

**Class Name:** Mixed Media Painting and Collograph**Year group:** 5th Years**Total No of lessons in UoL:** 6 lessons**Theme/Scenario:** Sustainability - Responsible Consumption and Production**Learners' profiles**

Mixed race, mixed abilities. 20 students.

AEN, SEN: 1 student selectively mute.

**Managing behaviours**

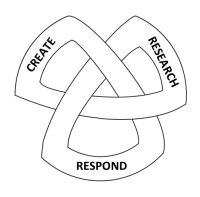
- Entry and exit system, sanitise hands before entering and entering.
- Classroom policy
- School policy
- Roll call.
- Pleasant, calm classroom working environment for those with anxiety and timeout if required.
- Management of learning environment
- Material management
- Maintain Seating

**Aim of Unit of Learning (previously called scheme):**

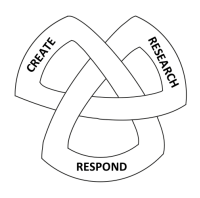
To create a final mixed media piece under the theme of sustainability and the sustainable goal number 12. Students will use a variety of processes including, drawing, collage, transfer printing and painting. Exploring each of these methods using a variety of AEDP such as texture, shape, line and colour. Students will be incorporating the theme of sustainability through their work by using recyclable and found materials.

## Learning outcomes for unit of learning

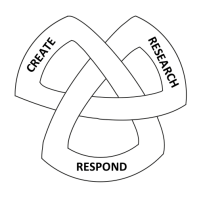
- 2.13 Identify the role of media in the development of craftwork
- 1.5 Interpret the world and communicate ideas through visual means.
- 3.11 Examine their own and others design work through the use of art elements and design principles
- 1.11 consider the use of the art elements and design principles in their own artwork
- 1.14 use media to create their own artwork
- 2.5 develop their ideas for craftwork through drawing

<p><b>Lesson No/total in UoL:</b> 1/6 <b>Date:</b> 10th March 2022 <b>Lesson type: (S) or (D)or</b> <b>1hr</b> <b>Time:</b> 1hr</p> <p><b>Stage:</b></p> 	<p><b>Learning Content for pupils</b></p> <p>Theme: Sustainability - Responsible Consumption and Production</p> <p>AEDP: line, proportion space and form</p> <p>Process: drawing from still life to practise different drawing techniques including, gestural, contour, blind, continuous and tonal drawings.</p> <p>Support studies: Picasso, Egon Schiele, Allison Kunath</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"><li>- Understand what a mixed media artwork is.</li><li>- To be able to explore and research the theme of sustainability.</li><li>- To know the different UN sustainability goals.</li><li>- To understand the work of artists and projects under the theme.</li><li>- To understand the different drawing techniques such as continuous, blind, contour and observational.</li><li>- To be able to observe and respond to a still life under the theme.</li></ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"><li>- Successful brainstorm.</li><li>- Complete drawings including line, proportion, space and form.</li><li>- Take notes and learn one fact on a support study artist.</li></ul>
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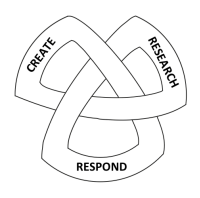
<p><b>Teaching, Learning and Assessment content and activities (previously lesson plan)</b></p>	<p><b>This section should include a detailed plan of the lesson in a sequential manner</b> (not a list):</p> <p><u>Introduction to Lesson:</u> Students enter the classroom following COVID-19 regulations. (5 mins)</p> <p><u>Body of Lesson:</u> Teaching methods: discussion of learning intentions and introduction to lessons. (10 mins) Teaching strategies: interactive, asking students to begin on a group brainstorm of the theme of ‘Sustainability’. (10 mins) Resources: Show students powerpoint of sustainability and introduce the activity of drawing using support study artists and drawing techniques. Teaching strategies: giving students instruction to begin times drawings of still life using different materials and guided techniques, e.g. blind contour drawing. (25 mins) Student Learning Activities: Brainstorm and Still Life Drawings. Health and safety; following all COVID-19 protocols. TA: Explain and discuss the collage project for the next class. (7 mins) Questioning and students clean up equipment and leave the classroom. (3 mins)</p> <p><u>Evaluation of Learning:</u> Ensure each student has met all success criteria</p> <p><u>Conclusion:</u> Discuss the plan for next class, ask students to clean up their desk.</p> <p><u>Exit system:</u> Students leave the classroom following COVID-19 guidelines (H&amp;S)</p>
<p><b>Post class reflection</b></p>	<p><b>What went well and why and even better if... In relation to learning intentions</b></p> <p>We had some difficulty with technology and setting up the powerpoint. The class was very quiet and found it hard to communicate with us during the prompt questions in the Powerpoint. Powerpoint presentation on sustainability went well and this showed through when students were asked to involve themselves in a group brainstorm. Some good ideas and words were put forward although students needed encouragement to elaborate and broaden their thoughts on the theme of sustainability - responsible consumption and production. Brainstorms went well and every student produced a good bank of words on their brainstorm sheets. Introduced the students to different drawing styles and techniques and followed the instructions kept up on the board. Students followed instructions well, one or two students were slow to start off but eventually got into it more. Students didn’t seem to like the blind drawings but responded well to using the different drawing materials. The students were apprehensive to use the charcoal because it was their first time using it. They responded well with instruction and ended up with well thought out diverse drawings. Clean up went well and students left the classroom quietly.</p>

