

Class Name: 1A
Year group: 1st Year
Programme: Junior Cycle
Total No of lessons in UoL :10 lessons

Aim of Unit of Learning

Explore **form** and **proportion** to produce a **cardboard structure** surrounding the Sustainable Development Goal of **sustainable and inclusive infrastructure**

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

[Sustainable Development Goals - Goal 9 Industry, Innovation and Infrastructure](#)

Entering characteristics

22 students- all girls- host teacher previously working on the basis of art elements and design principles

No SNA attention required

1 student presents with a slight speech impediment

1 student presenting with needing extra attention to ensure focus and avoid disruptive behaviour

Managing Behaviours

Managing Behaviour in my class:

- Create good rapport with students
- A verbal recall of attention
- Seating Plan
- 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
- 1.7-examine the method of a number of artists and the artworks they created
- 1.12-apply their understanding of the art elements and design principles
- 1.14- use media the create their own artwork
- 2.4- show they can use their drawings to observe , record and analyse
- 3.6- design a final work based on their drawings

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 1/10:
Date: 1st Oct 24
Lesson type: 1hr
lesson
Time 9:45-10:45
Stage: JC -Think



Learning Content for Pupils

- **Sustainable Development goals- sustainable and inclusive infrastructure (cross-curricular- CSPE and SPHE (theme))**
- **Class discussion - needs of a school- inclusive and sustainable means (literacy and oracy(theme))**
- **Mind map of inclusive and sustainable appliances, methods and machinery (research skills and theme development)**

AEDP- Form

SS Artist-Shigeru Ban (use of sustainable materials -cardboard to make building and sustainable infrastructure [Cardboard Cathedral - Shigeru Ban](#)

Keywords-

- **Inclusive**
- **Sustainable**
- **mindmap**
- **Sustainable development goals**

Assessment:

Learning Intentions

1. **(Cognitive)** **State** and identify the aim of the Sustainable Development Goals
2. **(Psychomotor)** **Create** a mind map exploring the understanding of sustainable and inclusive methods
3. **(Affective)** **Differentiate** sustainability from inclusivity with reference to a school environment

Success Criteria

1. Explain the aim of the Sustainable Development Goals and why they are important
2. Produce a mindmap with clear distinction between sustainable and inclusive methods. machinery and objects
3. Give examples of inclusive methods and sustainable methods

- Think,Pair,Share
- Whiteboard questioning,(written responses)
- Structured questioning
- Exit ticket

LESSON PLAN

Introduction:

Greet class and introduce myself

☐ Sustainable & Inclusive Infrastructure 1st Year- ~~1~~Powerpoint link

- -Slide 2 - Little bit about me and my role over the next 10 weeks

Student Activity- Slide 3 - Ice Breaker Game- (thought provoking question) why did you choose art ?

Physical- Class contract VA 📄 Class Contract 24/25 .png set standards for class

Explain the brief for this sustainable and inclusive cardboard project based on the theme of the Sustainable Development Goals - number 9 target 2
-Finish piece VA

Body of Lesson:

Call on previous knowledge- Does anyone know anything about the SDG's or have you ever heard of them before ?

- Slide 4- Define what the SDG's are and why we are learning about them
- 📺 UN Sustainable Development Goals - Overview Video

Student Activity- Think ,Pair ,Share—Which if any do you think is the most important goal ?

- Slide 5- Discuss our goal no 9, target 9.2- Can anyone explain sustainability and inclusivity ?

Student Activity- whiteboards in pairs

Class brainstorm- briefly outlining the definition of sustainability and inclusivity and examples in the school

Can anyone give any examples of inclusivity or sustainability in our school ?

- TA-Slide 6- SS Artist- Shigeru Ban -[Cardboard: From Industrial Workhouse to Shigeru Ban's Master Material | ArchDaily](#)

VTS- What's going on here? What materials do you think was used to make this ? What type of building is this ?

