

School of Education 21-22
Unit of Learning

Student Names: Shannon Dowdall and Evan McKenna
Year: 2nd Year

Class Name: Portfolio Mentoring
Year group: 5th Years
Total No of lessons in UoL: 6 lessons

Theme: Natural and Dismantle
Scenario: Investigating objects in their 'natural' form and 'dismantled' forms through a range of media.

Learners' profiles

Mixed Race, Mixed Abilities. 20 students.

Managing behaviours

- Entry and exit system, sanitise hands before entering and entering.
- Classroom policy
- School policy
- Roll call.
- Pleasant, calm classroom working environment for those with anxiety and timeout if required.
- Management of learning environment
- Material management
- Maintain Seating

Aim of Unit of Learning :

To explore the form, texture and colour of varied objects in their natural and alternate forms based on the theme 'natural' and 'dismantle'. Students will use a variety of processes including drawing, painting, sculpting and making 3D and relief pieces.

Learning outcomes for unit of learning

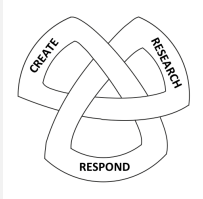
- 1.5 Interpret the world and communicate ideas through a visual means
- 2.4 Show they can use their drawings to observe, record and analyse
- 1.12 Apply their understanding of the art elements and design principles to make an artwork.
- 3.11 Examine their own and others' design work through the use of art elements and design principles.
- 2.14 Use media to create craftwork
- 1.15 Critique the choice of media in their own or others' artwork

Lesson No/total in UoL: 1/6

Date:

Lesson type: (S) 1hr

Time:



Stage:

Learning Content for pupils

Theme: Natural

AEDP: Form, Balance, Movement

Processes: Brainstorming, Photographing

Support Studies: Picasso, Allison Kunath, Egon Schiele, Edward Weston 'cabbage leaf'

Learning Intentions

- To be able to critically look at an object and observe its main features.
- To know how to create a brainstorm that will aid them throughout the project.
- To understand the themes of 'natural' and 'dismantled'.
- To understand the different ways to successfully photograph 2D and 3D objects.
- To know how to apply drawing techniques within their work.

Success criteria

- Students have all brought in an object they are interested in.
- A successful brainstorm.
- Set up and photograph objects on an infinity curve.
- Drawings of their objects from prompts experimenting with different media.

**Teaching, Learning and Assessment
content and activities**

Introduction to Lesson:

Entry system, students enter the classroom following COVID-19 guidelines (H&S) (2 mins)

Body of Lesson:

-Introduction to the project for the next 6 weeks, and learning intentions and explaining the theme of natural and dismantled for the project. (T.M) (5 mins)

- Powerpoint showing students examples of NCAD requirements and courses, outcomes, portfolios, different processes and techniques they will be incorporating into their work, possible careers that can be achieved from going to art college. (T.M) (5 mins)

- TS- Ask students to take out natural objects they have brought into class for their 6 week project.

Interactive

- Begin group brainstorm discussing the related themes and objects - ask student to take it down into their notebooks (SLA) (L) (O) (5 mins)

-(TA) Give students a demo on how to properly set up an infinity curve on how to photograph their objects throughout the project. (3 mins)

-Show students Support Study Fine Artists to help them with their own work. (SS) (5 mins)

-Introduction to the exploratory stage of the project through the process of drawing. (T.M) (5 mins)

- Show students powerpoint on drawing, explaining that this class's theme is 'natural'. (5 mins)

- TS Constructivism- Ask students to take out their objects and begin drawing their objects through a guided drawing task (SLA) (L)

- 5 minute continuous oil pastel, chalk, marker.

- 5 minute blind pen

- 5 minute contour

- 10 minute tonal with ink

- Next, ask students to draw their objects in its 'natural' form using the drawing prompts on the powerpoint, leaving visual aids on board to help students.