<p><b>Lesson No/total in UoL: 2/6</b>  <b>Date:</b>  <b>Lesson type: (S) or (D) or 1hr</b>  <b>Time: 1hr</b></p>  <p><b>Stage:</b></p> <p><b><u>Assess- Shannon</u></b></p>	<p><b>Learning Content for pupils</b></p> <p>Theme: Sustainability - Responsible Consumption and Production</p> <p>AEDP: Colour, Contrast, Pattern, Texture, Shape, Proportion.</p> <p>Process: Collage using magazine cutouts to create an image relating to an aspect of sustainability.</p> <p>Support Studies: Hannah Hoch, Laslo Antal.</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- To be able to apply contrast, shape, colour and proportion within their work.</li> <li>- To know what a collage is and how to create one.</li> <li>- To know a collage artist and be able to reference them in their work</li> <li>- To understand the process of collage</li> <li>- Be able to create a piece under the given theme.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- Have an understanding of collage techniques and artists.</li> <li>- Create a collage based on the theme of sustainability.</li> <li>- Apply a range of AEDP within their work.</li> </ul>
<p><b>Teaching, Learning and Assessment content and activities (previously lesson plan)</b></p>	<p><b>This section should include a detailed plan of the lesson in a sequential manner</b></p> <p><u>Introduction to Lesson:</u>  Entry system following COVID-19 protocols.</p> <p><u>Body of Lesson:</u>  Teaching method: Introduction of Learning Intentions and the topic of collage to the class through powerpoint with open discussion. (O) (L)  Introduce support study artists, Hannah Hoch and Laslo Antal and show examples of their work with descriptions on style and background. Explain the process of collage and what a collage consists of. (10 mins)  Hand around visual aid collages to each table.  Teaching strategies: Independent, students will begin using a variety of imagery from newspapers, magazines and printed imagery to create a collage to do with the theme of responsible consumption and production. (40 mins)  Count scissors and pritt sticks and hand them out to students.  Resources: Visual Aids, Powerpoint  Leave examples of support study work up on the projector as the students are working.  Student Learning Activity: Collage techniques and the making process of collage.</p>		

	<p><u>Health and Safety:</u> following all COVID-19 protocols. Collect all scissors and pritt sticks and count them before students leave.</p> <p><u>Evaluation of Learning:</u> Ensure each student has met all success criteria and ask students to put their names on the backs of their collages (5 mins)</p> <p><u>Conclusion:</u> Discuss the plan for next class, ask students to clean up their desk. (5 mins)</p> <p><u>Exit system:</u> Students leave the classroom following COVID-19 guidelines (H&amp;S)</p>
<p><b>Post class reflection</b></p>	<p><b>What went well and why and even better if... In relation to learning intentions</b></p> <p>Students seemed more settled than last class, we showed the presentation on the process of collage including support study artists, visual aids and learning intentions.</p> <p>Refreshed students' minds on the theme of the project by giving out the brainstorms to bring back keywords and prompts that helped students ideas about responsible consumption and production for their collage process.</p> <p>Students didn't do collage before this class and for their first time experience they grasped the concept very well and made some really well made collages.</p> <p>Students enjoyed the collage making and every student produced a collage.</p> <p>Handed around visual aids to give students an idea for colour, shapes, theme and composition.</p> <p>Reminded students on the AEDP we wanted to focus on such as colour and texture and they responded well, some of the added 3D elements into their collage to create texture.</p> <p>All of the collages followed the theme.</p> <p>Response was good and students enjoyed the process.</p> <p>Each student put their name on the back of their piece.</p> <p>Clean up was easy and students put their scrap paper in the recycling bin as asked.</p>

