

**Class Name: 5th Year Visual Studies****Year group: 5th Year****No of Pupils: 16****Total No of lessons in UoL: 6****Theme/Scenario: Today's World** - Artists, Theory and Thinking, Artists: Processes and Media, Art as Social Commentary or Commentator, Art in the Environment**Statements of Learning/Key Skills:**

- Gain an understanding of Visual Studies and the critical and visual language that supports it.
- Appreciate and respond critically to their own work, that of their peers as well as society and their environment.

**Key Skills:**

Critical and Creative Thinking

Communicating

**Entering Characteristics/Inclusive practices**

16 students - Mixed Race, Mixed ability, Mixed age, Mixed gender

1x student with ASD and Development Coordination disorder, selectively mute when anxious.

5x International students.

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

Handouts of the powerpoint presentation for additional note taking.

**Inclusive practice:**

- Keywords translated for EAL students
- Handouts with margins for students to write their own notes.
- Show me boards - immediate answers to evaluate learning and for students who may not feel comfortable talking out loud.
- Worksheets and Handouts
- 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

## **Aim of Unit of Learning**

**To explore the topic of Today's world through the four topics of Artists, Theory and Thinking, Artists: Processes and Media, Art as Social Commentary or Commentator, Art in the Environment, to identify and develop personal opinions on artworks and art spaces and critically discuss the work of artists.**

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

- 1.1. Looking - use critical and visual language to describe an artwork
- 1.2 Recording and documenting - record visual information through a variety of media and techniques
- 2.3. Process - explain the rationale for their choices.
- 2.4. Realisation/Presenting - communicate the meaning and context of chosen work
- 3.3. Impact and value - value their own work and the work of others
- 3.5. Process - respond to a selection of drawings, studies and realised work.