- Biography
- Why are we looking at their work ?
- Their opinions of her work - supported by wordbank and starter sentences

- TA-Slide 7: Examples of Inclusive practices

- TA-Slide 8: Examples of Sustainable practices

TA-Demonstration:

Show examples of my mindmap on inclusivity and sustainability

Demonstrate how to create a mindmap and show examples of links they would add to their design later

Student Activity

Allow students to work on mindmaps exploring the theme keeping in mind their design brief

Ending Lesson

Student Activity - Complete an exit ticket to reflect on their learning- Exit Ticket

TA-Class Discussion- Asking students to discuss their key elements of learning in today's lesson

Pack up

Lesson No 2/10 Date: 3rd Oct 24 Lesson type: 1hr Time: 1:40-2:40 Stage: JC -Explore 	Learning Content for Pupils • Form 3D shapes from paper templates (form) • Design front of school using contour line drawings (line & form) • Using perspective lines in drawings (line & perspective) AEDP-form and line SS Artist-Stephen Wiltshire(Is an artist who represents inclusivity as he has autism	Learning Intentions 1. (Cognitive)Recognise the difference between form and shape 2. (Psychomotor)Draw 3D shapes informed by knowledge of perspective lines and understanding of form 3. (Affective) Identify the role of form in the design and building of 3D structures	Success Criteria 1. Describe the difference between the art elements shape and form with reference to paper forms 2. Produce a series of contour line drawings of 3D shapes with successful perspective lines 3. Outline the reason behind working in 3D forms when designing a 3D structure
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and also works with perspective drawing, 3D form and buildings)

[Stephen Wiltshire- Neurodiverse Artist](#)

Keywords-

- Perspective
- Line
- Form
- 3D

Assessment:

- Student self-assessment
- Structured questioning
- Comment only feedback

LESSON PLAN

Introduction:

Greet class

Recap lesson

TA-Demonstration:

Explain they will do a task that they are going to need to make an 3D shapes using the template, scissors and tape in front of them

Student Activity- Hand out 3D shape templates for students to build

TA {go student to student to offer guidance if needed}

Can anyone tell me what type of shapes these are ?

Body of Lesson:

TA—Show VA's explain the difference between 2D and 3D shapes

"students name "in your own words can you explain what a 3D shape is?"

"students name" can you explain the difference between form and shape ?

- TA-- SS Artist- Stephen Wiltshire [Stephen Wiltshire- Neurodiverse Artist](#)
- VTS - What's going on here? What makes you say that? What more can you find ?
- **Who do you think made this ? Why do you say that?**  Visual Literacy Word Bank .png
 - Biography
 - Why are we looking at their work ?
 - Their opinions of their work

TA-Demonstration:

Demonstrate how to use perspective line to turn 2D shapes into 3D forms using the paper shapes made earlier -

 Perspective Line drawings .HEI( 3D shape drawing .HEIC

Student Activity

Task 1: students draw their paper 3D shapes

Task 2: Students stack two 3D shapes with their partner and draw

Go students to student give verbal feedback on their work- sandwich method-(what's going well, improvement, what's going well)

Extension Activity - If time allows allow students to begin arranging toy blocks in the shape of their school and begin to draw the front

Ending Lesson

Assessment (AFL- student self assessment)

Reflection- giving student sticky notes -

- 1 improvement or something they struggled with - how can they change that
- 2 things they think went well and why
- Did they meet the learning outcomes

TA-Ask individual students to share something on their post it

Clean up/Hand up/ Pack up

Lesson No 3/ 10
total in UoL:
Date: 8th Oct 24
Lesson type: 1hr
Time: 9:45-10:45
Stage: JC -Explore



Learning Content for Pupils

- Discussion sustainable and inclusive methods for a school environment. (oracy + theme)
- Arrange 3D blocks to form the main structure of their school (form)
- Contour line drawings (architectural) of the built school structure (line and form)
- Add inclusive and sustainable details to school design(line and form/ theme)

AEDP-form, shape line

SS Artist- Norman Foster- Showing an architects drawing from front and back view of buildings- also how 3D drawings are vital for 3D making and annotation work

<https://www.architectsjournal.co.uk/practice/culture/sketchbook-norman-foster-2>

Keywords-

- Structure
- Build
- Form
- Line
- Inclusive
- Sustainable

Learning Intentions

1. **(Cognitive)**Describe sustainable and inclusive factors that would benefit a school environment
2. **(Psychomotor)**Demonstrate an understanding of form through their block arrangement and contour line drawing of their school building design
3. **(Affective)**Justify and elaborate on the addition of inclusive and sustainable details and methods to their design

Success Criteria

1. List sustainable and inclusive factors as a class to create a collaborative list in groups.
2. Create a contour line drawing of their school block arrangement that highlights an awareness of form.
3. Annotate the use of sustainable and inclusive methods on their school