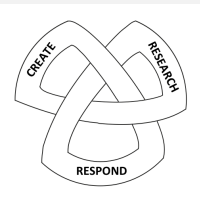
<p><b>Lesson No/total in UoL: 3/6</b>  <b>Date:</b>  <b>Lesson type: (S) or (D) or 1hr</b>  <b>Time: 1hr</b></p>  <p><b>Stage:</b>  <b><u>Assess: Evan</u></b></p>	<p><b>Learning Content for pupils</b></p> <p>Theme: Sustainability - Responsible Consumption and Production</p> <p>AEDP: Space, Line, Colour, Movement, Harmony and Contrast</p> <p>Process: Transfer print process using photocopies of their created collages.</p> <p>Creating texture relief pieces using recycled materials e.g. orange nets, bubble wrap etc.</p> <p>Support Studies: Rodney 'Rodrigo' McCoubrey.</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- To be able to create a textured relief piece using recycled and found materials.</li> <li>- To understand what a collograph is and the process of making one.</li> <li>- To know the process and steps involved in creating a transfer print.</li> <li>- To be able to create a transfer print from the collage made in the previous class.</li> <li>- To understand the work of a support study artist.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- Successfully follow instructions and steps involved in transfer printing method</li> <li>- Create a relief piece using recycled materials</li> <li>- Understand the work of a print artist</li> </ul>
<p><b>Teaching, Learning and Assessment content and activities (previously lesson plan)</b></p>	<p><b>This section should include a detailed plan of the lesson in a sequential manner</b> (not a list):</p> <p><u>Introduction to Lesson:</u>  Entry system following COVID-19 regulations (5 mins)</p> <p><u>Body of Lesson:</u>  Teaching methods: Class Discussion introducing the process of transfer print and support study artist Rodney McCoubrey. (DEMO) of the transfer print process. (10 mins)  Teaching Strategies: Constructivism, asking students to follow the transfer print steps to create their own. Students will tear up pre-made photocopies of their collages and spacing them out on an A3 page then using acrylic gel medium to stick them down flat, picture down on the page. Students will leave these aside to dry and come back to them next class. (15 mins)  Resources: Visual Aid of transfer print example, and example of textured collograph piece, Recyclable materials, Powerpoint  Student Learning Activities: Transfer print method.  Teaching methods: Introduce the process of making a collagraph out of recycled materials with reference to visual aid and explaining the steps involved. (5 mins)  Teaching Strategies: Independent, ask students to make their own relief pieces with remaining class time. (15 mins)</p>		

	<p><u>Health and Safety:</u> Pre cut up materials for collographs, count pritt sticks before giving them out and after taking them up. Follow all COVID-19 protocols.</p> <p>Students clean up equipment and exit the classroom. (10 mins)</p> <p><u>Evaluation of Learning:</u> Ensure each student has met all success criteria</p> <p><u>Conclusion:</u> Discuss the plan for next class, ask students to clean up their desk.</p> <p><u>Exit system:</u> Students leave the classroom following COVID-19 guidelines (H&amp;S)</p>
<p><b>Post class reflection</b></p>	<p><b>What went well and why and even better if... In relation to learning intentions</b></p> <p>Started off the class with a presentation on the transfer print process showing different support artists who made work that linked to the theme.</p> <p>Next we gave out photocopies of each student's A4 collage blown up to A3 size, they enjoyed seeing their collages on a larger scale.</p> <p>Next Evan gave a DEMO showing the students how to start the transfer print process, showing the students how to tear up and place their collage pieces and how much acrylic gel medium to use on each piece, he also emphasised to leave enough blank space on the page free for painting on in a later class.</p> <p>Students seemed confident with the process and went back to their tables to begin the steps.</p> <p>We gave each student gel medium on the table to share between twos.</p> <p>The students seemed focused and carried out the first half of the transfer process smoothly.</p> <p>Next we began showing the students visual aids and the presentation on the collograph recycled relief pieces.</p> <p>We layed out recycled materials and asked all the students to come up and get things to make their collograph. We also gave out cardboard slabs.</p> <p>Students began sticking down their materials on the cardboard to create images under the theme of sustainability.</p> <p>Students put their scraps in the recycling bin and put their names on the back of their transfer prints and their collograph pieces.</p> <p>Students cleaned up and left the classroom.</p>

