

**Class Name:** 5th Year  
**Year group:** 5th Year  
**No of Pupils:** 16  
**Total No of lessons in UoL:** 12

**Theme/Scenario:** Creating a 3D papier mache constructed piece based on the theme of 'Five Star Meal'.

**Statements of Learning/Key Skills:**

- Develop research, communication and reflective skills.
- Appreciate and enjoy the processes involved in researching, creating and responding to art as a lifelong skill.

**Critical and Creative Thinking**

**Communicating**

**Entering Characteristics/Inclusive practices**

**16 students:**

10 Leaving cert students

6 International students

Mixed race, mixed ability and mixed gender

1x student on the ASD spectrum, selectively mute in group settings but will chat a small bit 1-on-1. Will answer yes or no questions by nodding or shaking his head in class.

The use of alternative methods such as step by step processes printed out

Visual Aids

Handouts based on the activity including images and text

Higher and Lower order questioning

## **Behaviour Management & Classroom Strategies**

[Code of Behaviour](#)

[Anti- Bullying Policy](#)

Strategies for the classroom:

- Attendance and roll call
- Promoting student Q&A through questioning
- Following the code of behaviour
- Following a seating plan
- Group work
- Worksheets and Handouts

## **Aim of Unit of Learning**

**To create a detailed 3D piece based on the theme of food under the title 'Five Star Meal', students will be constructing a 3D piece using processes such as creating sketches and thumbnails, making prototypes and creating an armature for their sculpture. Using AEDP including texture, shape and colour, taking inspiration from surrealism.**

## **Learning outcomes for the unit of learning**

- 1.1 Looking - Use critical and visual language to describe an artwork.
- 1.3 Experimenting and interpretation - Experiment with ideas, media and techniques.
- 2.1 Making - Apply appropriate skills, knowledge and techniques.
- 2.3 Process - Create a selection of drawings, studies and realised work.
- 3.4 Critical and personal reflection - Discuss the development of ideas and work from conception to realisation.
- 3.5 Process - Justify their research, processes, decision making and realised work.

<p><b>Lesson No/total in UoL:</b> 1/12 <b>Duration: 1 hour</b> <b>Date: 21st March</b> <b>Stage: Think</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <p>PP on 3D structures and creating a 3D piece. Support Study artists. Questioning their knowledge of any sculptures and the bones of a sculpture.</p> <p>VA: finished papier mache food piece.</p> <p>Activity: write down as many different foods that you can think of</p>	<p><b>Learning Intentions</b></p> <p>Know how the processes behind creating a structure for a 3D piece.</p> <p>Be able to apply the theme of the project into their idea planning and brainstorming.</p> <p>Understand the work of a 3D sculpture artist.</p>	<p><b>Success criteria</b></p> <p>All students will understand the process of how to create a 3D piece</p> <p>Most students will know the work of a 3D artist who uses food as their subject.</p> <p>Some students will begin jotting down ideas for their finished piece.</p>
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<p><b>Post class critical reflection</b></p>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><u>WWW:</u>  <ul style="list-style-type: none"> <li>☀️ Students responded well to the theme of the project and began showing interest in the 3D construction process and what materials they would be working with etc.</li> <li>☀️ I am happy with how the students responded to the visual aid because it gave them a clear insight on how they can approach the project in the design stage.</li> </ul> </p> <p><u>EBI:</u>  Wish: Students were slow to start off with brainstorming under the theme '5 Star Meal', so I wish I did a collaborative brainstorm to get everyone loosened up.</p>
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<p><b>Lesson No/total in UoL:</b> 2/12 <b>Duration: 1 hour</b> <b>Date: 22nd March</b> <b>Stage: Explore</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <p>Brainstorming the topic of '5 Star Meal' and food, think of gross food, food that isn't food, favourite food, rotting food, if an object was food what would it look like. Let imaginations run free.</p> <p>Activity based on sketching their final idea, looking at their chosen food in all its different forms such as half eaten, gone off etc .</p> <p>Powerpoint on surrealism.</p>	<p><b>Learning Intentions</b></p> <p>Know the work of supporting study artists whose work relates to the theme of the project through their creative process.</p> <p>Be able to think of the different forms of their chosen food pieces, such as gone off, fresh, raw etc..</p> <p>Understand the theme of 'Five Star Meal' through sketches of food related sculptures.</p>	<p><b>Success criteria</b></p> <p>All students will be able to talk about how the support study artists work relates to the theme through their 3D process.</p> <p>Most students will begin to sketch up their final piece ideas using a variety of dry media such as chalk pastel, oil pastel etc.</p> <p>Some students will complete their alternative media sketch with added collage.</p>