	Assessment: • Walk and stop • Sticky note non-graded formative feedback • Structured questioning • Recap with group mindmap		
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LESSON PLAN

Introduction:

Greet class

Recap on last lesson

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

Student activity- mindmap with your table sustainable and inclusive methods - on whiteboards

Are there any keywords from our last lesson?- Form, 2D ,3D, contour line drawing, perspective

All students given back out their 3D shape sketches from the last lesson

Draw attention to our success criteria for today lesson - on the board

Body of Lesson:

TA- SS Artist- Norman Foster

■ Norman Foster .png ■ Norman Foster .png

VTS- What's going on here ? What makes you say that ?

- Biography
- Why are we looking at their work ?

- Their opinions of her work - supported by wordbank and starter sentences ■ Visual Literacy Word Bank. png
- Copy of Sentence Starters for Visual Art

TA-Demonstration:

■ Front Contour Line Drawing of School ■ 3D shape drawings VA.HEIC

Show how to arrange the blocks in ways that allow for me to create a school shape -

- Contour line drawing from the front
- Just working on the shapes of the building, windows and doors

Student Activity

Allowing students time to work on the block drawings of the school from the front and the back

TA - Assessment - going from students to students to discuss their work with them and giving sticky note formative feedback on their drawings

What are you noticing about this artwork so far and how are you feeling at this stage?

What challenges have you faced so far? / how did you overcome them?

TA-Demonstration:

■ Front Contour Line Drawing of School

Show students how I begin to sketch in inclusive and sustainable factors for my school and annotate my work

Student Activity

Allowing students time to work on the inclusive and sustainable areas of their designs and write up their annotations

-Going student to student to discuss how their inclusive and sustainable factors are benefiting the school

Ending Lesson

Assessment - walk and stop - ask students to walk around the room and look thoroughly on their peers works ■ Visual Literacy Word Bank. png

"Students name" can you tell me about one of your peers work that is interesting or has a strong show of sustainability and inclusivity

Did your work turn out how you intended ? or did it take a different direction ?

Clean up, Hand up, Pack up

Lesson No 4/10
total in UoL:
Date: 15th Oct24
Lesson type: 1hr
Time: 1:40-2:40
Stage: JC -Explore



Learning Content for Pupils

- **Contour line drawing of the back portion of the school building**
- **Materiality of Cardboard (materiality)**
- **Breakdown of final school design into 2D shapes on cardboard (line and shape)**
- **Use templates to aid cutting out shapes (shape, fine motor skills)(differentiation)**

AEDP-line, form, perspective,

SS Artist-Mark Langan- uses different variations of cardboard in his work and works to create artworks that highlight sustainability and recycling

<https://emptyeasel.com/2011/08/04/interview-with-mark-langan-corrugated-cardboard-artist/>

Keywords-

- cutting
- materiality
- cardboard
- design
- cutting

Assessment:

- Questioning
- Recap

Learning Intentions

1. **(Cognitive) Outline** the types and overall materiality of the medium of cardboard
2. **(Psychomotor) Design** the back portion of the inclusive and sustainable school using contour line drawing
3. **(Affective) Interpret** 3D shapes in their school designs into 2D aids for assembling their school

Success Criteria

1. Describe the context, history and types of cardboard all under the materiality of the medium
2. Produce a contour line drawing which depicts the back portion of their school while demonstrating form
3. Develop the form and shape comprehension through using shape templates to aid their cutting construction (Differentiated)

- Sticky note formative non-graded feedback
- 2 stars 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?- Form, 2D ,3D, contour line drawing, sustainability, inclusivity

All students given back out their front of school sketches from the last lesson

Draw attention to our success criteria for today lesson - on the board

Body of Lesson:

TA- SS Artist- Mark Langan ■ Mark Langan

VTS- What's going on here ? What makes you say that ?

- Biography
- Why are we looking at their work ?
- Their opinions of her work - supported by wordbank and starter sentences ■ Visual Literacy Word Bank. png
- Copy of Sentence Starters for Visual Art

TA-Demonstration:

■ Contour Line Drawing of Back of School .HEIC

Show how to arrange the blocks in ways that allow for me to create the back of the school shape -

- Contour line drawing from the front
- Just working on the shapes of the building, windows and doors and inclusive/ sustainable factors

Student Activity

Allowing students time to work on the block drawings of the school from the back

TA - **Assessment** - going from students to students to discuss their work with them and giving sticky note formative feedback on their drawings
Have your plans shifted or changed since starting, and if so how ?

