Total No of lessons in UoL:** 9 lessons in total

CBA Themes – Hometown, Crumple and Mirror Image : have been pre- developed with host teacher

📄 CBA1 Learning Outcomes .pdf

Aim of Unit of Learning

Through **mixed media** and **observational drawings** the students will **design and create** a **CD cover** using themes taken from CBA 1 - **Crumple, Hometown and mirror image** to develop on their graphic design skills with a special focus put on the art elements and design principles of **emphasis, shape, colour, line and harmony**

AEDP/ Theme/Processes Outcome/Realised Artefact/ Techniques and materials

Theme Development:

The theme of CBA 1 - Crumple, Hometown and mirror image aims to aid the students to unpack their creativity and gives them a unique and relatable topic to explore the process of design in a familiar way through subjects such as CD/ Album covers in which they have experienced

Junior Cycle Scenarios -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

Statements of Learning

SOL4 - Creates and presents artistic works and appreciates the process and skills involved

SOL23- Brings an idea from conception to realisation

Key Skills - Junior Cycle

Being Creative - designing their own CD cover using observational drawings from gathered objects inspired by the theme interests

Managing Information & Thinking - by reflecting on their own learning and progress during the design process

Entering characteristics

23 Students- Mixed Ability

Have just complete cardboard constructions of hats

SEN:

- 2 Students with ASD
 - Written and visual instruction sheet
 - Giving extended time for tasks
 - Regular check in's with students
 - Assistive technology - using an ipad or program to develop their typography / Submitting in a digital format
 - Peer aid peer - ask students to help each other and overcome tasks together
- 1 Student - MGLD
 - Needs step by step breakdown for class- this can be written, verbal or 1-1 check in incorporating SNA
- 1 Student -Dyslexic
 - Handouts printed on yellow paper - apart of inclusion policy within the school
 - Use SanSerif type such as arial or comic san type
- 1 student -Epilepsy
 - Medical Plan available in staff room - SNA always accompanies this student
- 2 student noted home issues/ attendance issues
 - Create a welcoming safe learning environment with an understanding attitude towards home-life situations
 - Speak to host teacher about ways in which to build good rapport with these students
- 1 Student noted in VSWare not to be asked questions- emotional issue
 - 1-1 check ins to ensure the student is comfortable and understands the tasks
 - Try gently encourage student to get involved in class
- 1 Student- LPL2 (Had been removed from art classes to attend extra classes with SEN CO and work alongside a emotional behavioural specialist)
 - **Has a permanent SNA**
 - **Usually attends the SEN Area- "Sumahias"**

Extra Supporting Factors:

- ❖ Student with MGLD needs step by step breakdown for class
- ❖ Regular check ins
- ❖ Strong rapport needs to be formed
- ❖ Demonstrations are highly helpful - student learns better from seeing teacher do process
- ❖ Simplified easily broken down project
- ❖ Extended time frame for students to confidently complete process

Managing behaviours

[Ardgillan College - Code of Positive Behaviour 2022.pdf](#) - Code of Positive Behaviour

<https://www.ardgillancc.ie/custom/public/files/ardgillan-college-anti-bullying-policy-2023-2.pdf> - Anti-Bullying Policy

Managing Behaviour in my class:

- Create good rapport with students
- A verbal shut down of chatting/ disruptions
- VS Ware behaviour point system- can be used for rewarding and reprimanding
- In line with Homework policy - HW can be recorded on VS Ware which is given for no homework received- 2x HW's in one week calls for detention
- verbal warnings (disruptive behaviour)
- Some students can be quite talkative- manage this by ensuring they understand instructions of task and rounding off their conversation
- Meeting students at class door - aid in building rapport reducing behaviour issues
- Creating and emphasising mutual respect
- Class contract
- Alerting host teacher to disruptive behaviour
- Hands up - for attention

Learning outcomes for unit of learning

3.2 Use critical and visual language to explain their own designs and those of others

2.4 Show they can use their drawings to observe, record and analyse

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

3.6 Design a final work based on their drawings

3.11 Examine their own and other's design work through the use of art elements and design principles

3.14 Utilise media in their own design work based on a design brief

Lesson No 1/9 in UoL:

Date: 01/03/24

Lesson type: 1hr

Time: 11:45-12:45

Stage:

THINK

EXPLORE



Questions for this class:

1. HOW WOULD YOU DESCRIBE THIS TYPE OF DRAWING TO SOMEONE WHO HAS NEVER DONE IT BEFORE ?
2. HAS ANYONE DONE A CONTINUOUS LINE DRAWING BEFORE ?
3. CAN SOMEONE POINT OUT A DRAWING THAT HAS LINES THAT SEEM HAPPY? CAN SOMEONE POINT OUT A DRAWING THAT HAS VERY FREE LINES?
4. Can anyone tell me the difference between a blind drawing and a gestural drawing ?

Learning Content for Pupils:

- Introduction to brief for CD Design cover
- Sketch observational and experimental sketches of objects by their chosen and developed theme
- Observe objects and create connections to theme
- Explore CD covers and the elements surrounding them
- Explore the medium of pencils

ADEP'S: harmony

Resources:

- Pages
- Pencils
- Markers
- VA of CD Covers
- Physical CD/ Album covers
- Intro powerpoint
- VA of observational drawings and experimental sketches
- Their development sheets- started with host teacher

SS: Takashi Murakami - Kayne West's Album cover designer -

<https://magazine.artland.com/takashi-murakami/>

Key words: 1. Primary objects 2. CD/album cover 3. Blind drawing 4. Continuous line drawings 5. Gestural 6. Observational Demonstrations: • Demonstrate blind drawings • Demonstrate continuous line drawings • Demonstrate observational drawings	<table border="1"> <thead> <tr> <th data-bbox="616 124 1384 164">Learning Intentions</th><th data-bbox="1384 124 2049 164">Success Criteria</th></tr> </thead> <tbody> <tr> <td data-bbox="616 164 1384 735"> At the end of this lesson students should be able to: 1. Draw a selection of observational drawings such as continuous line, blind and gestural 2. Demonstrate the use of line and form in their observational drawings 3. Select key anatomical elements that belong on a CD </td><td data-bbox="1384 164 2049 735"> 1. All students should be able to illustrate their chosen primary objects using continuous line, blind and gestural drawings 2. Most students should be able to produce a selection of drawings that focus on line and form in their drawings 3. Some students may be able to propose the key elements that make up a CD Cover. </td></tr> </tbody> </table>	Learning Intentions	Success Criteria	At the end of this lesson students should be able to: 1. Draw a selection of observational drawings such as continuous line, blind and gestural 2. Demonstrate the use of line and form in their observational drawings 3. Select key anatomical elements that belong on a CD	1. All students should be able to illustrate their chosen primary objects using continuous line, blind and gestural drawings 2. Most students should be able to produce a selection of drawings that focus on line and form in their drawings 3. Some students may be able to propose the key elements that make up a CD Cover.
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LESSON PLAN Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.	Set-up : Powerpoint  CD Cover Design,, check audio on projector, set up paper, set up demo table , lay out mediums for demo timer open in tab, VA - drawings ready, Success criteria written on board, teacher objects set up Entry System: • greet students as they walk in, • Student hand out A3 paper • Student hand out homeworks slips a • take roll • journals on the desk . Differentiation: Give extended time drawing before moving on, print notes on coloured paper , 1-1 check ins to keep tabs on learning progression, Give 1-1 verbal instructions for each drawing if needed , used larger pencils and markers to aid with grip, checklist SLA: Slide 1 : Homework slide on the board - students take down homework into journal- material list for students to have on their desk - journal, pencil, 2 - A3 - 1 A4 paper, pen, objects				