<p><b>Post class critical reflection</b></p>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><u>WWW:</u>            ✨ I think questioning the students beforehand on what a birds eye view sketch and side view sketch is and explaining them, was effective for the students who might not necessarily know what those words mean or have ever head of the term.            ✨ I think by incorporating the powerpoint on surrealism it was effective for explaining an art movement, support study artists and how they can then include these aspects into their own work.</p> <p><u>EBI:</u>            Wish: There was larger paper available in the art room so students could make large scale sketches instead of A4.</p>

<p><b>Lesson No/total in UoL:</b> 3/12 <b>Duration: 1 hour</b> <b>Date: 28th March</b> <b>Stage: Research</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <p>Thinking and sketching out their final food structure on a large scale.</p> <p>Experimenting with media such as charcoal, oil pastel, chalk pastel etc.</p> <p>Adding a collage effect on top of the piece to create interest and lend to the paper manipulation to come when decorating their finished structures to create detail.</p> <p>Support study artists: Hannah Hoch, Henry Matisse.</p> <p>VA: completed charcoal drawing with collage patches</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- Know how to create realistic sketches of a prototype of a 3D structure under the theme '5 Star Meal'.</li> <li>- Be able to incorporate a range of media into their pieces and begin experimenting with collage techniques.</li> <li>- Understand the work of a support study artist and be able to apply their influence to their own work.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- All students will complete at least one large scale sketch of a potential final piece for their food sculpture using alternative media.</li> <li>- Most students will begin to add collage techniques to their sketches, experimenting with different materials such as masking tape and newspaper.</li> <li>- Some students will complete all their large scale sketches, including a large portion of collage experimenting with AEDP.</li> </ul>
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<p><b>Post class critical reflection</b></p>	<p><b>What went well and why and even better if... E.g.: In relation to learning intentions</b></p> <p><u>WWW:</u></p> <ul style="list-style-type: none"> <li>☀️ Asking students to expand their choice of media was a good way to switch up the prototype designing process because they had become too comfortable using pencils and colouring pencils.</li> <li>☀️ Powerpoint on collage was well received and I was surprised at the amount of students who were not familiar with collage and I was glad I had taught them about that before moving any further.</li> </ul> <p><u>EBI:</u></p> <p>Wish: I introduced this idea of mixed media a class earlier as the students seemed so much more inspired by the alternative use of media.</p>
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<p><b>Lesson No/total in UoL:</b> 4/12 <b>Duration: 1 hour</b> <b>Date: 29th March</b> <b>Stage: Research</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <p>Continuing with the previous lessons work, thinking and sketching out their final food structure on a large scale.</p> <p>Experimenting with media such as charcoal, oil pastel, chalk pastel etc.</p> <p>Adding a collage effect on top of the piece to create interest and lend to the paper manipulation to come when decorating their finished structures to create detail.</p> <p>Support study artists: Hannah Hoch, Henry Matisse.</p> <p>VA: completed charcoal drawing with collage patches</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- Know how to create sketches of their 3D food prototype under the theme of '5 star meal'.</li> <li>- Be able to include a wide range of AEDP within their sketches, also experimenting with collage processes.</li> <li>- Understand how to generate original ideas for their sculpture piece.</li> </ul>	<p><b>Success criteria</b></p> <p>All students will create a prototype sketch of their 3D food sculpture.</p> <p>Most students will experiment with multiple different types of media to create unique effects.</p> <p>Some students will finish their collaged portion of their sketches and begin to make more sketches using other drawing techniques.</p>
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<p><b>Post class critical reflection</b></p>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><u>WWW:</u></p> <ul style="list-style-type: none"> <li>☀️ One to one tutorials with students was effective because some student were apprehensive to experiment with the media and needed encouragement.</li> <li>☀️ Incorporating collage into the mixed media pieces elevated them a lot and gave a lot nicer of an effect to the finished sketches.</li> </ul>
