

**Class Name: 2nd Years**  
**Year group: 2nd Years**  
**Programme:**  
**JC: JC**  
**Total No of lessons in UoL: 16**

**Aim of Unit of Learning:** To explore the process of lino printing using colour and line based on the theme of Natural vs. Dismantled. Documenting the process in a notebook using a variety of media and creating a two colour lino print.

**Theme Development:**

- Working from primary sources
- Exploring forms of primary sources
- Texture through mark making
- Photography
- Richard Serra Verbs
- Documenting through sketching and drawing techniques
- Design - positive and negative space, balance and composition
- Julie Abowitt
- Edward Bawden
- Health and safety in lino cutting
- Registration plates
- Tips on getting an even print.

**Entering characteristics**

Mixed race, mixed ethnicity, mixed gender and mixed ability

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

Students must put their journals on their desks at the start of class, the journals must be on the desk at all times unless it is a health and safety risk.

If a student has no journal they are sent down to the office to get a journal replacement sheet.

Any toilet breaks are to be recorded using the 'dot' system, Students are only allowed to get two toilet dots a day.

The use of merits and demerits are used to record any good and bad behaviours.

Continuous demerits and disruption must be reported to tutors and the code of behaviour and ladder of referral must be referenced in taking measures to correct behaviour.

Any phone calls home, letters home etc. are to be recorded in the notes section of VS Ware for tutors and house leaders to see.

AEN:

JD - Developmental Language Disorder, Developmental Coordination Disorder and Sensory Processing Disorder, ASD and dyslexia

AF - Learning difficulty surrounding literacy - learning in small, manageable steps.

SF - Mum passed away recently, being careful when talking about whoever is at home/regarding family oriented conversations in the classroom.

## Managing behaviours

[Code of Behaviour](#)

[Anti-Bullying Policy](#)

Ladder of Referral

Strategies for the classroom:

- Roll call on VS Ware at the beginning of the lesson, if a student is not present the UABS button only is used.
- If a student comes late to class with no note from a teacher or reasonable excuse they are given a demerit and marked present, and the tutor is notified.
- Journals on desks at all times
- Following the code of behaviour
- Following the ladder of referral
- Inclusion of the CPC (Convert, Plot and Comment) method when giving students results, give them as a fraction for them to convert themselves and aid numeracy.
- Incorporating the monthly literacy action words into lessons and including these in keywords tests and other assessment methods.
- Keywords tests for Junior students - make keywords clear to students in handouts, presentations etc. and ask them to take them down somewhere they can be revised later on for testing.
- Following a seating plan.
- Co-operative and group learning - encourage group work within all classes and seating arrangements.
- Worksheets and Handouts provided.
- Use of iPads within class for support, sources and research.
- Promoting student Q&A through higher and lower order questioning.
- Two strikes and out method when it comes to demerits - 1. Verbal warning 2. Note signed by parent in journal 3. Demerit

## Learning outcomes for unit of learning

- 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.
- 1.7 examine the method of a number of artists and the artwork they created
- 3.2 Use critical and visual language to explain their own designs and those of others.
- 3.6 Design a final work based on their drawings

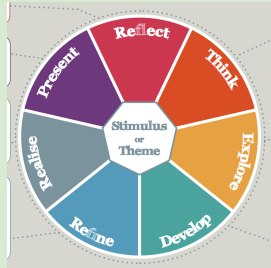
Lesson No/total in UoL: 1/16

Date: 4/10/23

Lesson type: 1 hour

Time: 1 hour

Stage: Think



JC

## Learning Content for Pupils and Learning Intentions

AEDP: Form and Line

Artistic Process: Introduction to reduction lino printing, support study artists and explaining the process we will be following to explore primary sources in different forms. Brainstorming the themes of our project and discussing what primary sources we will be exploring. Beginning to decorate the front covers of our workbooks for the next lesson.

Support study: Edward Bawden and Julie Abowitt

VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block.