Introduction: 11:45-11:50 🟡 CD Cover Design

TT - **Slide 2**- Introduce myself —ask everyone their names and favourite drink

Slide 3- class contract

Slide 4: Breakdown of brief - explain the project we are going to be doing - CD Cover Design

Slide 5: Learning intentions and Success criteria - breakdown and explain

11:50-12:00

Type of line introduction:

Show my VA of lines

SLA: students draw types of lines depending on their emotions/ Thickness etc

Body of Lesson :

12:00 -12:10

Demo - ask everyone to come around the demo desk- demo the continuous line drawing of objects

QUESTION: HAS ANYONE DONE A CONTINUOUS LINE DRAWING BEFORE ?

-Explain this going to be timed

SLA : Students complete continuous line drawings of their objects [Continuous Line Drawing](#)

Call class back

12:10- 12:20

Demo - ask everyone to come around the demo desk- demo the blind line drawing of objects

QUESTION?HOW WOULD YOU DESCRIBE THIS TYPE OF DRAWING TO SOMEONE WHO HAS NEVER DONE IT BEFORE ?

SLA : Students complete blind line drawings of their objects

Call class back

12:20-12:35

Demo - ask everyone to come around the demo desk- demo the gestural line drawing of objects

QUESTION?HOW WOULD YOU DESCRIBE THIS TYPE OF DRAWING TO SOMEONE WHO HAS NEVER DONE IT BEFORE ?

SLA : Students complete gestural line drawings of their objects [Gestural line drawing](#)

12:35 12:40

	Formative Assessment: CLASS CRIT- QUESTION? CAN SOMEONE POINT OUT A DRAWING THAT HAS LINES THAT SEEM HAPPY? CAN SOMEONE POINT OUT A DRAWING THAT HAS VERY FREE LINES? QUESTION: Can anyone tell me the difference between a blind drawing and a gestural drawing ? Blind- developing hand-eye coordination Gestural - capturing the qualities of the work 12:40-12:45 Clean up, all objects back to the box, all drawings handed up to demo desk Exit Strategy: Students all push in chairs
Post class reflection	Professional Teaching Skills & Ability: • This class was last class on friday and I had noticed all the students were quite tired, some of them had <u>forgotten objects</u> for this class also - majority of them had brought them in • I feel my <u>voice was confident</u> but i do think my delivery could have been stronger • I felt like i was open and inviting and introduced myself and the situation to ensure everyone was comfortable with the situation of a new teacher • The students were <u>quite hesitant to response to my question</u> therefore this did result in cold calling on some students to encourage discussion Classroom Management: • The way I had laid out all my <u>resources made it very easy to navigate</u> and distribute them when teaching- I will continue to have this level of preparation when dealing with that many resources • Having a <u>designated demonstration table</u> was very useful however i would like to rearrange the students when i demonstrate in a tired level to ensure all students can see the demonstration clearly Effectiveness of practise; • The <u>planning</u> for this lesson i think was overlooked during the first week of placement i feel it <u>could have been done for solidly and clearly</u> -in the next lesson I want to try and really focus on my delivery and preparation of content to ensure I am delivering high

Lesson No 2/9 in UoL:

Date: 08/03/24

Lesson type: 1hr

Time: 11:45-12:45

Stage:

THINK

EXPLORE



Learning Content for Pupils:

- Enhance understanding of composition- rule of thirds, diagonal etc - handouts and powerpoint
- Observe their primary source objects and create 4 different arrangements into compositions
- Create 3 compositions via worksheet to explore composition for CD/Album cover design

ADEP'S: Space and harmony

Resources:

- Composition handouts
- Powerpoint on composition
- Objects to arrange
- Composition worksheet - final design sketches

SS: Gary Kelly - Script Album(diagonal composition) <https://www.igarykelly.com/>

Homework: Using your chosen objects at home choose 1 composition technique and create a composition drawing with this

Key words:

- Composition
- Rule of thirds
- Diagonal Composition

Demonstrations:

- **How to arrange objects to make a composition that would suit the rule of thirds**
- **How to arrange objects that would make a diagonal composition**

Learning Intentions

At the end of this lesson students should be able to:

1. **COGNITIVE- Differentiate** between the rule of thirds and diagonal composition in their own drawings and examples
2. **AFFECTIVE - Design** arrangements of objects that demonstrate the rule of thirds and diagonal composition
3. **PSYCHOMOTOR-Produce** 2 sketches, one that demonstrates the rule of thirds and one that demonstrates diagonal composition

Success Criteria

1. All students should be able to identify diagonal composition and the rule of thirds in their own work and the work of others
2. Most students should be able to construct arrangements of objects to reflect the rule of thirds and diagonal composition
3. Some students may be able to evaluate via group discussion their sketches on both the rule of thirds and diagonal composition

LESSON PLAN Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS. Questions: ❖ What's going on here ? ❖ What makes you say that ? ❖ What more can we find ? ❖ What parts of your drawing do you feel are most successful and why ? ❖ If you were to do this activity again ,what would you do differently ? ❖ What did you learn from this activity ?	Set-up : Powerpoint Composition , check audio on projector, set up paper, set up demo table , lay out mediums for demo ,timer open in tab, VA - drawings ready, Success criteria written on board, objects set up Entry System: • greet students as they walk in, • Student hand out A3 handouts ■ Composition Worksheet .png • take roll • journals on the desk . Differentiation: Give extended time drawing before moving on, print notes on coloured paper , 1-1 check ins to keep tabs on learning progression, Give verbal instructions for each drawing if needed larger square sheets, Use string to demo the diagonal line, Checklist SLA: Slide 2 :Homework slide on the board - students take down homework into journal- material list for students to have on their desk - journal, pencil, A3 worksheets for Composition ■ Composition Worksheet .png objects, A4 composition handouts Introduction: 11:45-11:55 Slide 3: Lets recap on what we did last week- looking for keywords blind,gestural, continuous line Slide 4: what does a successful lesson look like for you today Slide 5 : What is Composition? - Composition id the arrangement of elements of the way in which we organise elements Slide 6 : SS artist -Gary Kelly - Script Album(diagonal composition) Kelly Creative Using printed images to discuss Gary Kelly's work - - Use VTS to engage and gather responses ❖ What's going on here ? ❖ What makes you say that ? ❖ What more can we find ? Body of Lesson: 11:55-12-15	