<p><b>Lesson No/total in UoL: 1/6</b>  <b>Duration: 1 hour</b>  <b>Date:</b> 24th March  <b>Stage:</b> Respond</p>	<p><b>Teaching &amp; Learning Content</b></p> <p>Today's World - Artists, Theory and Thinking</p> <p>VSF - Context, Analyse, Innovation &amp; Invention.</p> <p><b>PP:</b> Introduction of Artists, Theory and Thinking, through the lens of the contemporary artist. Thinking about conceptual ideas and the debates surrounding value in art.</p> <p>Responding to works of art using VTS methods.</p> <p>Support study artists: Brian O' Doherty, Alice Maher, Banksy, Jeff Koons, Felix Gonzalez-Torres, Joseph Kosuth.</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>- The Contemporary Artist</li> <li>- Identity and self expression</li> <li>- Art Outside the Gallery</li> <li>- Art prices and value</li> <li>- Conceptual Art</li> <li>- Brian O'Doherty 'One Here Now'</li> </ul> <p><b>Activity:</b> Interpret Brian O'Doherty's 'One Here Now'.</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- Understand what conceptual art is and it's qualities and media include.</li> <li>- Be able to interpret and understand the work of Brian O'Doherty.</li> <li>- Know the difference between the monetary value of art and the personal value it holds.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- <b>All students</b> will know what a contemporary artist is and be able to name a practising contemporary artist</li> <li>- <b>Most students</b> will complete the task of analysing the work of Brian O'Doherty, using critical language.</li> <li>- <b>Some students</b> will understand and interpret conceptual art and its place in the world, developing opinions on value.</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>          ✨'Show me boards' were effective during the class time for Evaluation and discussion points within the classroom. Students were using them to voice opinions and having the evaluation questions on the board at the end of the lesson was a good reference point for students so they didn't need to ask for it to be repeated.          ✨Individual work in the activity was successful because students took quiet time to observe and analyse the artwork happening in the photograph and engage with it through the prompt questions and through their critical language using the keyword sheet as a helping hand.</p> <p><u>EBI:</u>          Wish: When going through the keywords on the powerpoint I took the keywords out of their handouts and asked them to fill them in as we went along so it became more engaging for them.</p>
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<p><b>Lesson No/total in UoL: 2/6</b>  <b>Duration: 1 hour</b>  <b>Date:</b> 31st March  <b>Stage:</b> Research</p>	<p><b>Teaching &amp; Learning Content</b></p> <p>Today's World - Artists, Theory and Thinking</p> <p><b>PP:</b> Looking at the role of designers in art, questioning what they are, and the different types of designers/careers that exist in the world today. Interpreting the design brief and its elements. Looking at graphic designers, advertising design, illustration, product design etc. Learning about the elements of film production and techniques. Analysing poster techniques.</p> <p>AEDP - Shape, Form, Colour</p> <p>Support Studies - The angle poise lamp by Hubert Terry &amp; Sons., Saul Bass, Rashiiid, Deirdre Rusk, Tove</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- Know the differences between the different types of designers and be able to name one designer.</li> <li>- Be able to analyse a graphic design poster using critical language.</li> <li>- Understand the process involved in the film production.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- <b>All students will</b> be able to confidently describe the differences between the work of designers.</li> <li>- <b>Most students will</b> analyse the poster provided on the activity sheet in depth, referencing the poster analysis information learned.</li> <li>- <b>Some students will</b> do further research on the design careers learned in depth using the link provided in the teams group.</li> </ul>
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	<p>Jansson, Jules Cheret, Neville Brody.</p> <p><u>Designers</u></p> <ul style="list-style-type: none"> <li>- A Design Brief</li> <li>- Product Designers</li> <li>- Graphic Designer</li> <li>- Posters (Critically analyse a famous poster) (composition, typography, colour)</li> <li>- Company Design, Advertising Design and Packaging</li> <li>- Fashion Design</li> <li>- Film and Photography (analysing a film clip)</li> </ul> <p><b>Activity:</b> critically analyse a famous poster from prompt questions provided. Keywords and overview handout.</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>☀️ Effective recap of the previous lessons work, some students needed to brush up on some of the words such as contemporary and conceptual, but with discussion they were able to put the words into a sentence.</li> <li>☀️ Activity was well received, I'm glad I included an image of the poster i wanted them to look at on the handout as well as on the whiteboard as a visual aid. When I gave out the handout I iterated that I would be taking them up and giving feedback on them as it is a crucial skill they need for their exam.</li> </ul> <p><u>EBI:</u></p> <p>Wish: I included more about the history of design and maybe a bit more on supporting study artists. A suggestion from one of the art teachers was to look at the Bauhaus movement as they have very effective graphic designs.</p>
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<p><b>Lesson No/total in UoL: 3/6</b>  <b>Duration: 1 hour</b>  <b>Date:</b> 21st April  <b>Stage:</b> Respond</p>	<p><b>Teaching &amp; Learning Content</b></p> <p>Today's World - Artists: Processes and Media</p> <p>Introduction to the next element of Today's World. Expanding on what we think an artist is. The forms that art can take and the research carried out by artists. Processes of art making from the artist's perspective. Meet the artist - Tate Shots videos. Interviewing an artist.</p> <p><u>Artists, Processes and Media</u></p> <ul style="list-style-type: none"> <li>- Art can take many forms</li> <li>- The art process</li> <li>- Research (sources for artists research)</li> <li>- Process (stages 1-7)</li> <li>- Media</li> <li>- The artists studio</li> <li>- Meet the Artist (Tate videos)</li> <li>- Stages of a piece from sketch to final realisation</li> </ul> <p>AEDP - Line, form.</p> <p><b>Activity:</b> Developing questions from a brainstorm to ask an artist in an interview setting.