<p><b>Lesson No/total in UoL: 4/6</b>  <b>Date:</b>  <b>Lesson type: (S) or (D) or 1hr</b>  <b>Time: 1hr</b></p>  <p><b>Stage:</b></p>	<p><b>Learning Content for pupils</b></p> <p>Theme: Sustainability - Responsible Consumption and Production</p> <p>AEDP: Proportion, movement, colour, harmony, value, line</p> <p>Process: Students will complete the last step of their transfer print process and begin painting onto their transfer prints.</p> <p>Support Study: Robert Rauschenberg.</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- To be able to complete a transfer print from start to finish.</li> <li>- To know a painting by an artist shown in class.</li> <li>- To be able to plan out their own piece step by step.</li> <li>- To make a textured collograph piece that can be printed in the next class.</li> <li>- To incorporate sustainable design into their collograph.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- Finish their transfer print process.</li> <li>- Complete sticking materials on their collograph pieces.</li> <li>- Be able to recognise AEDP within shown artists work.</li> </ul>
<p><b>Teaching, Learning and Assessment content and activities (previously lesson plan)</b></p>	<p><b>This section should include a detailed plan of the lesson in a sequential manner</b></p> <p><u>Introduction to Lesson:</u>  Entry system following COVID-19 regulations (5 mins)</p> <p><u>Body of Lesson:</u>  Ask students to collect their dried transfer prints from the drying rack. (5mins)  DEMO: peeling the backing off the transfer print on visual aid. (7 mins)  Teaching methods: Ask students to start peeling away the backing from their transfer pieces using water and a paintbrush.  Teaching Strategies: Students finish peeling off their dried transfer prints (15 mins)  Teaching methods: Begin a class discussion reminding students on the theme of the project, showing them the powerpoint with examples of artists' work. (L) (O). (13 mins)  Teaching Strategies: Independent, ask students to finish off their collograph pieces so that they can be used in the next class. (10 mins)  Resources: Visual Aid, Powerpoint presentation on support study artists.</p> <p><u>Health and Safety:</u> Taking precautions with all equipment used, counted and recounted when handed up. Following all relevant COVID-19 regulations.</p> <p><u>Evaluation of Learning:</u> Ensure each student has met all success criteria</p> <p><u>Conclusion:</u> Discuss the plan for next class, ask students to clean up their desk.</p> <p><u>Exit system:</u> Students leave the classroom following COVID-19 guidelines (H&amp;S) (5 mins)</p>		



<p><b>Post class reflection</b></p>	<p><b>What went well and why and even better if.... In relation to learning intentions</b></p> <p>Students entered the classroom quietly and seemed more relaxed and settled in comparison to last week.</p> <p>We gave out the students their dried transfer prints from the previous week.</p> <p>Next, Shannon gave a DEMO and all the students gathered around a table to see how to remove the paper backing off the transfer print, explaining to use a decent amount of water to soak off the paper backing but not too much that it would rip the paper and to use the correct amount of pressure.</p> <p>Students went back to their table and took to it really well getting into taking off the backing from their transfer prints. Not many of the students needed help because they were all getting on really well.</p> <p>There was an unexpected announcement for the students to leave the classroom to take a photograph for Ukraine so we were a bit thrown off but students were making good progress and most people had their transfers practically finished. Whoever finished their transfer print went in and finished off their collagraph and waterproofed it by covering it in glue.</p> <p>Students cleaned up and put their scraps in the bin.</p> <p>Students left the classroom on a high note.</p>
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<p><b>Lesson No/total in UoL: 5/6</b>  <b>Date:</b>  <b>Lesson type: (S) or (D)or 1hr</b>  <b>Time: 1hr</b></p> <p><b>Stage:</b></p> 	<p><b>Learning Content for pupils</b></p> <p>Theme: Sustainability - Responsible Consumption and Production</p> <p>AEDP: Colour, line, value, space, harmony, proportion, emphasis.</p> <p>Process: Students will spend the class painting their transfer prints.</p> <p>Support Study: Robert Rauschenberg.</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- To be able to reference the theme of sustainability within their work.</li> <li>- To know the painting medium and process they want to use.</li> <li>- To understand the use of colour when painting their own work</li> <li>- To be able to prepare a collagraph for printing.</li> <li>- Justify the varying use of media to create movement within their work.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- Include reference to the theme within their piece.</li> <li>- Include relevant AEDP in their painting.</li> <li>- Paint into their transfer print piece.</li> <li>- Have a collagraph fully created and glued so it's ready for printing in the next lesson.</li> </ul>
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**Teaching, Learning and Assessment content and activities (previously lesson plan)**

**This section should include a detailed plan of the lesson in a sequential manner** (not a list):

Introduction to Lesson:

Entry system following COVID-19 regulations (5 mins)

Body of Lesson:

Teaching Methods: Start class by showing a presentation on beginning to paint transfer prints and step by step how to print your collagraph plates and show visual aids on final products. Discuss progression of paintings to the class and ask students to begin a light sketch of their plan to paint their transfer prints reminding them of the theme and the use of line, colour, space and harmony within their work. (10 mins)

Teaching Strategies: Students begin painting with paints pre dispersed and water and brushes provided. Leave the colour wheel example up on board while students are painting. (15 mins)

Teaching Methods: Ask each table to come up at a time to print their collagraph plates with inks pre dispersed and brushes ready. (20 mins)

Resources: Visual Aids, Powerpoint.