Slide 7:: Rule of thirds - Video [Understanding the Rule of Thirds | Adobe Design Principles Course](#)

Demo : Showing how I would arrange my objects to draw in to my thirds handout

■ Rule of Thirds .HEIC

SLA: Students arrange object to use as the rule of thirds composition

12:15-12:35

Slide 8: Breakdown of Diagonal composition - video - [Diagonal Composition Part 1](#)

Demo -Showing students how I would arrange my objects and to draw a diagonal composition

■ Diagonal Composition .HEIC

SLA- Students arrange objects to follow diagonal composition

12:40_12:45

Student evaluation of work - students all bring work to the demo table and discuss using my prompts

Questions:

What parts of your drawing do you feel are most successful and why ?

If you were to do this activity again ,what would you do differently ?

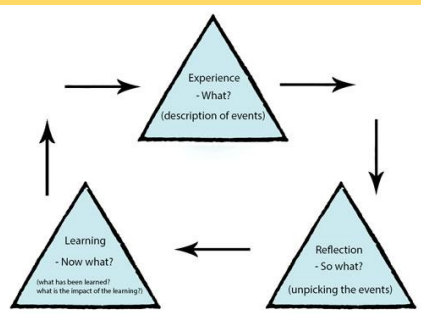
What did you learn from this activity ?

Reiterate homework - must complete a drawing with objects at home that is either a diagonal composition or follows the rule of thirds - this will be used as starting point for next week's lesson

Clean up, all objects back into the box, all drawings handed up to demo desk

Exit Strategy: Students all push in chairs

Post class reflection



During this lesson my videos I had gathered visually explaining the rule of thirds and diagonal composition wouldn't work, due to this I had to rely more heavily on **my visual aids and my explanations**. Luckily I had created a composition handout with examples and a breakdown of the compositions definitions in the simplest terms. However this experience definitely showed me that I can rely on technology always and having handouts and strong visual aids to support my teaching and the students learning is vital

The **handouts** that I gave my 2nd year students were extremely useful and aided in their ability to properly comprehend composition with being able to see images that demonstrated the rule of thirds

and diagonal composition effectively, it allowed them the opportunity to refer back to the hangout when completing tasks as a prompt towards self-assessment, where they were able to see if their composition matched the example and allowed them time to alter. It also allowed me time to go to students who were struggling as the more advanced students had another means other than myself to check their work. In future I will consider how I could incorporate this into more of my lessons.

I have noticed over the past few weeks the **classroom dynamic** is different compared to my other classes, the students seem very set in cliches and find it difficult to speak in front of each other. This has affected my ability to build rapport with these students and is something I want to address promptly. For my next class i will think about an icebreaker activity to allow the students to find a common ground in the activity and hopeful build a strong class community with myself as the facilitator

Lesson No 3/9 in UoL:

Date: 15/03/24

Lesson type: 1hr

Time: 11:45-12:45

Stage:

EXPLORE

DEVELOP



Learning Content for Pupils:

- Enhance understanding of layouts - applying text to compositions via handouts and powerpoint
- Create 4 layouts via worksheet to explore for CD/Album cover design
- Research and create a name for their CD Covers

ADEP'S: Space and harmony

Resources:

- Layout handouts
- Powerpoint on layouts
- Objects to arrange
- Layout VA of my arrangements

SS: Gary Kelly - Script Album <https://www.igarykelly.com/>

Key words: • Composition • Layout • Final designs • Iterations Demonstrations: • Demo how to arrange key elements of a CD Design cover • Demo how to design 4 different layouts via layout worksheets	Learning Intentions At the end of this lesson students should be able to: 1. COGNITIVE- Label the key elements on a variety of CD album covers 2. PSYCHOMOTOR-Create 4 final design iterations and choose 1 based on effective layout, composition and link to theme 3. AFFECTIVE -Offer reasoning as to why they choose a specific final design, with reference to harmony and composition	Success Criteria 1. All students should be able to match all key elements to the functions on a Cd cover design 2. Most students should be able to produce 4 iterations of their CD cover design with a final decision of 1 3. Some students may be able to propose why they have chosen their final design over others
LESSON PLAN Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS. QUESTIONS: ❖ What's going on here ? ❖ What makes you say that ? ❖ What more can we find ? ❖ Which one of your designs do you feel are most successful and why ? ❖ If you were to do this activity again ,what would you do differently ?	Set-up : Powerpoint □ Layout 2nd years, set up demo table , lay out mediums for demo ,timer open in tab, VA - od layout drawings ready, Success criteria written on board, objects set up, Worksheets ready for distribution, CD Cover activity ready for distribution Entry System: • greet students as they walk in, • Student hand out A3 handouts ■ Album Cover Design Layout - Final Design • Student hand out CD Label activity • take roll • journals on the desk . Differentiation: Give extended time drawing before moving on, Allocate 2 designs insisted of 4 ,print CD activity on coloured paper , 1-1 check ins to keep tabs on learning progression, Give written instructions for each drawing if needed SLA: Slide 2 :- Material list for students to have on their desk - journal, pencil, A3 worksheets for Final design ■ Album Cover Design Layout - Final Design objects, A4 composition handouts Introduction: 11:45-12:00 Slide 3: Lets recap on what we did last week- looking for keywords- Composition/ Diagonal Composition/ the rule of thirds ■ Composition (1).png	

❖ What did you learn from this activity ?

Slide 4: what does a successful lesson look like for you today...

Slide 5 : What is Layout and how can it help us -

Slide 6 : SS artist - Gary Kelly - Irish Graphic Designer and Album Cover Designer Kelly Creative

- Use VTS to engage and gather responses

❖ What's going on here ?

❖ What makes you say that ?

❖ What more can we find ?

Body of Lesson:

12:00-12:35

SLA : students given time to research and create a name for their CD cover

Demo: Show students how to arrange objects in different ways using the composition knowledge from last week to inform their choices - Show VA to show how it should look by adding images and positioning text ■ VA of finished design sheet .HEI ■ Complete CD Design.HEIC

SLA : allow students time to complete design process by arranging objects using composition sheets and physical art

12:35_12:40

Student evaluation of work - students all bring work to the demo table and discuss using my prompts

Questions:

Which one of your designs do you feel are most successful and why ?

If you were to do this activity again ,what would you do differently ?