</p> <p><b>Support studies:</b> Anna Bjerger, Sara Shamma, Louise Bourgeois, Phyllida Barlow, Helen Frankenthaler, Frida Kahlo</p> <p>'What 3x questions would you ask an artist about their work/practise?'</p> <p>Keywords and overview handout</p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- Be able to understand the process that goes into the creation of a piece by an artist.</li> <li>- Know how to develop interview questions to ask an artist in person or online</li> <li>- Understand the work of a working artist from the Tate Shots</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- <b>All students will</b> analyse the work of an artist from research to finished product..</li> <li>- <b>Most students will</b> develop at least three questions that they would ask the artist who will be visiting the school as an artist-led experience.</li> <li>- <b>Some students will</b> research the artist who will be visiting the school's work before she visits.</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> <p>☀️ Asking students to develop their own questions to ask an artist before giving them examples on good thought provoking questions to ask an artist was interesting to see how they approach the situation as it is a new experience they are preparing for.</p> <p>☀️ Familiarising students with the process an artist goes through when developing work was helpful as it lends directly to the process I am going through with them for practical on Tuesdays and Wednesdays.</p> <p><u>EBI:</u></p> <p>Wish: There was more time in the class to do a tour of an artist's studio or even to plan a trip up to the Hugh Lane gallery to have a look at curation and the Francis Bacon studio recreation. This would be very insightful for students to see a physical representation of an artist's process and studio.</p>
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<p><b>Lesson No/total in UoL: 4/6</b>  <b>Duration: 1 hour</b>  <b>Date:</b> 28th April  <b>Stage:</b> Create</p>	<p><b>Teaching &amp; Learning Content</b></p> <p>Today's World - Artists: Processes and Media</p> <p>Looking at the artist further through the spaces they occupy. Thinking about the art gallery and museum in relation to artists and their work. Picking out the key features of a gallery that enhances the work. The role of the curator and analysing a chosen work.</p> <p><b>PP:</b>  <u>Galleries and Museums</u></p> <ul style="list-style-type: none"> <li>- Art Galleries and Museums (Commercial Galleries and</li> </ul>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- Be able to discuss a number of different places an artist's work may occupy.</li> <li>- Know the work of an artist who exhibits in museums in detail.</li> <li>- Understand and respond to the presentation of work in a gallery or museum.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- <b>All students will</b> explore the works in IMMA through their virtual tour feature and make notes on the presentation of the works.</li> <li>- <b>Most students will</b> write down a few sentences about one piece of work in IMMA that they like and why they like it.</li> <li>- <b>Some students will</b> further research an artist studied in class.</li> </ul>
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	<p>Public galleries and Museums)</p> <ul style="list-style-type: none"> <li>- Visiting Galleries and Museums (The Building, What to look for during a visit, type of work, layout, lighting)</li> <li>- The Curator</li> <li>- Using Art as Inspiration</li> <li>- Analysis</li> <li>- IMMA resources.</li> </ul> <p><b>Activity:</b> Analyse a work of art in IMMA, making note of how it is presented within the space with sketches.</p> <p>Keywords and overview handout</p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>- What does a curator do?</li> <li>- What do the words 'process' and 'media' mean?</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> <p>☀ By getting the students to do the worksheet prompting them to analyse a piece of artwork within a gallery space after learning all the different aspects that affect the display of an artwork was useful going forward, especially because I collected them and gave feedback.</p> <p>☀ By teaching them about the role of a curator and the job behind the setup of a museum or gallery I think it really got them thinking about how important of a role it actually is.</p> <p><u>EBI:</u></p> <p>Wish: I wish we were able to go out and visit IMMA so we could apply this learned information within the environment itself and point out some key features of the museum.</p>
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Lesson No/total in UoL: 5/6	Teaching & Learning Content	Learning Intentions	Success criteria
<p><b>Duration: 1 hour</b></p> <p><b>Date:</b></p> <p><b>Stage:</b></p>	<p>Today's World - Art as Social Commentary or Commentator</p> <p>Exploring the context of art in society. Looking at artists who took stances or challenged political/societal issues through their work. Social commentators through history. Looking at politics and controversies through art.</p> <p><b>PP: Introduction</b> <u>Art as a voice</u></p> <ul style="list-style-type: none"> <li>- Context of art in society and artists who made a comment on society through their work</li> <li>- Social Commentators through history</li> <li>- Prints</li> <li>- Impressionism</li> <li>- Dadaism</li> <li>- Design and Designers</li> <li>- Social Issues</li> <li>- Modern Artists</li> <li>- Art as Politics</li> <li>- Meet the Artist: Stephen Doyle 'Dylan is ainm dom'</li> <li>- Jesse Jones</li> </ul> <p><b>Activity:</b> Quiz on social commentary in art - thought provoking questions - the power of art in politics.</p> <p><b>Support studies:</b> Grant Wood &amp; Gordon Parks, Barbara Kruger, Code</p>	<ul style="list-style-type: none"> <li>- Be able to describe a piece of art that makes a comment on the society of its time</li> <li>- Know how to discuss the role of fine art prints in creating awareness of social issues in society</li> <li>- Understand how to identify some of the innovations that Dadaism brought to Modern Art</li> <li>- Be able to recognise the role of the designer in creating new social standards</li> </ul>	<ul style="list-style-type: none"> <li>- All students will be able to describe the importance of art as a commentary on society.</li> <li>- Most students will understand the work of Ai Weiwei and the importance of the work he does in raising issues and commenting on societal injustices.</li> <li>- Some students will begin to research other artists whose work relates to the topic and pay a part on social commentary within the art world.</li> </ul>