Evaluation of Learning: Ensure each student has met all success criteria

Conclusion: Ask students to bring in objects for the next day (HW), ask students to clean up their desk.
Exit system: Students leave the classroom following COVID-19 guidelines (H&S) (5 mins)

Post class reflection

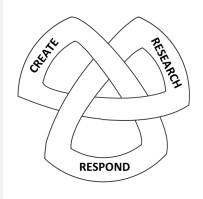
What went well and why and even better if... In relation to learning intentions
Started the class off with a presentation about NCAD portfolio requirements and submissions and also introducing the theme of natural vs manmade objects and examples of exploring them through different materials.
By giving the student their own choice of natural objects I think it gave way to more interest within the fruit or vegetable they picked.
The students engaged well with the presentation explaining the theme and examples of work, asking questions frequently.
Students began their brainstorm well about their objects. In hindsight we would put the Richard Serra verbs up on the board in this class as well as in the next class.
After the brainstorm we did a demo on how to set up an infinity curve. We asked each student to come up and photograph their objects at different angles in the infinity curve. This went well but next time we would probably leave a bit more time for this.
They seemed interested and enjoyed the process of the photographing.
We asked students to bring in their objects for the next class and briefly explained what we would be doing.
Students cleaned up quietly and left the class with no issues.

Lesson No/total in UoL: 2/6

Date:

Lesson type: (S) 1hr

Time:



Stage:

Learning Content for pupils

Theme: Natural

AEDP: line, shape, form, colour, texture, proportion

Processes: Drawing

Support Studies: Picasso, Allison Kunath, Egon Schiele, Edward Woston 'cabbage leaf'

Learning Intentions

- To be able to create different effects using a variety of media.
- To know how to apply drawing techniques within their work.
- To understand the different ways to manipulate an object.
- To know how to dismantle an object from the Richard Serra verb list.
- To understand the different ways to successfully photograph 2D and 3D objects.

Success criteria

- Dismantle their objects under the theme.
- Photograph their objects on an infinity curve in different angles and lighting.
- Create successful, timed drawings using different techniques and media.
- Pick a prompt word from Richard Serra verbs to apply to their object in the next class under the theme change of 'dismantle'.

<p>Teaching, Learning and Assessment content and activities</p>	<p><u>Introduction to Lesson:</u> Entry system, students enter the classroom following COVID-19 guidelines (H&S) (2 mins)</p> <p><u>Body of Lesson:</u> -(TA) Show students a list of Richard Serra verbs and explain the change of theme in the next class to ‘dismantle’, ask them to pick one they are interested in to apply to their object. (10 mins) - Powerpoint showing students examples of different drawing techniques being used within students and artists' work. Giving different examples of line, hatching, cross hatching etc. (10 mins) - Show students support study artists and visual aids. (SS) (VA) (T.M) (10 mins) - TS Constructivism- Ask students to take out their objects and begin drawing their objects in its alternate form through a guided drawing task (SLA) (L) - 5 minute continuous oil pastel, chalk, marker. - 5 minute blind pen - 5 minute contour - 10 minute tonal with ink</p> <p><u>Evaluation of Learning:</u> Ensure each student has met all success criteria</p> <p><u>Conclusion:</u> Ask students to bring in objects for the next day and anything they will need to apply to their object e.g string (HW), ask students to clean up their desk. (3 mins)</p> <p><u>Exit system:</u> Students leave the classroom following COVID-19 guidelines (H&S).</p>
<p>Post class reflection</p>	<p>What went well and why and even better if... In relation to learning intentions</p> <p>We gave students the choice of their own natural objects We put up drawing and time prompts on the board so the students could reference. Students began drawing under the different prompts and responded really well. It took some of them a little bit to get used to blind drawing but they got into it after a while. Students drew their objects under five different prompts. They had fun doing this and thought it was interesting to explore the different textures of the object.</p>

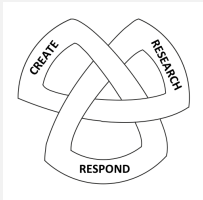
Students finished off their timed drawings.
We briefly showed students how to set up an infinity curve and they photographed their objects, they enjoyed this process of documenting their objects.
Students packed up their things and left the classroom.

Lesson No/total in UoL: 3/6

Date:

Lesson type: (S) 1hr

Time:



Stage:

Assess - Shannon

Learning Content for pupils

Theme: Dismantle

AEDP: Form, movement, space.

Processes: Discovering alternate object form through a variety of media

Support Studies: Alexander Calder, Richard Serra, Glenn Gibson.

Learning Intentions

- To be able to explore and record the object in its alternate 'dismantled' form in contrast to its natural.
- To understand how to alter the objects used as subject matter in non conventional ways.
- To know how to use wire within their work.
- To understand what a relief piece is.
- To understand the benefits of photography in art.