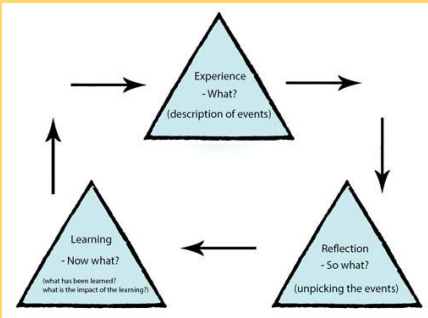
What did you learn from this activity ?

12:40-12:45

Clean up, all objects back into the box, all drawings handed up to demo desk

Exit Strategy: Students put up all chairs on to tables

Post class reflection



In this lesson I found **my time management could have gone a lot better**. I allowed the students to spend too much time creating and researching a name for their CD. This impacted the lesson and my unit of learning as now for next week I have to allow time for students to finish their layout design sheet in order to move on towards the typography. This has now delayed the point of my unit of learning that I wanted to be at before easter and in consequence to this I may have to alter my unit of learning to allow for this. Moving forward I need to pay more attention to my lesson plan for this class and assign tasks for homework to provide a flipped classroom to have a starting point for the next lesson

A positive was the having a **discussion with the students to hear their voice about the project** many had said they would like to incorporate elements of their CBA work with the host teacher in to this project and this later allowed me to consider a checklist for them, such as having to produce this work by the summer such as a completed layout sheet, a completed composition sheet, a final piece which includes an element from their work with the host teacher , a primary source element etc. I feel this might aid in keeping myself and the students on track with their projects and ensure they can see the end goal to keep their interests. This could also allow for a review opportunity where students present a selection of their portfolio to the class.

Lesson No 4/9in UoL:

Date: 22/03/24

Lesson type: 1hr

Time: 11:45-12:45

Stage:

EXPLORE
DEVELOP



Learning Content for Pupils:

- Create 4 coloured final iteration of their final design using layout sheet
- Choose their final design
- Placing their final designs on to A3 paper

ADEP'S: Size, Harmony , Line, Colour

Resources:

- 30cm X 30cm Paper square
- Colouring pencils
- Markers
- Rulers
- Erasers
- Layout design sheet
- Primary objects

	SS: Peter Saville - Peter Saville - Design Museum	
Key words: 1. Layouts 2. Final Designs 3. Size 4. Harmonious Demonstrations: Demo the use of layouts and how to continue with them Demonstrate how to up size their final design iteration to finished sheet	Learning Intentions: At the end of this lesson students should be able to: 1. COGNITIVE - Propose and explain the benefits of the creating multiple design 2. AFFECTIVE-Choose their final design from their layouts based by considering the final outcome 3. PSYCHOMOTOR- Illustrate 4 final layout designs to choose from incorporating primary objects and considering text	Success Criteria 1. All students should be able to identify why creating multiple versions of a design can aid them in their design process 2. Some students may be able to select their final design based on the elements which relates to their CBA theme and the principle of design, harmony 3. Most students should be able to create 4 different layout designs taking into account image, primary sources and text

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

Questions to ask :

1. Can anyone explain to me some of the benefits of creating multiple designs before you choose your final piece?
2. What part of this activity do you feel was most successful ? why ?
3. Can anyone point out a layout that feels very harmonious ?

Set-up : Powerpoint  Final Designs, set up demo table , lay out materials for demo ,timer open in tab, VA - od layout drawings ready, Success criteria written on board, objects set up, Worksheets ready for distribution, CD Cover activity ready for distribution, A3 paper cut into large 30cm x30cm squares , Check list

Entry System:

- greet students as they walk in,
- Student s take out their work from last week - layout sheets and possible CD Cover names
- take roll
- journals on the desk .

Differentiation: Give extended time drawing before moving on, Allocate 2 designs insisted of 4 ,print CD activity on coloured paper , 1-1 check ins to keep tabs on learning progression, Give verbal instructions for each drawing if needed, checklist

SLA: **Slide 2 :-** Material list for students to have on their desk - journal, pencil, A3 worksheets for Final design,Block grid, rulers, eraser ,objects, A4 composition handouts

Introduction: 11:45-12:00

Slide 3: Lets recap on what we did last week- looking for keywords- Composition/ Diagonal Composition/ the rule of thirds/ Layouts/ naming of CD Covers

Slide 4: what does a successful lesson look like for you today...

Slide 5: SS Artist- Peter Saville - Famous Cd Cover Designer - [Peter Saville - Design Museum](#)

Body of Lesson: 12:00-12:35

Demo: Demonstrating how to place objects into the layout and finalise colour choices

■ Complete CD Design.HEI(■ Coloured Album Cover design .hei ■ Art Element - Colour .png

SLA : allow students time to complete design process by arranging objects using composition sheets and physical art

Demo: For students who finish early they can begin to draw their final design minus the text on to the cut CD Cover page - sizing and fitting ■ Album Cover Anatomy and Layout .png

SLA : Students benign to draw their final designs on to their finish sheet ready to move on after easter

12:35_12:40

Student evaluation of work - students all bring work to the demo table and discuss using my prompts
Questions:

Which one of your designs do you feel are most successful and why? If you were to do this activity again ,what would you do differently ?

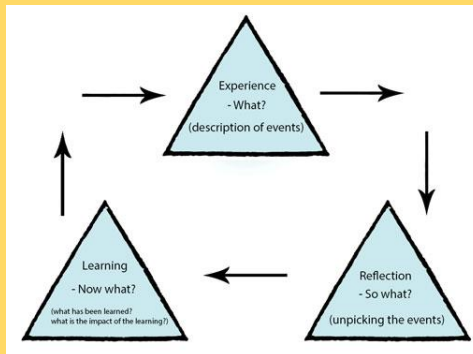
What did you learn from this activity ?

12:40-12:45

Clean up, all objects back into the box, all drawings handed up to demo desk

Exit Strategy: Students put up all chairs on to tables

Post class reflection



During this lesson I felt I was finally able to get the **majority of the class working and progressing at the same speed.** I had found a lot of the class couldn't see the end goal of this unit of learning and it just didn't feel very structured. I assessed what the students were not understanding about the project and I think it was because most of the tasks I had done in previous classes were not coherent to each other but were building blocks. That was until this lesson when they could see how the composition and drawing skills from the previous lessons were fundamental for this layout exercise and they could begin to see the end goal with the use of the checklist for their CD cover creations, which allowed them to gauge on an individual level if they were on the right track, by the end of this lesson all students were ready to proceed to their final design and I put that down to the use of a checklist.

Also during this lesson I had **discussed with the SEN Coordinator and SNA's** about two students who both had SNA's in my class due to the diagnoses of Autism and MGLD. I spoke with them about any **accommodations I could be making in my lessons to make them feel more comfortable** and keep them on their creative journey , they had both recommended a to do list for both to help them keep on track and create a sense of accomplishment as they leave 10 minutes early and usually miss the evaluation of work were we give praise for the work based on our success criteria and use of techniques, this was transformational, the student that presented with autism flew through his work and was delighted to be ticking off tasks on his list. In future lessons I will definitely be making this a priority for my differentiation and possibly will include it in other year groups and classes .