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	<p><u>EBI:</u> Wish: If I had some textured paper, shiny paper and other materials like bubble wrap it may have made the students less daunted because they felt like they had to choose a certain picture to add to their collage rather than looking at the colours and textures within the magazine photos.</p>
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<p><b>Lesson No/total in UoL:</b> 5/12 <b>Duration: 1 hour</b> <b>Date:</b> 18 April <b>Stage:</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <p>PP on how to build an armature for a sculpture out of cardboard, wire, balloons etc.</p> <p>Beginning to make their armature based on their detailed study of their food sketches.</p> <p>Support study references:</p> <p>DEMO: on how to build an armature</p> <p>VA: model of finished armature.</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- Know the process involved in making a 3D model using papier mache.</li> <li>- Be able to begin constructing an armature using the methods taught at the beginning of the lesson and be able to accurately shape it based on their sketches</li> <li>- Understand how to use primary source sketches as reference points to create a 3D piece.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- All students will begin making their armature for their sculpture</li> <li>- Most students will attempt to construct their piece proportionate to the food they have based it on.</li> <li>- Some students will complete their armature and be able to move onto the next stage in the next lesson.</li> </ul>
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<p><b>Post class critical reflection</b></p>	<p><b>What went well and why and even better if... E.g.: In relation to learning intentions</b></p> <p><u>WWW:</u>   Doing the demo and showing the youtube video demonstrating examples on how to make an armature was helpful for the students to visualise the effect they were trying to achieve.   By asking students to use their brainstorm, sketches and worksheets as reference points to create their piece. Lots of one to one support was well received within the class as this is a totally new unit of learning they have never tried before.</p> <p><u>EBI:</u></p>
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	<p>Wish: I had a wider variety of materials on hand for the students so they could experiment more with their process. I put up a notification on the teams group at the beginning of Easter to give the students a chance to collect materials but they said there was issues with notifications so I would like to look into that for future assignments/homework.</p>
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<p><b>Lesson No/total in UoL:</b> 6/12 <b>Duration: 1 hour</b> <b>Date:</b> 19th April <b>Stage:</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <p>Continuing to build the armature for their sculpture. Using mostly newspaper and masking tape to construct their armature</p> <p>Support study artists: Salvadore Dali and other surrealist artists</p> <p>VA: Video on how to construct an armature</p> <p>If their armature is complete , beginning to build the structure with papier mache</p> <p>Incorporating a wide range of AEDP within their pieces thinking about details and colours.</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- Understand the process involved in the unit of learning and be able to use primary sketches as reference points.</li> <li>- Be able to construct their armature for their 3D piece under the theme of '5 Star Meal'.</li> <li>- Know the different types of techniques and materials that can be used to build an armature.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- All students will either complete or almost complete their armature for their final piece.</li> <li>- Most students will use their sketches as references when building their pieces.</li> <li>- Some students will complete the main basic structure of the piece and then begin to add on details.</li> </ul>
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<p><b>Post class critical reflection</b></p>	<p><b>What went well and why and even better if... E.g.: In relation to learning intentions</b></p> <p><u>WWW:</u>   Recapping on armature building was needed as a reminder on the different methods and materials they can use for their 3D sculptures. Incorporating wire into the pieces as a support structure.</p>
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☀ Showing support study artists who use sculpture as inspiration for their pieces because the students are not too familiar with sculpture artists.