Materiality- Showing students some context around the material of cardboard- corrugated, single wall, double wall etc

TA-**Demonstration:**

■ Cardboard Materiality .HEIC

■ Shape Templates for Cardboard Cutting .HEIC

Show students how I use template to begin to cut out my shapes that will make my construction of my school

HEALTHY AND SAFETY- demo how to use craft knives and cutting board with reference to health and safety visual aid

■ Cardboard Health and Safety .png

Student Activity

Allowing students time to begin sticking templates to cardboard and cutting out using craft knives and cutting mats

- When done students can store their shapes in a plastic bag with their names on it for the next lesson

Ending Lesson

Assessment -2 stars and a 1 wish - on sticky notes they then attach to their design drawings ■ Visual Literacy Word Bank. png

"Students name" can you give me something from your reflection

Did your work turn out how you intended ? or did it take a different direction ?

Clean up, Hand up, Pack up

Lesson No 5/10 total in UoL: Date: 17th Oct 24 Lesson type: 1hr Time: 9:45-10:45 Stage: JC -Develop	Learning Content for Pupils : ● Using a glue gun (health and safety) ● Using craft knives and scissors (health and safety) ● Joining shapes together to create foundations (form) AEDP-Form	Learning Intentions 1. (Cognitive)Identify how the cardboard shapes contribute to the form and stability of the structure 2. (Psychomotor)Demonstrate safe and controlled use of craft knives and hot glue guns 3. (Affective)Build confidence in the independent use of glue guns and craft knives	Success Criteria 1. Explain the use of 2D shapes to create form and security in their structure 2. Produce a particle 3D structure that highlights the safe use of hot glue guns and craft knives 3. Work independently using both the hot glue
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SS Artist- Chris Gilmour- uses cardboard to build sculptures and miniature buildings

<http://www.chrisgilmour.com/projects.php>

Keywords

- Health and safety
- Form
- Hot glue gun
- Craft knife
- Burns
- Cuts
- Foundations

gun and craft knives without assistance

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?- Form, cutting, materiality, cardboard , design

All students given back out their designs

Draw attention to our success criteria for today lesson - on the board

Body of Lesson:

TA- SS Artist- Chris Gilmour <http://www.chrisgilmour.com/projects.php>

VTS- What's going on here ? What makes you say that ?

- Biography
 - Why are we looking at their work ?
 - Their opinions of her work - supported by wordbank and starter sentences
- Visual Literacy Word Bank. png
- Copy of Sentence Starters for Visual Art

TA-Demonstration:

■ Cardboard Materiality .HEIC

■ Shape Templates for Cardboard Cutting .HEIC

Re-demonstrate to students how I use template to begin to cut out my shapes that will make my construction of my school

HEALTHY AND SAFETY- demo how to use craft knives and cutting board with reference to health and safety visual aid

■ Cardboard Health and Safety .png

Demonstrate how I join the 2D shapes together to create a 3D form/ foundation for their school

Student Activity - keeping first aid box on hand at all times and eagle eyes

■ Foundation Building .HEIC ■ Foundation Building .HEIC

Allowing students time to work independently to build on their fine motor skills and experiment with the craft knives and hot glue guns.

---**Student Responsibility** - Allocation of safety monitors per table to allow the students to take responsibility and work together to keep safe - help encourage safe use of tools

Extension activity- Begin to construct the roofs taking into consideration the texture and types cardboard

TA - **Assessment** - going from students to students to discuss their work with them and giving formative verbal feedback on their construction

Have your plans shifted or changed since starting, and if so how ?

What shapes are you using to create your form ?

What is the next step in your construction ?

Ending Lesson

Assessment -Exit Ticket / - ■ Exit Ticket ■ Visual Literacy Word Bank. png

Can anyone tell me some of the most important skills or facts we learned about today?

What art elements or design principles did you use today ? #

Can you explain that AEDP to me ?