Cross Curricular: Home Economics (natural primary sources)

DEMO: Collaborative brainstorm on the themes of 'Natural' and 'Dismantled'

### Learning Intentions

- To be able to brainstorm the theme of the project and develop them further.
- To understand the support study artists work and how they reflect the process of the project.
- To know what lino printing is and what the process involves

### Success criteria

- All students will understand and brainstorm the theme of the project.
- Most students will know the process of lino print and all aspects and materials involved.
- Some students will completely finish decorating their workbooks with the title of the theme of the project.

## LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Link to Students Work](#)

[Link to Visual Aids and Powerpoint.](#)

Students enter the classroom and sit down in the seats allocated to them on the seating plan, putting their bags away in their cubbies and their journals on the desks.

Teacher calls the roll.

Introducing myself to the students and telling them I will be teaching them for the next 10 weeks.

Teaching strategies: Class/Paired/Group Participation and work. Problem solving, structured discussion and critique. Higher and lower order questioning testing the students prior knowledge of the topics being explored in today's class.

Teaching methods: Powerpoint introduction to the aim of today's lesson, beginning with a recap of the previous learned knowledge.

Resources: Completed visual aids of the workbook that students will be working on throughout the project. Visual Aid of the Final Lino Cut and Prints. Powerpoint presentation on lino printing and the techniques involved. Powerpoint on the support study artist for the lesson.

	<p><u>Behaviour management:</u> Following the ladder of referral and the two strikes and out rule - verbal warning, note in journal and phone call home. The use of merits and demerits in class to reward or discourage behaviours.</p> <p><u>IT:</u> Introducing the rules of the classroom and what I expect from students, also explaining the artist of the week and artist of the month awards for merits. Powerpoint presentation introducing the theme and process of the project. Explaining to students what lino is and the tools and materials used to make it. Explaining to students the theme of the project and the definitions, natural vs. dismantled. I want students to expand on these themes and do a collaborative brainstorm where students will add a word to the board. This will encourage discussion within the classroom. Showing students the workbook and final piece example of the reductive lino prints. Presenting the support study artists Edward Bawden and Julie Abowitt. Asking students to begin designing the front cover for the workbooks which they will be using in every lesson throughout the project.</p> <p><u>SLA:</u> Collaborative brainstorm on the board, Decorating and designing the front cover of their workbooks including their name and the name of the project.</p> <p><u>Evaluation:</u> Questioning students on the process of lino printing and the names of the materials, also questioning them on the theme of the project.</p> <p><u>Homework:</u> Homework for this lesson was to bring in a natural object for homework on Friday.</p> <p><u>DEMO:</u> Visual aids and how to create a brainstorm. Showing students how to include lettering and typography on their front covers.</p> <p><u>Literacy:</u> Brainstorm and Front cover design of their piece.</p> <p><u>Oracy:</u> Discussion of the themes of the project and the process of the lino printing. Students pack away their things and get ready to leave the classroom. Students exit the classroom.</p>
<p><b>Post class reflection</b></p>	<p><b>What / So what..what went well and why and even better if... In relation to learning intentions Including links to pupil work</b></p> <p>WWW: Introduction to the project went well and was well received by the students, students showed good understanding of the themes of the project and developed their brainstorms well. They have done lino printing before so I'm a bit more confident in their understanding and ability to develop and cut a design. All the students were well behaved although they were quiet. I'm hoping that they will open up a bit more with questioning. The collaborative brainstorm I think was a good idea because it got them up out of their seat and moving around to build a bit of confidence.</p> <p>EBI: I think it would have been even better if I printed out the powerpoint slides as notes for students to underline and highlight and reference so they can have them the whole way through. I think setting homework was a good idea but I am apprehensive as to whether they all will bring in a natural object to take photos of and destroy in Friday's lesson.</p>

Lesson No/total in UoL: 2/16

Date: 6/10/23

Lesson type: (S) 1hr

Time: 1 hour

Stage: Explore



JC

## Learning Content for Pupils and Learning Intentions

AEDP: Line and Colour

Artistic Process: Photographing our primary source objects (fruits and vegetables) in their 'Natural' forms on infinity curves. Creating continuous and blind drawings of our primary source objects using a variety of media (markers, oil pastels, colouring pencils etc.). Working on page 3 of our workbooks. Students will get a verb they will apply to their dismantled object (cut, band, smash etc.) and for the second half of the class they will go outside and apply the verbs to their object. Next we will come in and do the same process over again, photographing our objects on an infinity curve and drawing them using the drawing techniques.