Health and Safety: Taking precaution with all equipment used. Blue roll down on inking tables for protection, Following all COVID-19 protocols.

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

Conclusion: Discuss the plan for next class, ask students to clean up their desk. (5 mins)

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**

Students entered the room quietly and seemed eager to start working after the Easter break.

We handed out the mixed media pieces which they had taken the backing off of last week and we handed out palettes of paint for each table.

Next we put up two photos of what each student should be hoping to have finished by the end of the lesson, which was a fully glued collagraph and roughly half their mixed media painted.

As students were getting stuck into their mixed media pieces with Evan going around the class helping, Shannon set up a station at the top of the classroom for glueing.

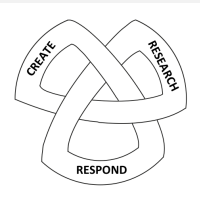
Shannon brought the students up in groups of three and they covered their collagraphs in PVA glue so they would be hard and ready for printing next week.

We used popsicle sticks to spread the glue over the collagraphs to save their brushes.

Once covered in glue we placed them on the drying rack with the mixed media paintings they had started.

Students then cleaned up their paints and washed the palettes and brushes.

We thanked the students for their work and they left the classroom.

<p><b>Lesson No/total in UoL: 6/6</b>  <b>Date:</b>  <b>Lesson type: (S) or (D)or</b>  <b>1hr</b>  <b>Time: 1hr</b></p>  <p><b>Stage:</b></p>	<p><b>Learning Content for pupils</b></p> <p>Theme: Sustainability - Responsible Consumption and Production</p> <p>AEDP: Colour, line, value, space, harmony, proportion, emphasis</p> <p>Process: Continuation and finishing up of painting transfer prints, peer presentations.</p> <p>Support Study: Robert Rauschenberg.</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- To know how to complete a fully realised mixed media piece based on the theme of responsible consumption and reduction</li> <li>- To be able to print a successful collagraph.</li> <li>- To understand the importance of artists' work and support studies.</li> <li>- To know how to describe the final piece using critical art language.</li> <li>- To understand the theme of responsible consumption and production in more depth.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- Complete sustainability painting.</li> <li>- Peer discussion referencing AEDP within each others work</li> <li>- Completed all painting, collage and relief pieces shown within the project.</li> </ul>
<p><b>Teaching, Learning and Assessment content and activities</b>  <b>(previously lesson plan)</b></p>	<p><b>This section should include a detailed plan of the lesson in a sequential manner</b> (not a list):</p> <p><u>Introduction to Lesson:</u>  Entry system following COVID-19 regulations. (5 mins)</p> <p><u>Body of Lesson:</u>  Teaching Methods: Class discussion on the project overall, what the students found interesting, what they liked and what they disliked. Ask students to use an allocated time to do finishing touches on any or all of their pieces.If they have extra time to make a viewfinder and find interesting compositions within their paintings and relief pieces and photograph. (25 mins)</p> <p>Teaching Strategies: Ask students to finish up their pieces and afterwards hang everyone's work up and ask the students to positively critique each other's work and talk about their own in reference to any AEDP or artists shown. (25 mins)</p> <p>Resources: Powerpoint, Visual Aids</p> <p><u>Health and Safety:</u> Taking precautions with all relevant equipment. Following all COVID-19 protocols.</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 desk. (5 mins)</p>		

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

**Post class reflection**

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

Students entered the room noisily but seemed relaxed and eager to finish up their mixed media piece and collagraph. First we started the class with a presentation on the process of printing their collagraphs and a few support artists who made work linked to the theme. We also showed what was done last week to refresh the students memory. After the presentation Evan brought students up in groups of three and each student printed their collagraphs twice. While students were being brought up to print their collagraphs, Shannon was going around the class helping the students finish their mixed media pieces. As this was the last class of the six lessons each student was focused on getting a finished piece and the classroom was quiet as a result of this. Each student printed a collagraph and we placed their wet collagraph and print on the drying rack. Everyone seemed proud with their prints at the end but were sceptical at the beginning of how well their prints would turn out. Once everyone had finished a print and their mixed media piece they began to clean up their paints and leftover lino ink. We thanked all the students for their effort over the six weeks and they left the room happy with what they had got done.