Lesson No 5/9 in UoL:

Date: 12/04/24

Lesson type: 1hr

Time: 11:45-12:45

Stage:

EXPLORE

DEVELOP



Learning Content for Pupils:

- creating type on a grid- foundations to typography - to build their title for their CD Cover
- Exploring typography and its differences - the moods and emotions it can evoke- use to inform their choices

ADEP'S: line and harmony

Resources:

- Grid paper
- Rulers
- Pencils
- Handouts for
- rubbers

SS: Christopher Wool - "If You" piece(block type)- [Christopher Wool - Artists - Luhring Augustine](#)

Key words:

- Serif
- San serif
- Typography
- Block type

Demonstrations:

How to use the handout to complete block type of their name

Learning Intentions

At the end of this lesson students should be able to:

4. **COGNITIVE - Apply** their knowledge of line to aid in the creation of their block type
5. **AFFECTIVE- Reflect** on the process of building type through line and how font impacts the senses
6. **PSYCHOMOTOR-Build** font to express a sense of harmony between the name of the CD and their CBA theme

Success Criteria

1. All students should be able to demonstrate the use of line to build their block type
2. Some students may be able to choose an area or skill to reflect on during this block type process
3. Most students should be able to construct a block font that demonstrates a sense of understanding of harmony between fonts and project

LESSON PLAN

Questions to ask in class :

- What was your first impression of this work ?
- What makes you say that ?
- As a pair what is the first emotion that comes to mind when you see this work
- What area of your type do you feel is most successful and why? If you were to do this activity again ,what would you do differently ?
- -What did you learn from this activity ?

Set-up : Powerpoint  Typography set up demo table , lay out materials for demo ,timer open in tab, VA - layout typography va ,, Success criteria written on board, grid sheets ready for distribution, Check list's, rulers, rubbers, pencils all set up, handouts ready

Entry System:

- greet students as they walk in,
- take roll
- journals on the desk .

Differentiation: Give extended time drawing before moving on, give larger grid , 1-1 check ins to keep tabs on learning progression, Give verbal instructions for each technique if needed, larger grids, blue tack to hold ruler in place, create their own font worksheet

SLA: **Slide 2 :-** Material list for students to have on their desk - journal, pencil, A3 grid, pencil, rubber, doud - SS Artist work- Christopher Wool [Christopher Wool - Artists - Luhring Augustine](#)

Think Pair Share[Christoher Wool.jpeg](#)

What was your first impression of this work ?

What makes you say that ?

As a pair what is the first emotion that comes to mind when you see this work

Introduction: 11:45-12:00

Slide 3: what does a successful lesson look like for you today...

Slide 4: Video introduction to Typography via a video -  What is Typography?

Slide 5: Introduction to typography - Serif and San Serif

Slide 6-8: Types of font and the moods they can evoke - sensory

Body of Lesson:

12:00-12:35

SLA - Students in pairs link and discuss the types of font and how they link i to the senses- creates an awareness of how type font can impact our perception

Slide 9: The block type is and how its going to benefit us in our project

 [print-graph-paper.com \(3\).pdf](#)

DEMO: Demonstrate how to use the grid to place and form the letters ■ Typography.png

SLA : students use their handout and grid paper to create a block type of their CD Cover name

■ Visual Aids pdf ■ Colour blocked type .HEI ■ Colour blocked alphabet .HEI ■ IMG_2041.HEIC

■ smaller grid typography.HEIC

Early Finisher's: can benign to alter their name with the aid of a handout

12:35_12:40

Student evaluation of work - students all bring work to the demo table and discuss using my prompts

Questions:

-What area of your type do you feel is most successful and why? If you were to do this activity again ,what would you do differently ?

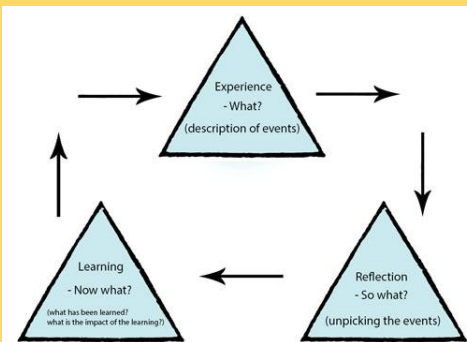
-What did you learn from this activity ?

12:40-12:45

Clean up, all objects back into the box, all drawings handed up to demo desk

Exit Strategy: Students put up all chairs on to tables

Post class reflection



During this week's lesson I was worried that the task of **block type** would be too advanced for this class after discussing this with the host teacher at the beginning of the year, however I wanted to try my very best to **push the students to learn new challenging techniques** and I was pleasantly surprised. A good majority of the students sailed through the exercise, others were finding it difficult on specific letters, usually letters that the construction involved diagonal line connections. To overcome this I did individual demonstration of letters for students on my 1-1 student rounds. I did find the success of this was down to my initial demonstration of showing difficult letters explaining the odd number grinding on 3 boxes by 5 boxes and their typography handout.

I would definitely **consider redoing my typography handouts** as when I printed the images of my block type grid with the alphabet on it, the grid in some copies did not fully come out and this confused some of the students, in future I would ensure every copy is exactly what it needs to be for the students to fully succeed. I would also consider for every letter placing the grid box number along the side and top of the letter to reiterate the odd box rule to them.

I felt my **differentiation** in this class went well, I created a larger grid with one of my ASD students that would have reduced fine motor still capacity, however they were well able to use the original grid that all other students used, I allowed him to consistently have my visual aid so they could see all letters more clearly and largely. I did regular check-ins to monitor progress. We discussed and evaluated their work together to see where we could improve for next week, they spotted that their first letter wasn't as strongly constructed as others and knew who to change it in future.

We also completed a **create your own font worksheet with this ASD student to give them multiple options** for their finished piece and see which one they liked better and felt more comfortable doing. We discussed how type affects emotions and they chose using their assistive technology (laptop) to research fonts that he felt were - sweet, sour, angry, sad, happy etc. This level of differentiation is definitely challenging for myself to prepare, however the reward of seeing students thrive makes it worth it and allows me to build a good rapport with students to better assess their needs and ability. I also found discussing with the SNA the students needs majorly aided me in being able to plan better

Lesson No 6/9 in UoL:

Date: 19/04/24

Lesson type: 1hr

Time: 11:45-12:45

Stage:

REFINE

DEVELOP



Learning Content for Pupils:

- Altering block type to express a font they feel resonates with their project
- Consider the use of calligraphy
- Finalising their chosen font

AEDP'S: Line and harmony

Resources:

- Pencil
- Grid paper
- Ruler
- Rubber
- New typography handout
- VA of altered type
- Tracing paper

SS: Aoife Dooley - Irish Illustrator- [aoife dooley](https://www.aoife-dooley.com/)