Success criteria

- Dismantle object based on a Richard Serra verb list.
- Create wire reliefs of dismantled or natural objects.
- Photographing object now dismantled.

**Teaching, Learning and Assessment
content and activities**

Introduction to Lesson:

Entry system, students enter the classroom following COVID-19 guidelines (H&S) (3 mins)

Body of Lesson:

-Introduction to the change of theme associated with the students' objects from 'natural' to 'dismantle'. Referring to the expanded developments of their objects from the Richard Serra list of verbs discussed in previous class. (T.M) (O) (Theme) (5 mins)

-Introduction to the aims for the class in the form of relief and 3D forms through wire. (5 mins)

- Powerpoint showing students examples of outcomes, different processes and techniques they will be incorporating into their work, and Support Study artists, Alexander Calder, Glenn Gibson, Richard Serra. (T.M) (SS) (L) (5 mins)

- (TS) Ask students to take out objects they have brought into class for their 6 week project.

Students begin to dismantle their objects with reference to their chosen verb using the materials they have brought in. (SLA) (O) (5 mins)

-Show students visual aid of wire relief and 3D so students have an idea of their aim. (VA)

-(TA) Once students have dismantled their objects, ask them to use wire provided to start creating a 'relief' wire piece or wire drawings with reference to the support study artist and their drawings of their objects from previous classes. (20 mins)

(SLA) Students begin recording and drawing their relief pieces using an 'iterative process' leading one idea onto the next. (10 mins)

-Explaining how to replicate aspects of an object such as texture, shape, form, colour, pattern. (5 mins)

-Ask students to keep photographing their progress.

Evaluation of Learning: Ensure each student has met all success criteria

Conclusion: Ask students to clean up their desks.

Exit system: Students leave the classroom following COVID-19 guidelines. (H&S) (2 mins)

Post class reflection

What went well and why and even better if... In relation to learning intentions

During this class the students were excited to get going with wire because they had been told the class beforehand they would be using it.

We gave out the wire in different weights and strengths and explained to the students relief and 3D wire pieces using our visual aids made previously.

They began experimenting with the wire which they never used before and responded really well.

The students started recreating their objects referencing their drawings and photos from the previous class which helped them a lot with shape and form.

Students looked at texture within their objects including the flesh and skin of the fruits they were focusing on.

It took a little bit of time and experimenting for the students to get used to the wire.

We showed them some tips and tricks on how to join wire together and bend it so it would stand up for 3D wire sculptures.

Students finished their wire drawings during the class time and photographed their pieces.

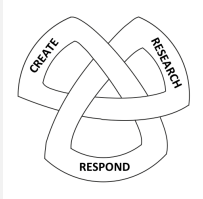
Students cleaned up and left the classroom.

Lesson No/total in UoL: 4/6

Date:

Lesson type: (S) 1hr

Time:



Stage:

Learning Content for pupils

Theme: Dismantle

AEDP: Form, shape, texture, balance

Processes: Dismantling objects and relief

Support Studies: Jenna Douglass

Learning Intentions

- To be able to explore different materials.
- Documenting objects through combinations of materials.
- To know how to extract different elements from the dismantled objects and repeat or create patterns.
- To be able to experiment with media and surfaces.
- To understand the relation of 2D drawings and 3D objects.

Success criteria

- Recording their processes so far through a range of media including paint, marker, pencil.
- Begin layering drawings from natural and dismantled objects to create new forms.
- Utilising a variety of AEDP within their work.