Homework: Make a collage of photographs taken to email to the teacher to print out and include in page 2 of our workbook.

Support study: Anne-Marie Butlin (using media in different ways to achieve opposite effects)

VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block, photographs of primary source objects on infinity curves and blind, continuous and tonal drawing examples.

Cross Curricular: Photography and Home Economics.

DEMO: How to photograph and set up objects on an infinity curve and how to do observational drawings and the different techniques (blind, contour etc.)

### Learning Intentions

- To be able to observe primary source objects in their natural forms through the use of different media.
- To know how to alter primary source objects through the theme of dismantle and record them using drawing techniques.
- To know the relationship between the activity in class, observing and documenting, will lead to our final piece design.

### Success criteria

- All students will be able to observe and photograph their primary source images in both their natural and dismantled state.
- Most students will be able to take multiple different images in different angles and collage them digitally to be printed out.
- Some students will complete their dismantled state of their primary source and photograph it.

## LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Link to students work](#)

[Link to visual aids and powerpoint presentations](#)

Students enter the classroom and sit down in the seats allocated to them on the seating plan, putting their bags away in their cubbies and their journals on the desks.

Teacher calls the roll..

Teaching strategies: Class/Paired/Group Participation and work.Problem solving, structured discussion and critique. Higher and lower order questioning testing the students prior knowledge of the topics being explored in today's class.

Teaching methods: Powerpoint introduction to the aim of today's lesson, beginning with a recap of the previous learned knowledge.

Resources: Powerpoint, Drawing techniques visual aid, Workbook example, Example of finished lino piece print.

Behaviour management:Following the ladder of referral and the two strikes and out rule - verbal warning, note in journal and phone call home. The use of merits and demerits in class to reward or discourage behaviours.

TT: Introduction to lesson, questioning students on what we learned in the previous lesson about lino printing and the materials we need, also what a primary source is and the name of our theme.

Powerpoint presentation explaining what we will be doing in this class, taking photographs of our primary sources in their 'natural states', beginning to draw them using guided prompts including, tonal/continuous/blind drawing in our notebooks, swapping our media every time. Next, we will be 'dismantling' our objects using the Richard Serra verbs, to drop, to split, to cut etc. we may move outside to do this.

Next, we will repeat the process if we have time by photographing our objects in their 'dismantled' states on our infinity curves.

We will then continue drawing, mixing up our media as we go with prompts (continuous/blind) We will continue this drawing of our dismantled objects in the next class.

SLA: Students will set up their infinity curves, one between two and consider their lighting, taking photos of their objects in their natural states.

Students will then begin to draw their objects in their natural forms. Students will annotate their work when they're done.

Students will then go outside to smash their objects, pull them apart or cut them up (supervised, Health and Safety).

Students will then rephotograph their objects.

If we have time, students will begin to draw their objects in their dismantled forms again.

Evaluation: Questioning on the verbs we used to dismantle our objects, the drawing techniques we used and how to set up an infinity curve.

DEMO: How to photograph objects on an infinity curve, how to draw using tonal, blind and continuous line drawings.

Literacy: Annotating their drawings, Richard Serra verbs.

Oracy: Class discussion surrounding the themes.

Students pack away their things and get ready to leave the classroom.

Students exit the classroom.

## Post class reflection

WWW: I found that this was a very active class, we had a lot to do and I was apprehensive whether we would get everything done or not but we did and I was delighted with the students. There was loads of focus when we were doing our drawings and setting up our natural objects but when we got to the dismantle stage of our class and I gave everyone a verb, the energy completely changed in the room and the students were so excited to get going and get their objects dismantled. There was loads of instructions given to me by this class verbally but they were very good and all followed along

EBI: I think next time if i was doing an active class like this, I would print out a list of instructions so that the students could tick off what they did when they have it done and know what they need to do next. Instead, I was writing on the board and giving verbal instructions

but I think a checklist would work better. I know now that I can get a lot done in these hour classes with the 2nd years and they are a quick working class so I will be trying to use that to my advantage.