Key words: • Typography • Altered • Serif • San Serif • Calligraphy Demonstrations: Showing students how to alter typography to express different fonts	Learning Intentions At the end of this lesson students should be able to: 1. COGNITIVE - Use the process of tracing paper to make multiples of block types for alteration 2. PSYCHOMOTOR - Demonstrate the use of line to reproduce altered type fonts which resonate with their theme 3. AFFECTIVE - Choose the font alteration which best reflects their CD Design aesthetics	Success Criteria 1. All students should be able to create multiples of the block type to assist the alteration process 2. Most students should be able to produce versions of fonts which aids the aesthetics of their individual projects 3. Some students may be able to evaluate their fonts in order to effectively choose the font which best suits their theme
LESSON PLAN Questions to ask: 1. What do you think of the message of this work ? 2. What is the feel of the font ? 3. What area of your type do you feel is most successful and why? If you were to do this activity again ,what would you do differently ? 4. What did you learn from this activity ?	Set-up : Powerpoint  Typography & Fonts, set up demo table , lay out materials for demo ,timer open in tab, VA - layout typography va , Success criteria written on board, grid sheets and handouts ready for distribution, Check list's, rulers, rubbers, pencils all set up, Entry System: • greet students as they walk in, • take roll • journals on the desk . Differentiation: Give extended time drawing before moving on, give larger grid , 1-1 check ins to keep tabs on learning progression, Give written instructions for each technique if needed, check-list for students SLA: Slide 2 :- Material list for students to have on their desk - journal, pencil, A3 grid, pencil, rubber, Introduction: 11:45-12:00 Slide 3: what does a successful lesson look like for you today... Slide 4: Let's Recap SS Artist work- Aoife Dooley- Irish Female Illustrator -  • What do you think the message of this work is ? • What is the feel of the font ?	

Slide 5-10: Different types of fonts- looking at 5 different fonts that the students could use to make their type

Slide 11: The task for today's class and early finish work

Body of Lesson:

12:00-12:30

DEMO: Demonstrate how to use block type as a foundation to create multiple different types of font to connect with their theme.

SLA : Students use their handout and grid paper to create an alternative type with their CD Name on it

■ Visual Aids pdf ■ IMG_2041.HEIC

Student- Teacher Conference: Allow students to come speak to me at the back desk over designs and other questions

Early Finisher's: begin to draw final work on top your CD Cover leaving out the type

12:35_12:40

Student evaluation of work - students all bring work to the demo table and discuss using my prompts

Questions:

-What area of your type do you feel is most successful and why? If you were to do this activity again ,what would you do differently ?

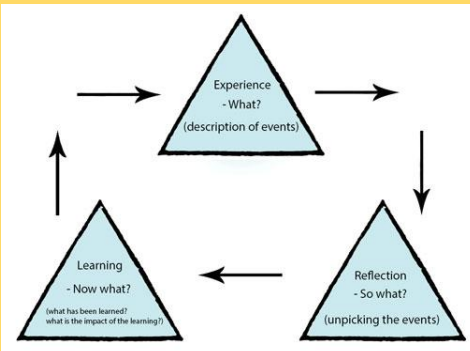
-What did you learn from this activity ?

12:40-12:45

Clean up, work back in folders- folders back on shelf , final designs for type up to me and all materials put away

Exit Strategy: Students put up all chairs on to tables

Post class reflection



In this lesson due to the host teacher being in a meeting I **didn't have the key for the photography lab** which would have allowed the students to access the internet to search for fonts that suited their theme, however I had to use the PC to put up different fonts on the board for students which wasn't the most productive for them however many students decided to create their own versions of fonts using my visual aids as references. In future I would ensure I had access to the photography lab for the laptops or I would print out a bunch of fonts for the students to use as references.

Many students were out the week before therefore there was a lot of students that I had to get to catch up and **re-demo the basics of block type- in hindsight I should have paired them up with students who were far ahead in their type** alteration while I got my students with SEN setup but this meant I was redemonstrating and ensuring the students all fully understood the process they were doing. However this means many students are at different stages of their project which means in the next class I will be spreading myself thin to ensure all students understand and are learning from their tasks.

In this week's lesson there was also an **introduction of a new student diagnosed with ASD and DCD to the class he had been out of school for the past 8 months** and is on an integration period back into school, from the year head all teachers have been told not to push him to catch up on work therefore he began the class with myself showing him some visual aids and explaining the brief and he gathered some primary objects from our primary object box and we began creating layout for his final design, moving forward this week he will begin to create his final work the same as other students and we will create his typography using an online platform such as Canva.

Lesson No 7 /9 in UoL:

Date: 26/04/24

Lesson type: 1hr

Time: 11:45-12:45

Stage:

REALISE
REFINE

Learning Content for Pupils:

- Finalising their finished sketch
- Experimenting mixed media- pencils, paint, colouring pencil, inks, collage,
- Self- assessing their progress - worksheet- consider their process and new skills

ADEP'S: Emphasis

Resources:

- Posca markers



- Watercolours
- Acrylic paint
- Markers
- Magazines
- Glue
- Scissors
- Colouring pencils
- Different papers

SS:

David Fullarton- <https://www.davidfullarton.com/news/tag/mixed+media>

Key words:

- Mixed media
- Final sketch
- Finished piece
- Size
- Style

Demonstrations:

1. Demonstrating to students how to create mixed media effects -using markers and pencils
2. Demonstrate how to scale up their designs to put them on to their final sheet and use different mixed media techniques to aid in the development of their design

Learning Intentions

At the end of this lesson students should be able to:

1. **COGNITIVE-Demonstrate** an ability to problem solve in their own artistic process, by experimenting with new mixed media techniques and process the flexibility of materials
2. **PSYCHOMOTOR-Manipulate** a variety of different materials to enhance their artistic style and outcome
3. **AFFECTIVE -Identify** areas of success within their work and discuss challenges they faced and how they aim to overcome this in their next class

Success Criteria

1. All students should be able to experiment with at least 2 new mixed media techniques
2. Most students should be able to demonstrate a manipulation of materials to explore the variety and flexibility of materials
3. Some students should be able to discuss at least one area of success and one area of challenge in this weeks lesson along with how they aim to overcome it

LESSON PLAN

Questions to ask:

1. What area of your type do you feel is most successful and why?
2. - Is there any area of your work that you would do differently ?
3. -What did you learn from this activity ?
4. What do you think the message of this work is ?
5. What is the feel of this piece ?

Set-up : Powerpoint  Mixed Media , set up demo table , lay out materials for demo , VA - layout typography VA's (for students who are still working on their altering , Success criteria written on board, Visual Aid set up on demo table, Checklist', rulers, rubbers, pencils all set up,

Entry System:

- greet students as they walk in,
- take roll
- journals on the desk .