<p>Teaching, Learning and Assessment content and activities</p>	<p><u>Introduction to Lesson:</u> Entry system, students enter the classroom following COVID-19 guidelines (H&S) (2 mins)</p> <p><u>Body of Lesson:</u> -Introduction to the aims for the class, exploration of media. Referring back to the theme of 'dismantled' brainstorm, drawings, relief previously done to make work from. (T.M) (O) (Theme) (10 mins) - Powerpoint showing different examples of artists' work exploring objects more, expanding media and drawing processes. Show visual aids so students have an idea of what direction they want to take. (T.M) (SS) (L) (VA) (10 mins) - (TS) Ask students to begin creating work based on their objects either in its dismantled or natural forms, extracting patterns, forms, shapes and movement. (20 mins) (SLA) -Explaining how to replicate aspects of an object such as texture, shape, form, colour. (SLA) (10 mins) -Ask students to keep photographing their progress. Keep reminding students of the materials and processes available to them.</p> <p><u>Evaluation of Learning:</u> Ensure each student has met all success criteria</p> <p><u>Conclusion:</u> Ask students to clean up their desks. (5 mins)</p> <p><u>Exit system:</u> Students leave the classroom following COVID-19 guidelines. (H&S) (3 mins)</p>
<p>Post class reflection</p>	<p>What went well and why and even better if... In relation to learning intentions</p> <p>First we showed the students a presentation on what we planned to get done that day and then several examples of successful experimenting with media to capture their objects in natural and dismantled forms. We also showed support artists who use different types of media to give the students a rough idea of what we were aiming for. Next we handed out different materials and media for the students to try working in a way they wouldn't have done before; by drawing and painting on cardboard and acetate. This was completely new to the students as before this lesson they would have always used plain paper. The students began to experiment with the materials by drawing from the reference photos they had taken and the wire sculptures they had made in the week previous.</p>

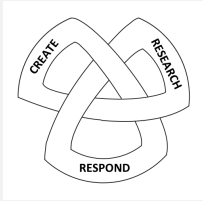
Students painted closeups of their objects and experimented with the angles, trying to find new ways to look at their objects. Students used the materials they were drawing onto to their advantage by using the texture on the material to help create texture in their piece.
The students cleaned up their paints and put the scraps into the bin then they left the class quietly.

Lesson No/total in UoL: 5/6

Date:

Lesson type: (S) 1hr

Time:



Stage:

Assess: Evan

Learning Content for pupils

Theme: Dismantled

AEDP: Form, balance, movement, space, shape.

Processes: Sculpture, 3D

Support Study: Warren King, Louise Bourgeois.

Learning Intentions

- To be able to explore different materials.
- To be able to refine a 3D piece by adding non conventional materials to elevate the sculpture.
- To know how to extract pattern, shape and texture from objects and translate that into a 3D piece.
- To understand the different processes involved in creating 3D forms.
- To understand the relation of 2D drawings and 3D objects.

Success criteria

- Develop aspects from their objects into a 3D sculptural piece.
- Create a 3D piece using construction methods and materials.
- Drawings from 3D constructions.

**Teaching, Learning and Assessment
content and activities**

Introduction to Lesson:

Entry system, students enter the classroom following COVID-19 guidelines (H&S) (3 mins)

Body of Lesson:

-Introduction and reference to previous classes work.(T.M) (O) (Theme) (5 mins)

- Powerpoint showing students examples of outcomes, different processes and techniques they will be incorporating into their work, and Support Study artists and past students' work. (T.M) (SS) (L) (10 mins)

- Show students visual aid examples (VA). (5 mins)

- (TS) Ask students to begin making their 3D cardboard construction based on their objects (10 mins)

-(T.M) Ask students to take out the drawings they've made from the last class at the start of the project, looking at the contrasts or similarities in their objects from the theme 'nature' to 'dismantle'. (5 mins)

Ask students to also look at a process they enjoyed to expand further and incorporate into their pieces:

- Richard Serra verbs - dismantled object
- cardboard 3D
- wire relief piece
- drawings

- (TA) Students begin experimenting with new 3D forms expressing aspects of their object from before and after the dismantling.

Encourage the use of the Iterative process and to go where their mind leads them. (SLA) (O) (10 mins)

(SLA) Students begin drawing their refined pieces. (10 mins)

-Explaining how to replicate aspects of an object such as texture, shape, form, colour. (5 mins)

Evaluation of Learning: Ensure each student has met all success criteria

Conclusion: Ask students to clean up their desks.

Exit system: Students leave the classroom following COVID-19 guidelines. (H&S) (2 mins)

Post class reflection

What went well and why and even better if... In relation to learning intentions

We started the class with a presentation on what we were going to be working on over the last two weeks and showed examples of what we were aiming towards.

We also showed support studies of artists that make work similar to what we wanted to make.

The students engaged well with the presentation and answered any questions that we asked regarding what way they were going to develop their ideas into small 3D pieces.

Students then finished up and refined any work from the last lesson which needed to be completed. The students then compared this work to the work they did in the first lesson and we discussed if there were any similarities or differences.