*Students place their works on demo table and remainder of their 2D shapes in a plastic bag with their names on it

Clean up, Hand up, Pack up

Lesson No 6/10
total in UoL:
Date: 22nd Oct 24
Lesson type: 1hr
Time:9:45-10:45
Stage: JC Develop



Learning Content for Pupils

- Create texture using cardboard (texture)
- Forming roofs in proportion to the construction(form and proportion)
- Reflection on process so far (visual and critical language)

AEDP-Form, texture, proportion

SS Artist- Mark Langan- for his use of cardboard to create texture in his work in a relief way

<https://emptyeasel.com/2011/08/04/interview-with-mark-langan-corrugated-cardboard-artist/>

Keywords:

- Texture
- Proportion
- Roof
- Reflection
- Corrugated cardboard
- Box cutter
- Craft board
- Hot glue gun

Learning Intentions

1. **(Cognitive)**Outline texture and how it can be created using cardboard
2. **(Psychomotor)** Demonstrate the manipulation of cardboard to create proportion in their structure
3. **(Affective)**Recognise vital areas of progress in their work and areas that they aim to focus on in future lessons

Success Criteria

1. Explain the characteristics of texture they can create using cardboard and how it affects the appearance of the structure
2. Construct a roof that has accurate proportions to the structures foundations
3. Reflect on the challenges and successes they have encountered so far and their aims for future lessons

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?- Form, cutting, hot glue gun, cardboard, design

All students are to retrieve their foundations from the last lesson

Draw attention to our success criteria for today lesson - on the board

Body of Lesson:

TA- SS Artist- Mark Langan <https://emptyeasel.com/2011/08/04/interview-with-mark-langan-corrugated-cardboard-artist/>

VTS- What's going on here ? What makes you say that ?

- Biography
- Why are we looking at their work ?
- Their opinions of her work - supported by wordbank and starter sentences ■ Visual Literacy Word Bank. png
- Copy of Sentence Starters for Visual Art

TA-Demonstration:

■ Cardboard Materiality .HEI ■ Roof Construction pt 1.HEI(■ Roof Construction pt 2.HEI(■ Roof Construction pt 3.HEIC

■ Roof Construction pt 4.HEI(■ Roof Construction pt 5.HEIC

Does anyone know what texture is ? Can you explain it to the class ?

Demonstrate how to create texture using cardboard while demonstrating how to construct a roof in proportion to the foundations

What is proportion ? ■ Proportion VA.png ■ Texture VA.png ■ Cardboard Health and Safety .png

HEALTHY AND SAFETY: Recap demo how to use craft knives, cutting board and hot glue guns with reference to health and safety visual aid

■ Cardboard Health and Safety .png

Demonstrate how use the tools to aid in my making of the roofs and texture for the structure

Take this time to catch any students that were absent up on current tasks

Student Activity - keeping first aid box on hand at all times and eagle eyes

Allowing students time to work independently to build on their fine motor skills and experiment with the craft knives and hot glue guns.

---**Student Responsibility** - Allocation of safety monitors per table to allow the students to take responsibility and work together to keep safe - help encourage safe use of tools

Extension activity- Begin to windows and doors taking into consideration the texture and types cardboard

TA - **Assessment** - going from students to students to discuss their work with them and giving formative verbal feedback on their construction

Have your plans shifted or changed since starting, and if so how ?

What shapes are you using to create your form ?

What is the next step in your construction ?

Is there anything your struggling with ?

Ending Lesson

Assessment -2 stars & 1 wish /  2 Stars & 1 Wish_20241013_095411_0000.png  Visual Literacy Word Bank. png

Can anyone tell me some of the most important skills or facts we learned about today?

What art elements or design principles did you use today ?

Can you explain that AEDP to me ?

*Students place their 3D works above the presses and 2D shapes are taped/ bagged together with names on it for the next lesson

Clean up, Hand up, Pack up

Lesson No 7/10 total in UoL: Date: 24th Oct 24 Lesson type: 1hr Time: 1:40-2:40 Stage: JC -Refine	Learning Content for Pupils	Learning Intentions	Success Criteria
	- Using various cardboard techniques to create windows and doors (texture, shape) - Clean application of details using hot glue gun (health and safety) AEDP- texture and shape	(Cognitive)Recognise the importance of clean & safer application especially when dealing with hot glue (Psychomotor)Demonstrate how to create appropriate windows and doors exploring techniques in proportion to the structure	- Explain the importance of applying hot glue safely, understanding the health and safety risks - Apply knowledge and skills of cutting, shape, proportion and glueing to create windows and doors