EBI:

Wish: I had a wide variety of finished sculpture pieces to use as visual aids as examples of different outcomes and the range of details that students can achieve when making their pieces.

<b>Lesson No/total in UoL:</b> 7/12 <b>Duration: 1 hour</b> <b>Date:</b> 25th April <b>Stage:</b>  <b>(PRACTICAL EXAM DAY)</b>	<b>Teaching &amp; Learning Content</b>	<b>Learning Intentions</b>	<b>Success criteria</b>
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<b>Post class critical reflection</b>  <b>(PRACTICAL EXAM DAY)</b>	<b>What went well and why and even better if.... E.g.: In relation to learning intentions</b>  <u>WWW:</u> ☀ ☀  <u>EBI:</u> Wish:
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<p><b>Lesson No/total in UoL:</b> 8/12 <b>Duration: 1 hour</b> <b>Date:</b> 26th April <b>Stage: Create</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <p>Beginning papier mache of their piece, glue, water, strips of newspaper</p> <p>DEMO: on how to use papier mache</p> <p>VA: Step by step process on the board.</p> <p>One to one tutorials with tables to help them out.</p> <p>Homework: Research a chosen artist's work for inspiration under prompt questions.</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- Know the process of papier mache and prep the materials to be able to use for their armatures.</li> <li>- Be able to give their piece a boost by adding on a variety of different types of details using different materials and experimenting.</li> <li>- Understand the theme of the project through their 3D pieces.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- All students will finish off their armatures and begin to move onto the papier mache process.</li> <li>- Most students will complete a full layer of paper mache in this class to be able to move on and do a second layer in the next lesson</li> <li>- Some students will finish off their papier mache layer and begin to create details and accessories for their pieces.</li> </ul>
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<p><b>Post class critical reflection</b></p>	<p><b>What went well and why and even better if... E.g.: In relation to learning intentions</b></p> <p><u>WWW:</u>   DEMO of how to papier mache was necessary as well as the Visual Aid on the board on the papier mache process. Spoke students were unsure of how much glue mixture to apply and how to apply it, so doing the demo cut down on one to one explaining and confusion surrounding that.   I was happy that I brought in some of my own newspaper because some students did not have any newspaper brought in.</p> <p><u>EBI:</u>  Wish: There was more newspaper and other resources available in general as there is a very low stock count and I have had to buy my own materials and paper for the classes because it's so low.</p>
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<p><b>Lesson No/total in UoL:</b> 9/12 <b>Duration: 1 hour</b> <b>Date: 2nd May</b> <b>Stage: Create</b></p>	<p><b>Teaching &amp; Learning Content</b></p>	<p><b>Learning Intentions</b></p>	<p><b>Success criteria</b></p>
	<p>Continuing to papier mache of their piece, glue, water, strips of newspaper.</p> <p>Adding detail to their piece with small pieces of kitchen roll, wire, string, other objects to give detail and add texture to their food, and adding papier mache over top.</p> <p>VA: Complete papier mache food structure</p>	<ul style="list-style-type: none"> <li>- Know how to create a smooth surface on their 3D piece to prime it for paint.</li> <li>- Be able to add extra details onto their piece by adding on a variety of different materials and experimenting.</li> <li>- Understand the influence of supporting study artists' work through their use of form and texture within their work.</li> </ul>	<ul style="list-style-type: none"> <li>- All students will move onto their second papier mache layer in preparation for painting and adding more details to their piece.</li> <li>- Most students who have their second layer complete will begin to gesso in preparation for paint.</li> <li>- Some students will begin to research different materials and artists who use 3D from links provided in the teams group.</li> </ul>

<p><b>Post class critical reflection</b></p>	<p><b>What went well and why and even better if... E.g.: In relation to learning intentions</b></p>
	<p><u>WWW:</u></p> <ul style="list-style-type: none"> <li>☀️ Having a large communal bucket of newspaper strips was very helpful because it cut down on time of sorting out whos newspaper belonged to who and helped the students who did not have any.</li> <li>☀️ Pre mixed pots of papier mache mix and brushes soaking in water especially for papier also cut down on prep and clean up time.</li> </ul> <p><u>EBI:</u></p> <p>Wish: I had a wide variety of finished sculpture pieces to use as visual aids as examples of different outcomes and the range of details that students can achieve when making their pieces.</p>