Differentiation: Give extended time drawing before moving on,, 1-1 check ins to keep tabs on learning progression, Give verbal instructions for each technique if needed, check-list for students, a second round of demonstrations

SLA: **Slide 2 :-** Material list for students to have on their desk - paint, pencils, ink, colouring pencils, collage etc..

Introduction: 11:45-11:55

Slide 3: what does a successful lesson look like for you today...

Slide 4: Let's Recap -I'm looking for keyword, processes, techniques

Slide 5: SS Artist work- David Fullarton- [mixed media — News — David Fullarton](#)

- What do you think the message of this work is ?
- What is the feel of this piece ?

Body of Lesson: 12:00-12:30

DEMO: Demonstrate how to scale up their designs to put them on to their final sheet and use different mixed media techniques (pencils and markers) to aid in the development of their design

 Mixed Media Visual Aids .HEI  Complete CD Design.HEIC

SLA : Students use their final design to complete final sketch

SLA2: Begin their final sketch - begin using techniques

SLA 3 Some students that were missing- need to complete their typography for their CD cover (Collect all finished typography to allow myself time to size the type for students using photocopier)

12:35_12:40

Student evaluation of work - students all bring work to the demo table and discuss using my prompts

Questions:

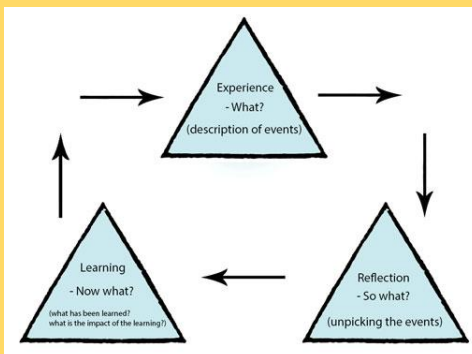
- What area of your type do you feel is most successful and why?
- Is there any area of your work that you would do differently ?
- What did you learn from this activity ?

12:40-12:45

1. Clean up, work back in folders- folders back on shelf ,
2. all materials put away
3. Wet pieces on drying rack
4. All finished altered type back up to me

Exit Strategy: Students put up all chairs on to tables and close windows

Post class reflection



In this lesson I found the **dynamic and atmosphere of the class was very positive and welcoming. I found it took awhile for all the students to come around to the idea of having a new teacher** in the class. Especially with the students who present and are diagnosed with SEN it took a while for them to become familiar with my routine for the class and how I proceed with activities, I believe this positive atmosphere and good rapport came with taking a genuine interest in their projects and i each student to aid in the creative progression of their work. Such as when one student wanted to do his typography for his CD cover in mandarin as one of his parents is chinese and wanted to bring in his interest of his heritage, I found a grid system to create his mandarin symbols in the correct format. I definitely found noticing and taking an interest builds a great energy and dynamic in the class and it is definitely a tactic i will try to implement in every class I teach

In this class I find its very easy to **implement the Universal Design of Learning method,as there is such a broad spectrum of SEN in the class,** I try my best to aim the lessons towards each individual student and their own individual creative process, with additional resources for students who may need it such as a student with ASD needs a checklist per class to keep himself on track, the addition of a new student who was out of school for 6 months due to emotional difficulties and being diagnosed with DCD and ASD,I was in contact with the SEN-CO and they had stated he shouldn't be under any pressure to catch up, therefore we did a 1-1 session to bring him up to speed of the basis of the project and he found some objects to begin designing his CD cover. Again the student who wanted to do his typography in mandarin, I researched the try of graphs he would need and allowed him to experiment with his native language. This definitely makes the lesson quite heavy on myself but I would say this is definitely one of

my most successful units of learning and i put it down to my research on UDL and my attempt to model it

Lesson No 8/9 in UoL:

Date: 03/05/24

Lesson type: 1hr

Time: 11:45-12:45

Stage:

REALISE

REFINE



Learning Content for Pupils:

- Experiment with the use of mixed media techniques- specifically watercolours and acrylic paint to create harmony
- Evaluate their own work through a class based discussion/ evaluation on their mixed media progress
- Develop abilities to discuss their work using keywords

ADEP'S: Shape and harmony

Resources:

- Posca markers
- Watercolours
- Acrylic paint
- Markers
- Magazines
- Glue
- Scissors
- Colouring pencils
- Different papers

SS:

David Fullarton- <https://www.davidfullarton.com/news/tag/mixed+media>

Key words: • Water colour • Acrylic paint • Mixed media • Final design Demonstrations: 1. Demonstrating the use of watercolour and acrylic to create harmony and a variety of techniques	Learning Intentions At the end of this lesson students should be able to: 1. COGNITIVE- Utilise a wide variety of materials to experiment with different mixed media methods to move towards creating harmony in their work 2. PSYCHOMOTOR- demonstrate the use of mixed media by combining different mediums to highlight the harmony and use of form in their work 3. AFFECTIVE-recognise and discuss areas of work which allows them to engage in the use of key vocabulary and self-evaluate their own work	Success Criteria 1. All students should be able to experiment with a variety of mixed media to explore the versatility of the mediums and how they aid in creating harmony in their work 2. Most students should be able to effectively combine different mediums to create a sense of the intended tone and form of the compositions 3. Some students may be able to identify key areas in their own work and use key vocabulary to describe their decision making process
LESSON PLAN Questions to ask: 1. What materials do you think he may have used in this work ?	Set-up : Powerpoint, set up demo table , lay out materials for demo , VA - layout typography VA's (for students who are still working on their altering) , Success criteria written on board, Visual Aid set up on demo table, Checklist', rulers, rubbers, pencils all set up, Entry System: • take roll • journals on the desk . Differentiation: Give extended time drawing before moving on,, 1-1 check ins to keep tabs on learning progression, Give written instructions for each technique if needed, check-list for students, a second round of demonstrations SLA: Slide 2 :- Material list for students to have on their desk - paint, pencils, ink, colouring pencils, collage etc.. Introduction: 11:45-11:55 Slide 3: what does a successful lesson look like for you today... Slide 4: Let's Recap -I'm looking for keyword, processes, techniques Slide 5: SS Artist work- David Fullarton- mixed media — News — David Fullarton	

2. What area of your work today do you feel is most successful and why?
3. -Is there any area of your work that you would do differently ?

Think .Pair, Share

- What materials do you think he may have used in this work ?