SS Artist- Zim & Zou- exploring the layering of card and cardboard to create texture on 3D structures

<https://zimandzou.fr/back-to-basics>

Keywords-

- Cardboard
- Texture
- Shape
- Windows
- Doors
- Rails

3. (Affective) Compare their first use of the hot glue gun to now

3. Describe their journey with becoming comfortable with using a hot glue gun

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?- Form, cutting, hot glue gun, cardboard, texture, proportion

All students are to retrieve their foundations from the last lesson

Draw attention to our success criteria for today lesson - on the board

Body of Lesson:

TA- SS Artist- Zim & Zou- exploring the layering of card and cardboard to create texture on 3D structures

<https://zimandzou.fr/back-to-basics>

VTs- What's going on here ? What makes you say that ?

Is there any elements of their work you would consider bringing into your work

- Biography
- Why are we looking at their work ?

- Their opinions of her work - supported by wordbank and starter sentences ■ Visual Literacy Word Bank. png
■ Copy of Sentence Starters for Visual Art

TA-Demonstration:

■ Cardboard Materiality .HEI ■ Adding Windows and Doors.HEI ■ Windows and Doors Construction .HEI ■ Proportion VA.png
■ Texture VA.png

Can anyone remind me what is texture ?

Demonstrate how to create different shaped doors and windows and techniques to attach them with a special focus on texture

- Following the design of their sustainable and inclusive school

Can someone explain to me some health and safety precautions when using

- Hot glue guns
- Box cutters

HEALTHY AND SAFETY- Recap demo how to use craft knives, cutting board and hot glue guns with reference to health and safety visual aid

■ Cardboard Health and Safety .png

Demonstrate how use the tools to aid in my making of the doors, windows and texture for the structure

Take this time to catch any students that were absent up on current tasks

Student Activity - keeping first aid box on hand at all times and eagle eyes

Allowing students time to work independently to build on their fine motor skills and experiment with the craft knives and hot glue guns while building their schools .

---**Student Responsibility** - Allocation of safety monitors per table to allow the students to take responsibility and work together to keep safe - help encourage safe use of tools

Extension activity- Begin to work on creating sustainable and inclusive elements for their schools based on their designs taking into consideration the texture and types cardboard

TA - **Assessment** - going from students to students to discuss their work with them and giving formative verbal feedback on their construction

Have your plans shifted or changed since starting, and if so how ?

What shapes are you using to create your form ?

What is the next step in your construction ?

Is there anything you're struggling with ?

Ending Lesson

Assessment -elephant walk / ■ Visual Literacy Word Bank. png

Can someone point out someone's work you would like to comment on (positive)?

Did anyone's work give you inspiration or motivate you if so why ?

Can you tell me what AEDP this student's work has ?

*Students place their 3D works above the presses and 2D shapes are taped/ bagged together with names on it for the next lesson

Clean up, Hand up, Pack up

Lesson No 8/10

total in UoL:

Date: 5th Nov 24

Lesson type: 1hr

Time: 9:45-10:45

Stage: JC -Refine



Learning Content for Pupils

- Creating sustainable and inclusive details- greenhouses, solar, recycling bins etc (form, shape, texture)
- Discuss the effects of sustainable and inclusive factors in a school letting (oracy/ critical and visual language)

AEDP- shape, form, texture

SS Artist-James Grashow- showing texture and small scale building strategies

📺 Cardboard Bernini Official Trailer

Keywords-

- Form
- Shape
- Texture- tactile/ visual
- Inclusive
- Sustainable
- Details

Learning Intentions

1. **(Cognitive)** Describe the transfer of 2D features to 3D structures
2. **(Psychomotor)** Construct sustainable and inclusive elements to meet both their design and design brief needs
3. **(Affective)** Engage in class discussion surrounding sustainability and inclusivity using oracy and critical thinking skills

Success Criteria

1. Explain how their knowledge of form, and texture influenced their construction of 3D features
2. Create sustainable and inclusive elements that align with their design and their understanding of the theme
3. Reflect using their oracy and critical thinking skills in a class discussion

	Assessment: • Self-assessment worksheet • Structured questioning • Recap session (verbal)		
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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?- Form, cutting, hot glue gun, cardboard, texture, proportion

All students are to retrieve their foundations from the last lesson

Draw attention to our success criteria for today lesson - on the board

Body of Lesson:

TA- SS Artist- James Grashow- showing texture and small scale building strategies

▶ Cardboard Bernini Official Trailer

VTs- What's going on here ? What makes you say that ?