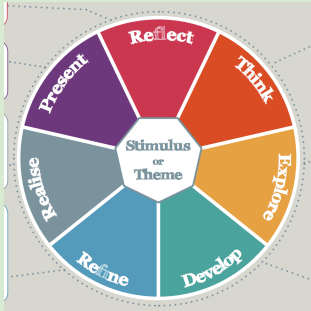
**Lesson No/total in UoL: 3/16**

**Date: 11/10/23**

**Lesson type: (S) 1hr**

**Time: 1 hour**

**Stage: Explore**



JC

## Learning Content for Pupils and Learning Intentions

AEDP: Line, Shape and Form.

Artistic Process: Beginning to fill out page 3 and page 5 of our workbooks with pencil drawings. Tonal drawings of our primary sources (fruit and veg) from primary source images we took in class the previous lesson. Printing off and cutting out the images students have taken of their primary source images to be included in their workbooks. Decorating and adding typography to their pages.

Support study: Edward Bawden

VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block, collage pages of natural and dismantled objects using typography and different medias.

Cross Curricular: Photography and Home Economics

DEMO: How to do a tonal drawing, creating a page desiccated to photographs

### Learning Intentions

- Be able to create tonal drawings of their primary source objects in both natural and dismantled states.
- Understand how to show evidence of the process through photography and collaging.
- To know how to observe and document primary source objects in different forms.

### Success criteria

- All students will complete a tonal drawing on either page 3 or 5 of their workbook documenting their object
- Most students will create two collages of their images of their primary source objects in their different states.
- Some students will use typography and experiment with media to decorate their pages.

## LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Link to students work](#)

[Link to visual aids and powerpoint presentations](#)

Students enter the classroom and sit down in the seats allocated to them on the seating plan, putting their bags away in their cubbies and their journals on the desks.

Teacher calls the roll..

Teaching strategies: Class/Paired/Group Participation and work.Problem solving, structured discussion and critique. Higher and lower order questioning testing the students prior knowledge of the topics being explored in today's class.

Teaching methods: Powerpoint introduction to the aim of today's lesson, beginning with a recap of the previous learned knowledge.

Resources: Powerpoint presentation, visual aid of completed workbook that students are replicating, visual aid of lino printing steps.

Behaviour management:Following the ladder of referral and the two strikes and out rule - verbal warning, note in journal and phone call home. The use of merits and demerits in class to reward or discourage behaviours.

TT: Questioning students on their prior knowledge and recapping on what we did in the previous lesson.

After students enter the classroom, presenting a powerpoint about tonal drawing and the support study artist Julie Abowitt.

Explaining to the students that we would be creating two tonal drawings in this lesson, one of our objects in its natural form and another of our objects in its dismantled form. If students finish this they can begin to cut out and stick in their photograph collages.

Showing the students examples of the work I want them to complete in this lesson and explaining the AEDP found in the pieces.

Demonstration on how to create a tonal drawing of a primary source object.

Asking students if they have any questions about the process of today's lesson and explaining to them how to be successful in this lesson.

Students begin to draw their primary source objects.

One to one tutorials with students on their tonal drawings and how to improve.

Explaining to them the criteria for their image pages, heading, annotations etc.

Recap of the lesson and what we have learned.

Explaining to the student what we will be doing in the next lesson.

SLA: Students recap on the lesson previous

Students begin their tonal drawings after my demonstration.

If they finish their drawings, students can begin cutting out their photos they have made into a collage to be printed and arranging them on pages 2 and 4.

Evaluation: Questioning students before, during and after the lesson to assess the learning that has taken place.

DEMO: Creating a tonal drawing and creating a collage of primary source photographs.

Literacy: Annotating drawings.

Oracy: Discussions surrounding the theme of the project and the processes being carried out.

Students pack away their things and get ready to leave the classroom.

Students exit the classroom.

## Post class reflection

WWW: I was happy with the evaluation and outcomes during this lesson, I wanted the students to begin drawing their primary sources in detail so they can fully observe their objects and understand the form of them. There were some lovely examples of understanding for the tonal drawings in this class and I think the powerpoint presentation and visual aid examples were a great benefit to the students.