Body of Lesson:
11:55- 12:30

DEMO: Demonstrate how to use wet materials to create different effects- such as using cling film and salt to create textures and blending techniques . ■ Mixed Media Visual Aids .HEI ■ Complete CD Design.HEIC
■ Blending techniques

SLA2: Begin work on their finished works- implementing new techniques as we go

SLA 3 Some students that were missing- need to complete their typography for their CD cover (Collect all finished typography to allow myself time to size the type for students using photocopier)

-TT: Go student to student to discuss work and possible materials - with post it notes

12:35_12:40

Student evaluation of work - students all bring work to the demo table and discuss using my prompts

Questions:

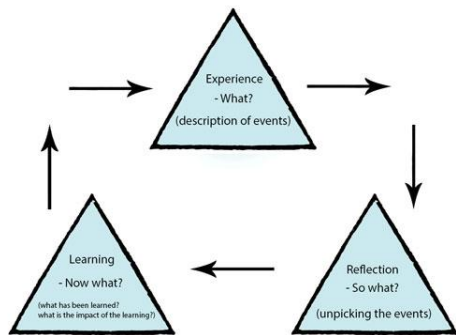
- What area of your work today do you feel is most successful and why?*
- Is there any area of your work that you would do differently ?*

12:40-12:45

5. Clean up, work back in folders- folders back on shelf ,
6. all materials put away
7. Wet pieces on drying rack
8. All finished altered type back up to me

Exit Strategy: Students put up all chairs on to tables and close windows

Post class reflection



I felt this lesson was very central around the idea of **aiding students to create a individual work that was emphasised by their use of mixed media**, by using the teaching strategies of 1-1 tutoring of students to discuss their aims for the end of their project and how their media choices could aid in that and in defining their own individual style and persona. I felt this helped strengthen the rapport in the class along with allowing students to explore and learn through discovery about art media that they took an interest in. In future I would definitely be considering the area of media I use during units of learning as I began to see how students reacted and were more confident with some materials over others.

I had discovered the **power of differentiation and UDL** during this unit of learning at the beginning of this Unit i didn't really think it would be possible even with differentiation to bring specific students with SEN to the exact same outcome as their peers, however I didn't want any students feeling isolated by the differentiated tasks due to their diagnosis. With one week left of this project one of my student with ASD has completed their CD cover in the near exact same process as their peers however by adding activity that would aid in their creative process such as beginner create your own type activities, checklists, practise using rulers, engaging with primary source they enjoyed I was pleasantly surprised how incredible it is that with a few tweaks to learning how vast the difference it can make and it has taught me to never underestimate the power of differentiation.

Lesson No 9/9 in UoL:

Date: 10/05/24

Lesson type: 1hr

Time: 11:45-12:45

Stage:

REALISE

REFINE



Learning Content for Pupils:

- Explore the tactile nature of collage and the qualities of line paint markers can create
- Reflect on their design process using written VA's to explore and reflect on keywords, process and techniques

ADEP'S: line, texture, harmony

Resources:

- Posca markers
- Watercolours
- Acrylic paint
- Markers
- Magazines
- Scissors

	• Colouring pencils • Different papers • Tracing paper • Pencils • Blown up sizes of altered text SS: Ken Barber- Type Designer- Ken Barber	
Key words: 1. Tracing paper 2. Transfer 3. Altered Typography 4. Details Demonstrations: 1. Showing students how to transfer their preferred size of font on to their CD Cover	Learning Intentions At the end of this lesson students should be able to: 1. (Cognitive) Transfer their altered type to their finished CD Cover by exploring the process of transferring through tracing paper 2. (Psychomotor) Realise artists/ designers use typography as an artform 3. (Afflective) Evaluate their work based on the success criteria to self-assess	Success Criteria 1. Using the tracing paper transfer process, produce a clear transfer of their CD Cover title 2. Debate using the ss artist ken barber as a starting point if typography is art or design 3. Using the prompt and the success criteria to form a sentence in order to self assess their own final work
LESSON PLAN Questions to ask: 1. <i>What area of your work today do you feel is most successful and why?</i>	Powerpoint  Typography Transfer, set up demo table , lay out materials for demo , VA - layout typography VA's - transfer sheets, Success criteria written on board, Visual Aid set up on demo table, Checklist', rulers, rubbers, pencils tracing paper, finished works all set up, Entry System: • take roll • journals on the desk . Differentiation: Give extended time drawing before moving on,, 1-1 check ins to keep tabs on learning progression, Give written instructions for each technique if needed, check-list for students, a second round of demonstrations SLA: Slide 2 :- Material list for students to have on their desk - Finalised work, tracing paper, masking tape,  Materials for the Transfer of Type .HEIC	

2. *Is there any area of your work that you would do differently ?*
3. **What type of emotions do you feel when you look at this typography work?**

Introduction: 11:45-11:55

Slide 3: Let's Recap -I'm looking for keyword, processes, techniques

Slide 4 SS Artist work- Ken Barber- [Ken Barber](#)

What type of emotions do you feel when you look at this typography work?

Slide 5: what does a successful lesson look like for you today...

Body of Lesson:

11:55- 12:30

DEMO: Demonstrate how to use their resized work to now transfer their sized altered type on to their finished work using tracing paper

 Tranfer of Type Demo Video - Made with Clipchamp.mp4

SLA: students transfer final type that has been resized on to their finished piece  Complete transfer .HEIC

12:35_12:40

Student evaluation of work - students all bring work to the demo table and discuss using my prompts

Questions:

-What area of your work today do you feel is most successful and why?

- Is there any area of your work that you would do differently ?

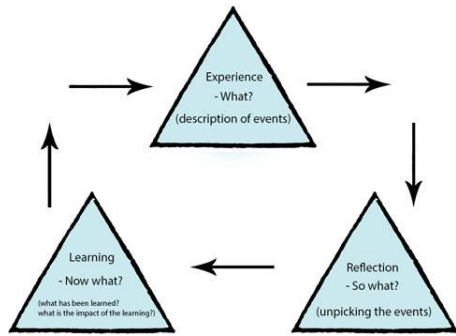
 Complete CD Design.HEIC

12:40-12:45

1. Clean up, work back in folders- folders back on shelf ,
2. All materials put away
3. Wet pieces on drying rack

Exit Strategy: Students put up all chairs on to tables and close windows

Post class reflection



In this lesson I felt the **demonstration and video demonstration** of the altered type transfer was successful, the students being so used to the transfer process with tracing paper aided in their ability to successfully transfer their altered type to their finished mixed media work. The use of the video demonstration allowed for students to work at their own pace to a degree and work in a step by step journey without getting confused or forgetting the next step. Having this allowed the students to follow along without relying on me, freeing me to go 1-1 with students to aid them in any finishing touches of their overall work. In future lessons I would definitely consider doing a physical demonstration along with a video demonstration for techniques/ processes with complex steps. This could be a strategy that I would use to demonstrate specific elements of lino, especially for my units of learning going towards BA4.

Going forward this was one of the most rewarding class groups that I taught, the mix of needs, abilities and personalities allowed me to really challenge my ability as a student teacher and **develop my ability to adapt in lessons for differentiation or alter the atmosphere** in the room to ensure all students are engaging in a nurturing learning environment. This class has introduced me to broadening my empathy and understanding. Due to this in future classes I will be taking into consideration that all students have unique needs, lives and wants in regard to their education and to the best of my ability I need to apply that in my future classes going forward.