	of Hammurabi, Babylonian 2000 bc.		
	Keywords and overview handout		

<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>          ✨ By travelling through history up until the current day in art looking at how artists commented on societal issues and the extremities they went to or punishments they received for it got students thinking about the importance of art as a voice in society.          ✨ Learning about key movements such as Dadaism in modern art, gave a good insight to a collection of artists who upheld the same beliefs and challenged society's views on art and the commercialisation of it.</p> <p><u>EBI:</u>          Wish: There was more time in the classroom so students could research artists who work was controversial or spoke out about issues happening in the societies of the time.</p>
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<p><b>Lesson No/total in UoL: 6/6</b>  <b>Duration: 1 hour</b>  <b>Date: 12th May</b>  <b>Stage: Respond/Create</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <p>Today's World - Art in the Environment</p> <p>Exploring environmental art through architecture, land art, street art, public art and art made from sustainable processes and recycled materials.</p> <p><b>PP: Introduction</b></p>	<p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- <b>Know</b> how artists can use the environment as an art medium</li> <li>- <b>Be able to</b> write an account of work by a street artist</li> <li>- <b>Understand</b> and analyse a piece of public art</li> <li>- Develop thoughts about online environments and their uses.</li> </ul>	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- All students will be able to discuss and explain what environmental art is and give examples.</li> <li>- Most students will discuss public art sculptures they have seen in museums or local</li> </ul>
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	<p>Art in the Environment</p> <ul style="list-style-type: none"> <li>- Context: As cultures and society progressed we created our own environments</li> <li>- Art from recycled materials</li> <li>- Land Art</li> <li>- Architecture</li> <li>- Landscape Design (Environmental design)</li> <li>- Street Art</li> <li>- Public Art</li> <li>- Online Environments</li> </ul> <p><b>Activity:</b> Take 15 minutes to create a design for a public sculpture to go in the middle of the art room (size,materials,theme/subject, human interaction and how it will suit its environment)</p> <p><b>Support studies:</b> Robert Smithson, Andy Goldsworthy, Andrew Rodgers, Cristo,</p> <p>Keywords and overview handout</p>		<p>structures and describe them in detail.</p> <ul style="list-style-type: none"> <li>- Some students will design in detail using a variety of materials a public art sculpture that would be placed in the middle of the classroom.</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>☀️ I think it was really interesting to teach the students about the environmental factors that affect artworks and societies in general, not just the environment but online environments etc.</li> <li>☀️ I liked the creativeness of the activity, it broke away from the text heavy lesson onto something more free and creative to give the students a break before continuing the lesson.</li> </ul> <p><u>EBI:</u></p>
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	<p>Wish: Next time, I would plan the lesson to have an outdoor themed activity as well as an indoor one, because it relates to the lesson and the day I taught this lesson was a gorgeous day so it would be good to take advantage of it.</p>
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