EBI: Next time, I would definitely put a timer up on the board for the students to complete the work, as they are very precious with their work and will not move onto another task unless they are specifically told to. This will work well in the next lesson when we are developing thumbnail sketches. Overall, students are precious with their work and want their drawings to be absolutely perfect.



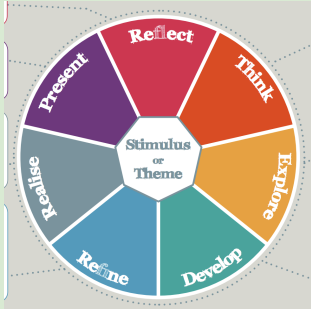
**Lesson No/total in UoL: 4/16**

**Date: 13/10/23**

**Lesson type: (S) 1hr**

**Time:**

**Stage: Develop**



**JC**

## **Learning Content for Pupils and Learning Intentions**

AEDP: Line and Form.

Artistic Process: DESIGN LESSON - teaching students about positive and negative space, composition, line and the criteria needed within their lino final design pieces. Asking them to design at least 3 thumbnail designs from their natural and dismantled photographs including line and shape.

Support study: John Lovett (thumbnails).

VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block, examples of negative and positive space, composition and balance.

Cross Curricular: Photography

DEMO: The different types of line achieved in lino printing, composition, positive and negative space and open composition.

### **Learning Intentions**

- To be able to complete two pages of observational drawings based on objects in two different forms.
- To understand how thumbnail drawings will help to develop and brainstorm their final piece.
- To know the work of John Lovett and thumbnail drawings.

### **Success criteria**

- All students will make at least one thumbnail design drawing that could be used as a potential final design piece.
- Most students will understand the concepts of negative and positive space and composition and include those features within their designs.
- Some students will complete all their thumbnail designs and annotate them

## LESSON PLAN

### Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Link to students work](#)

[Link to visual aids and powerpoint presentations](#)

Students enter the classroom and sit down in the seats allocated to them on the seating plan, putting their bags away in their cubbies and their journals on the desks.

Teacher calls the roll.

Teaching strategies: Class/ Paired/ Group Participation and work. Problem solving, structured discussion and critique. Higher and lower order questioning testing the students prior knowledge of the topics being explored in today's class.

Teaching methods: Powerpoint introduction to the aim of today's lesson, beginning with a recap of the previous learned knowledge.

Resources: Powerpoint presentation on the design concepts, positive and negative space, composition etc., visual aid of thumbnails and finished pieces.

Behaviour management: Following the ladder of referral and the two strikes and out rule - verbal warning, note in journal and phone call home. The use of merits and demerits in class to reward or discourage behaviours.

TT: After students enter the classroom and I call the roll,

Recap from the previous lesson on tonal drawing asking them about tone.

Introduction using a powerpoint on the aim of today's lesson which is to create 3 quick sketches of our objects in both forms that we can use.

Explanation to students on what positive and negative space is and how it can be included in their idea generation sketches.

Explanation of closed composition and how they can achieve this within their ideas and sketches by zooming up on their primary source images.

Next, I'll call students up to the desk for a demonstration on sketching up thumbnail drawings, quickly referencing their primary sources.

Showing them how to draw the boxes for the thumbnails drawings

Explaining to them how I will use negative and positive space within my drawing so that it will feature in my final piece.

I will be setting a timer for 15 minutes for each thumbnail drawing because I want them to be done quickly and for the students not to be precious for them - they are purely for idea generation.

Students will go back to their seats and I will write the measurements for each of the thumbnail boxes on the board - 3" x 4"

Asking students to do three thumbnails another - one of the natural object, one of the dismantled object and then another incorporating images from both object states into the one thumbnail.

Explaining that each person will be assigned a state - natural, dismantled or both to create the design for their final piece.

Telling the students that in the next class, we will be developing our chosen thumbnail up into a large scale design and transferring this onto a piece of tracing paper.

Students will pack their things up.

Evaluation of the learning in this lesson, what is positive and negative space and composition.

SLA: Students will develop 3 thumbnail drawings based on their primary source photographs that the final piece design will be based off of.