Is there any elements of their work you would consider bringing into your work

- Biography
- Why are we looking at their work ?
- Their opinions of her work - supported by wordbank and starter sentences
 - Visual Literacy Word Bank. png
 - Copy of Sentence Starters for Visual Art

TA-Demonstration:

■ Cardboard Materiality .HEI ■ Proportion VA.png ■ Texture VA.png

Can anyone remind me what is texture ?

Demonstrate how to create sustainable and inclusive elements following the design of their sustainable and inclusive school

- Specifically glueing smaller pieces together - more caution around glueing and cutting
- ■ Sustainability & Inclusivity part 1 .p1 ■ Sustainability & Inclusivity part 2.p1 ■ Sustainability & Inclusivity part 3.png

HEALTHY AND SAFETY- Student lead recap demo how to use craft knives, cutting board and hot glue guns with reference to health and safety visual aid

■ Cardboard Health and Safety .png

Demonstrate how use the tools to aid in my making of the sustainable and inclusive elements and texture for the structure

Take this time to catch any students that were absent up on current tasks

Student Activity - keeping first aid box on hand at all times and eagle eyes

Allowing students time to work independently to build on their fine motor skills and experiment with the craft knives and hot glue guns while building the inclusive and sustainable elements for their schools .

---**Student Responsibility** - Allocation of safety monitors per table to allow the students to take responsibility and work together to keep safe - help encourage safe use of tools

Extension activity- Begin to work on refining their structure ensuring the school is put together neatly, has all deigned elements so forth

TA - Assessment - going from students to students to discuss their work with them and giving formative verbal feedback on their construction

Have your plans shifted or changed since starting, and if so how ?

What shapes are you using to create your forms ?

What is the next step in your construction ?

Is there anything you're struggling with ?

Thinking task - Alert the girls they will be presenting in front of the class about their work

Give a idea of what they will have to talk about - AEDP, Design, Sustainability and Inclusivity

Ending Lesson

Assessment -Self- assessment worksheet ■ Self-Assessment Worksheet .png ■ Visual Literacy Word Bank. png

*Students place their 3D works above the presses and 2D shapes are taped/ bagged together with names on it for the next lesson

Clean up, Hand up, Pack up

Lesson No 9/10
total in UoL:
Date: 12th Nov 24
Lesson type: 1hr
Time: 9:45-10:45
Stage: JC -Realise



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

Learning Content for Pupils

- Refine structures- clean glue etc (form and harmony)
- Reflective process on their work (literacy and oracy)
- Write a statement of effect based on their work to aid presenting- (literacy)

AEDP- form and harmony

SS Artist- James Grashow- showing texture and small scale building strategies

Keywords-

- Refine
- Reflective
- Harmony
- Form

Assessment:

- Recap
- Structured Questioning
- Reflective Writing Prompts

Learning Intentions

1. **(Cognitive)Develop** literacy skills through crafting a reflective piece on their sustainable and inclusive school.
2. **(Psychomotor)Enhance** technical and fine motor skills by refining their structures aesthetics
3. **(Affective)Engage** in a reflective process to recognise the impact of the theme and connection to their work

Success Criteria

1. Write a reflective piece that expresses the connection and comprehension of sustainability and inclusivity
2. Refined their structures ensuring clean edged and strong application of glue
3. Show their awareness for the theme and voice their interpretation of it through their structure

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?- Form, cutting, hot glue gun, cardboard, texture, proportion, Sustainable and inclusive

All students are to retrieve their foundations from the last lesson

Draw attention to our success criteria for today lesson - on the board

Body of Lesson:

TA- SS Artist-James Grashow- showing texture and small scale building strategies  **Cardboard Bernini Official Trailer**

VTS- What's going on here ? What makes you say that ?

Is there any elements of their work you would consider bringing into your work

- Biography
- Why are we looking at their work ?
- Their opinions of her work - supported by wordbank and starter sentences  **Visual Literacy Word Bank. png**
 **Copy of Sentence Starters for Visual Art**

TA-Demonstration:

 **Cardboard Materiality .HEI**  **Texture VA.png**

Can anyone suggest to me what is refining ?