Students then began to create their 3D pieces taking aspects from their natural and dismantled objects using a variety of materials. We encouraged the students to use different materials from last week.

Once the students had a solid base and rough shape of their object we got them to photograph them on different coloured paper to get a different effect.

The students then made drawings of these 3D pieces which they had half completed. We did this so they could compare their drawings of the completed 3D piece and the half finished 3D piece.

Students then cleaned up the leftover scraps and any paint that they wanted to use.

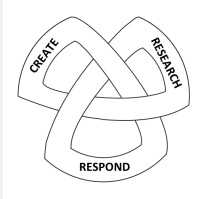
The students then left the room happy with what they had completed and on a high note.

Lesson No/total in UoL: 6/6

Date:

Lesson type: (S) 1hr

Time:



Stage:

Learning Content for pupils

Theme: Natural vs Dismantled

AEDP: Form, shape, texture, colour, space, movement, balance.

Processes: 3D, drawings, relief

Support Studies: Warren King, Francis Bacon

Learning Intentions

- To be able to document and investigate the process of understanding an object
- To know the steps involved in dismantling an object and merging work to find similarities or contrasts.
- Documenting objects through combinations of materials.
- To know how to extract different elements from the dismantled objects and replicate them into a 3D form.
- To understand the effect and importance the correct use of AEDP can have on their work.

Success criteria

- Complete a series of investigations on an object in its 'natural' form.
- Complete a series of investigations on an object in its 'dismantled' form.
- Develop a cardboard 3D piece into a more refined sculpture like piece.
- Using a variety of AEDP within their work.

<p>Teaching, Learning and Assessment content and activities</p>	<p><u>Introduction to Lesson:</u> Entry system, students enter the classroom following COVID-19 guidelines (H&S) (2 mins)</p> <p><u>Body of Lesson:</u></p> <ul style="list-style-type: none"> -Introduction and reference to previous classes work.(T.M) (O) (Theme) (5 mins) - Powerpoint showing students examples of outcomes, different processes and techniques they will be incorporating into their work, and Support Study artists and past students' work. (T.M) (SS) (L) (5 mins) - (TS) Ask students to get their work from the last class and to continue on progressing it. (10 mins) - Take out visual aid pieces to remind students of their outcome. (VA) - (TA) Students continue experimenting with new 3D forms expressing aspects of their object from before and after the dismantling. Using remaining time to refine and add last touches to their pieces. (10 mins) <p>Encourage the use of the Iterative process and to go where their mind leads them. (SLA) (O) (SLA) Students begin drawing their refined pieces. (15 mins)</p> <ul style="list-style-type: none"> -Explaining how to replicate aspects of an object such as texture, shape, form, colour. (5 mins) - (T.M) Ask students to begin photographing their final pieces one by one using the infinity curve and light gels that were provided to capture different effects. (5 mins) <p><u>Evaluation of Learning:</u> Ensure each student has met all success criteria.</p> <p><u>Conclusion:</u> Ask students to clean up their desks.</p> <p><u>Exit system:</u> Students leave the classroom following COVID-19 guidelines. (H&S) (3 mins)</p>
<p>Post class reflection</p>	<p>What went well and why and even better if... In relation to learning intentions</p> <p>We started the class with a presentation of what the students would be trying to achieve and finish up in this lesson. We also showed some photos of the students' work and had a discussion about what worked well and what didn't work well, we then followed this up with questions of why it worked well or didn't work well.</p> <p>We then handed out the students' work from last week which was half finished and asked them to continue working on it, taking the discussion we had into consideration about what worked well.</p>

	<p>Some students wanted to add paint and different media to their 3D pieces, and this was good as we wanted the students to experiment with whatever materials and media they thought would work.</p> <p>Once everyone had finished up their 3D forms we got them to photograph them, again using different coloured paper to add a different effect on their pieces.</p> <p>After everyone had photographed their 3D forms we began to draw them again, encouraging the students to experiment by drawing on different materials and using different forms of media which they had not used before.</p> <p>Everyone then cleaned up any materials used.</p> <p>We thanked the students for putting in so much effort over the six lessons and they seemed very happy with themselves and all the work they had got done. We were very happy also with everything they had achieved as they surpassed our expectations.</p> <p>The students then left the room quietly.</p>
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