Evaluation: Questioning students on the process of lino printing, primary sources, thumbnail drawings, positive and negative space and composition before, during and after the lesson.

DEMO: How to measure out three thumbnail drawings and begin to develop three sketches based on their primary source images.

Literacy: Annotating their thumbnail drawings.

Oracy: discussions surrounding positive and negative space and compositions.

Numeracy: Measuring out their thumbnail boxes to 4" x 3"

Students pack away their things and get ready to leave the classroom.

Students exit the classroom.

## Post class reflection

WWW: In this lesson, I implemented the timer to split up the time between each of the drawings, which was 10 minutes each and 2 minutes to write down an annotation commenting on the positive and negative space, the composition and the balance in the pieces. This works really well in this class as they would lose track of time and spend all their time on one drawing and forget about the rest. Students displayed excellent results with their use of tone that they learned in the previous lesson. Annotations worked well and it gets students into the habit of annotating after every drawing, not just the good but what they could improve on as well.

EBI: I think it would be even better if I had more examples of thumbnail drawings, I had my own visual aids and I had some on the board from the presentation but I think maybe a large scale one broken up with just the use of line in the thumbnail would have been a good option to have for the students who were struggling. I drew examples on the board as I went on different thumbnail compositions that the students could use particularly for Thumbnail 3, which was where they included both of the objects.

Lesson No/total in UoL: 5/16

Date: 18/10/23

Lesson type: (S) 1hr

Time: 1 hour

Stage: Develop



JC

## Learning Content for Pupils and Learning Intentions

AEDP: Line and shape.

Artistic Process: Finishing off our thumbnail drawings and beginning to sketch out our final design, including line in the final design piece and showing the students some examples of final piece sketches. Giving every student either the theme natural, dismantled or a combination of the two to base their final design piece or giving them the option to merge the two themes together.

Support study: Anne-Marie Butlin

VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block, examples of thumbnail sketches and annotation map.

DEMO: Sketching up a final design piece, adding tone and line to it, marking the parts of the design I want to cut out first.

## Learning Intentions

- To be able to finish three thumbnail drawings to brainstorm their design for their final piece.
- To understand how to create a final piece design sketch.
- To know the support study artists work and how it relates to the project.

## Success criteria

- All students will complete their 3 thumbnail sketches, developing ideas for what they're going to do as their final piece.
- Most students will mostly finish or finish sketching their final print piece design.
- Some students will move onto sketching their design onto a piece of tracing paper.

## LESSON PLAN

### Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Link to students work](#)

[Link to visual aids and powerpoint presentations](#)

Students enter the classroom and sit down in the seats allocated to them on the seating plan, putting their bags away in their cubbies and their journals on the desks.

Teacher calls the roll..

Teaching strategies: Class/ Paired/ Group Participation and work. Problem solving, structured discussion and critique. Higher and lower order questioning testing the students prior knowledge of the topics being explored in today's class.

Teaching methods: Powerpoint introduction to the aim of today's lesson, beginning with a recap of the previous learned knowledge.

Resources: Powerpoint on composition, balance and positive and negative space, visual aid of workbook with finished thumbnails and finished piece design sketch with annotations.

Behaviour management: Following the ladder of referral and the two strikes and out rule - verbal warning, note in journal and phone call home. The use of merits and demerits in class to reward or discourage behaviours.

TT: After I call the roll, I will begin to present the powerpoint presentation for the lesson, informing students on the aim of today's lesson, what and why we are doing what we're doing.

Showing the students the final piece design sketch in my workbook visual aid.

Beginning to explain that to create a final piece design we need to include certain criteria to give it interest and make it look appealing to the eye.

Throughout my powerpoint presentation, I will start to explain each of the criteria separately and how we can include them in our designs.

Explaining balance, composition and positive and negative space.

I will give each student out a lino block and tell them to trace the size of the lino block on the page where they will create their final designs.

They will then choose their favourite thumbnail composition and begin to transfer it into the final design piece.

I will remind them of the criteria and ask them to include and label these in their piece as they go along.

I will also ask students to include colour swatches of two different colours beside their lino design as a swatch on what colours they think they would like to print their designs in.