Demonstrate how to ensure areas of the structure are neat and refined for presentation- cutting away over glued areas adding cardboard to cover

Demonstrating how to rework their designs- adding annotations and allowing them to edit their designs in a different colour

HEALTHY AND SAFETY- Teacher lead recap demo how to use craft knives, cutting board and hot glue guns with reference to health and safety visual aid  **Cardboard Health and Safety .png**

Take this time to catch any students that were absent up on current tasks

Student Activity - keeping first aid box on hand at all times and eagle eyes

Allowing students time to work independently to build on their fine motor skills and experiment with the craft knives and hot glue guns while finalising and refining their school structure

Extension activity- Begin to work on their reflection statement for their presentation of their structure in the next class

TA - **Assessment** - going from students to students to discuss their work with them and giving formative verbal feedback on their construction

Have your plans shifted or changed since starting, and if so how ?

What shapes are you using to create your form ?

What is the next step in your construction ?

Is there anything you're struggling with ?

Ending Lesson

Assessment -Reflective statement prompts: ■ Reflective Prompts.png ■ Reflective Statement.png

Give the girls a reflective statement prompt each and give them time to write a few sentences under this prompt.

Prompt girls to write strong statements by encouraging the use of visual aids ■ Visual Literacy Word Bank. png

■ Copy of Sentence Starters for Visual Art

*Students place their 3D works above the presses for the next lesson

HW: ■ Presentation Preparation Worksheet .png

Clean up, Hand up, Pack up

Lesson No 10/10
total in UoL:
Date: 14th Nov 24
Lesson type: 1hr
Time: 1:40-2:40
Stage: JC Present



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

Learning Content for Pupils

- **Reflection on the art elements and design principles learned during this process (AEDP, Literacy)**
- **Presenting their work to their class - Oracy**

AEDP- Form, line, shape, texture, harmony, proportion etc

Keywords:

- Present
- Reflective
- Art elements and design principles
- Clear

Learning Intentions

1. **(Cognitive) Show** an awareness of the art elements and design principles they encountered during this unit
2. **(Psychomotor) Develop** presentation skills and articulation of visual literacy when discussing their work
3. **(Affective) Voice** an appreciation for their peer's work through well structured positive feedback

Success Criteria

1. Provide examples from their structure that shows a recognisable use of art elements and design principles
2. Present confidently and speak clearly while explaining their artistic process
3. Offer positive feedback on their peers' structure with a strong use of visual literacy vocabulary.

	• Confident Assessment: • Peer feedback • Recap (verbal) • Overall final summative teacher assessment		
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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?- Reflective, refine, neat, statement etc

All students are to retrieve their foundations from the last lesson

Draw attention to our success criteria for today lesson - on the board

Body of Lesson:

- Allow the girls a few minutes to set up and finalise any rough details on their structures
- Complete a Cardboard Construction Self-Assessment Rubric  Cardboard Construction Self-Assessment Rubric .png

Demonstration:  Final Cardboard Artefact .MOV

Do a quick demonstration of a successful presentation to inform the girls about a successful presentation of work

Focus on :

- Clear loud speaking
- Brief eye contact
- Explaining their work under the headings

Student Activity -

Allowing the girls 2-3 minutes each to present their final sustainable and inclusive school cardboard structure under the headinging form, AEDP's and sustainable and inclusive awareness  Presentation Preparation Worksheet .png

Demonstration :

Demonstrate how to use visual aids - sentence starters and visual literacy word bank to give positive feedback on their peers' work.

Would anyone like to give a comment on ____ work ? ■ Reflective Prompts.png

■ Sentence Starters Visual Aid .png ■ Visual Literacy Word Bank .png

Student Activity -

Allow the girls the opportunity to communicate their opinions and feedback to their peers using the sentence starters and visual literacy word bank

TA - Assessment - After each one of the girls present finish their presentation with asking them a question surrounding their project

Did your plans shift or change since starting, and if so how ?

What shapes did you use to create your form ?

Were there any challenging steps in your construction ?

Is there anything you would change or would do differently if repeated ?

Ending Lesson

Assessment -Summative Assessment + 1st Year AoL - Cardboard Construction -BA4

Using a rubric to complete a comprehensive grading of the girls work

Clean up, Hand up, Pack up