<p><b>Lesson No/total in UoL:</b> 10/12 <b>Duration: 1 hour</b> <b>Date: 3rd May</b> <b>Stage: Create</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <p>Beginning to paint their 3D structures after their final details are all added. Thinking about shading, adding dimension and a realistic look to their piece.</p> <p>Students who were absent work on their papier mache process</p> <p>VA: Colour wheel and colour mixing theory recap.</p> <p>DEMO: Colour mixing and theory.</p> <p>Support Study artist: Claes Oldenburg.</p>	<p><b>Learning Intentions</b></p> <p>Know the process of creating a 3D structure and complete the papier mache process.</p> <p>Be able to paint their 3D sculptures including detail through colour, texture and balance.</p> <p>Understand the importance of supporting study artists and use inspiration from a studied artist colour application within their work</p>	<p><b>Success criteria</b></p> <p>All students will have completed their armatures and most papier mache.</p> <p>Most students will move onto painting their 3D piece in detail.</p> <p>Some students will incorporate the influence of a studied artist's style into their 3D piece.</p>
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<p><b>Post class critical reflection</b></p>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><u>WWW:</u></p> <ul style="list-style-type: none"> <li>☀️ For some students, I advised putting down a coat of white paint on their pieces to make the colours pop when they begin to paint in the next class if their pieces are small to medium size and wont take too long to paint.</li> <li>☀️ Short colour mixing demonstration to refresh students minds on what colour mix to make other colours etc.</li> </ul> <p><u>EBI:</u></p> <p>Wish: There were more paint resources in the classroom as we are running very low on all materials. I also wish there was some sort of visualiser so that I could do a demonstration on mixing colours and the students could follow along as they sat at their own desks.</p>
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<p><b>Lesson No/total in UoL:</b> 11/12 <b>Duration: 1 hour</b> <b>Date: 9th May</b> <b>Stage: Create</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <p>Continuing to paint their 3D structures after their final details are all added. Thinking about shading, adding dimension and a realistic look to their piece.</p> <p>Students who were absent work on their papier mache process</p> <p>AEDP: Form, Colour and Texture.</p> <p>VA: Colour wheel and colour mixing theory, Finished 3D food sculpture.</p> <p>Support study artists: Peter Anton</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- Know the process of creating a 3D structure from process to realisation..</li> <li>- Be able to paint their 3D sculptures including detail using AEDP to their advantage.</li> <li>- Understand the importance of supporting study artists and how their use of colour application and processes lend to the lesson.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- All students will have completed their 3D structure process, adding details with colour and paper mache.</li> <li>- Most students will finish painting their 3D food sculptures adding a range of tones and lights and shades to give a realistic look.</li> <li>- Some students will have brought in accessories to accompany their food sculptures and will begin adding their food to them and finalise the painting process.</li> </ul>
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<p><b>Post class critical reflection</b></p>	<p><b>What went well and why and even better if.... E.g.: In relation to learning intentions</b></p> <p><u>WWW:</u>   Passing around the visual aid so students could get a good look at how I approached the painting portion of the 2D sculpture.   Showing the students the support study Peter Anton to point out the level of detail he achieves and encouraging students to attempt the same.</p> <p><u>EBI:</u>  Wish: I made a variety of small visual aids so I could pass them around and show the students different types of techniques instead of one large piece.</p>
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<p><b>Lesson No/total in UoL:</b> 12/12 <b>Duration: 1 hour</b> <b>Date: 10th May</b> <b>Stage: Respond</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <p>Adding in their final details of their pieces, extra materials such as fabric, mounting their pieces on plates and securing them etc. Adding utensils to give it a better and more realistic look.</p> <p>PVA to lock in their paint and detail and add a glossy effect.</p> <p>VA: Complete 3D food structure made with papier mache.</p> <p>AEDP: Colour, Form and Texture</p> <p>Support study artists: Peter Anton</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- Know how to complete a 3D food sculpture from design, process to realisation.</li> <li>- Be able to incorporate a range of processes and AEDP within their piece.</li> <li>- Understand the work of a number of support study artists whose work relates directly to the project aim.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- All students will begin to finish the painting process of their sculpture making process.</li> <li>- Most students will begin to add accessories and accompanying materials to make their work look more realistic.</li> <li>- Some students will photograph their 3D pieces on an infinity loop to get a more professional look.</li> </ul>
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<p><b>Post class critical reflection</b></p>	<p><b>What went well and why and even better if... E.g.: In relation to learning intentions</b></p> <p><u>WWW:</u></p> <ul style="list-style-type: none"> <li>☀️ One to one tutorials were quite successful at advising the students and their direction, better to teach the class as a whole instead of one to one but nevertheless good for affirmation.</li> <li>☀️ Evaluation strategies reflecting on how the whole project went overall with two stars and a wish method to capture two positive things the students did and one thing they would change the next time.</li> </ul> <p><u>EBI:</u></p> <p>Wish: I had more visual aids based on texture and how to create texture using paint, Showing the visual aid at the start of the lesson instead of 15 minutes in. DEMO on how to apply texture to a piece would have been a good strategy to include in the classroom during this lesson.</p>
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<p><b>Lesson No/total in UoL:</b>  <b>EXTRA LESSON</b>  <b>Duration: 1 hour</b>  <b>Date:</b>  <b>Stage:</b></p> <p><b><u>EXTRA LESSON</u></b></p>	<p><b>Teaching &amp; Learning Content</b></p> <p>Objective: Students will exhibit and evaluate their artwork, reflecting on their learning and growth in the art class.</p> <p>VA: Keywords based on artistic language</p> <p>Materials: post it notes</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- Know the importance of creativity: Students will be encouraged to express their unique artistic vision and explore their creativity through their artwork.</li> <li>- Be able to reflect on their own artwork and evaluate their progress and growth as artists.</li> <li>- Understand the importance of presentation skills: Students will learn how to present their artwork in a professional and engaging manner, using display boards or easels to showcase their work.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- All student will be able to talk about their work in artistic language</li> <li>- Most students will reflect on their classmates work using critical language</li> <li>- Some students will be able to identify missing elements and components in their own work that they would change for the next time</li> </ul>
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<p><b>Post class critical reflection</b></p>	<p><b>What went well and why and even better if... E.g.: In relation to learning intentions</b></p> <p><b><u>EXTRA LESSON</u></b></p>
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