Giving students one to one tutorial time and guiding them in the right direction, telling them what they could include in their piece/ leave out.

After students have completed the sketch, I will ask them to put their initials in pen on one side of their lino block for next week's class.

Students will then hand up their workbooks and lino blocks so I can keep them for the next day.

Recap with students asking them evaluation questions such as 'what is balance in art?'

SLA: Students will trace out the shape of their lino block in the middle of their page in a black page and then begin to sketch one of their thumbnail designs into the final piece layout, adding annotations on the composition, balance, positive and negative space.

Evaluation: Questioning students before, during and after the lesson on lino printing and the criteria involved in sketching a final piece design.

DEMO: Tracing the lino block on their page, sketching their design and adding annotations to the piece.

Literacy: Writing annotations to their work commenting on the balance, composition and positive and negative space in each.

Oracy: Discussions surrounding Lino printing and the criteria involved in creating a design for a print.

Students pack away their things and get ready to leave the classroom.

Students exit the classroom.

## Post class reflection

WWW: I think overall this lesson went quite well, I needed to spend an extra few minutes at the start of class giving the students an introduction of the next section which will be to pick out our final design based on the 3 components we learned in the design lesson. The students responded well with the task and there were some phenomenal final design sketches being made based on their primary sources. After the demonstration, I took the visual aid of the sketch I was using and photocopied it so that the students could keep it beside them as a reference. Also giving them some autonomy with the patterns they do in the background went down well and I had some lovely outcomes from this.

EBI: I think it would have been even better if I did a one to one group tutorial with about 5% students in the class who seemed a little bit confused about how their final design should look. After giving them the photocopy of my visual aid it did help them a bit but I think they just need some more support in some areas. By setting another homework task I had to warn them about demerits for no homework, but I wish I had given demerits to the students who did not hand in the work the first time I gave it as it's nearly too late now saying it.

Lesson No/total in UoL: 6/16

Date: 20/10/23

Lesson type: (S) 1hr

Time: 1 hour

Stage: Refine



JC

## Learning Content for Pupils and Learning Intentions

AEDP: Line, form and shape.

Artistic Process: Creating a colour guide that they can use as a reference when cutting their lino block. Using a colour family of a light and dark colour on a photocopy of their final piece sketch they will colour in the parts of their design they want to keep white, print in colour and keep black. This will be a useful tool for the students to reference if they get confused when cutting.

Support study: Julie Abowitt

VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block, example of colour guide using colour families on a photocopy.

DEMO: How to transfer a design from tracing paper to a lino block.

## Learning Intentions

- To be able to design a final piece sketch including line and shape.
- To understand how creating a colour guide using a colour family can be a useful resource.
- To know the rules surrounding lino cutting and transferring designs.

## Success criteria

- All students will complete their final design sketches in their booklets.
- Most students will finish their colour guide on the photocopy of their design using their colour family
- Some students will completely transfer their final design sketch onto their lino blocks.

## LESSON PLAN

### Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Link to students work](#)

[Link to visual aids and powerpoint presentations](#)

Students enter the classroom and sit down in the seats allocated to them on the seating plan, putting their bags away in their cubbies and their journals on the desks.

Teacher calls the roll.

Teaching strategies: Class/ Paired/ Group Participation and work. Problem solving, structured discussion and critique. Higher and lower order questioning testing the students prior knowledge of the topics being explored in today's class.

Teaching methods: Powerpoint introduction to the aim of today's lesson, beginning with a recap of the previous learned knowledge.

Resources: Powerpoint presentation, visual aid of finished lino printing process, visual aid of transfer paper sketch.

Behaviour management: Following the ladder of referral and the two strikes and out rule - verbal warning, note in journal and phone call home. The use of merits and demerits in class to reward or discourage behaviours.

TT: After I call the roll, I will begin to present the powerpoint presentation for the lesson, informing students on the aim of today's lesson, what and why we are doing what we're doing.

Showing the students the final piece design sketch in my workbook visual aid.

Showing the students the transferred final design on tracing paper.

Calling the students up for a demonstration, explaining to them that they need to use a 6B pencil to create a dark line.

Showing the students the finished piece with the tracing paper design

Asking the students to take a sheet of tracing paper and return to their tables to begin tracing their image, using two pieces of masking tape to secure it to the table so it doesn't move.

After the students complete their tracing paper image transfer, they can begin to decorate and design their natural and dismantled collage pages with watercolours and typography labelling them as natural and dismantled.

They will begin cutting out and sticking them down in their workbooks.

After this, I will explain to them the outcomes in the next lesson, explaining that we will be marking out where we will cut and begin cutting after a health and safety demonstration.

Students put away their workbooks and make sure their tracing paper is stuck inside.

SLA: Tracing their design onto their tracing paper and transferring it onto their lino block, making sure their initials are on the back of their lino block, cutting out and collaging their primary source images onto their photo pages.

Evaluation: Questioning students before, during and after the lesson on lino printing and the criteria involved in sketching a final piece design.

DEMO: Tracing their final piece design onto tracing paper and transferring it onto their lino block, How to collage their photographs into their workbooks.

Literacy: Annotating their drawings in their workbooks.

Oracy: Discussing the processes of the lesson, tracing and transferring and collaging.

Students pack away their things and get ready to leave the classroom.

Students exit the classroom.

## Post class reflection

WWW: I think my demonstration for this lesson was very straightforward, using simplistic language and questioning to the students, the students seemed to understand and I wrote the steps on the board for the people who were a bit confused. They could tell me about colour families and they responded well to the task. There are a few people in this class who are quite weak but by doing one to one tutorials with them it helped them out a lot.

EBI: There was a student who was quite disruptive in this lesson, after constant reminders to be focus on his work, and asking him to focus on the task I still had no prevail, I kept him back after class and gave him a verbal warning, explaining that if his disruptive and distractive nature pursues in the next class, he will be getting a demerit. As this student was so disruptive it caused more distraction in the classroom as a whole.

Lesson No/total in UoL: 7/16

Date: 25/10/23

Lesson type: (S) 1hr

Time: 1 hour

Stage: Develop



JC

## Learning Content for Pupils and Learning Intentions

AEDP: Line and shape

Artistic Process: Finishing off their colour guide and collages for the students who were not in. Transferring the design onto tracing paper to transfer onto their lino blocks.

Support study: Edward Bawden

DEMO: Showing examples of what they should have done in this class, the natural and dismantled photos in the correct pages and they should have their colour guides and transfer papers done.

VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block and checklist and examples of all the work being checked off.

## Learning Intentions

- Be able to complete a colour guide that will be used as a good reference in this lesson.
- To understand the support study artist and how they relate to the work taking place in this lesson.
- To know how to transfer a design from a sketch to a colour guide to a transfer paper piece.

## Success criteria

- All students will transfer their lino print design from their colour guide.
- Most students will complete their collage pages on page 2 and 4.

- Some students will complete their colour guide, collage pages and transfer pages for the next lesson.

## LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Link to students work](#)

[Link to visual aids and powerpoint presentations](#)

Students enter the classroom and sit down in the seats allocated to them on the seating plan, putting their bags away in their cubbies and their journals on the desks.

Teacher calls the roll..

Teaching strategies: Class/ Paired/ Group Participation and work. Problem solving, structured discussion and critique. Higher and lower order questioning testing the students prior knowledge of the topics being explored in today's class.

Teaching methods: Powerpoint introduction to the aim of today's lesson, beginning with a recap of the previous learned knowledge.

Resources: Powerpoint presentation, visual aid of finished lino print in stages, visual aid of cut lino block, visual aid of lino print design transferred onto the block, white parts of the lino design marked with a black marker to show what will be cut out.

Behaviour management: Following the ladder of referral and the two strikes and out rule - verbal warning, note in journal and phone call home. The use of merits and demerits in class to reward or discourage behaviours.

TT: Introduction to the aim of this lesson, recapping on what we learned in the previous lesson.

Questioning the students on the process of designing a lino block, about positive and negative space, composition and balance.

Checking to see that all of the students have their design transferred onto their lino block including the border line and the design in the background.

Powerpoint presentation on the process of lino cutting.

Health and safety briefing for the students on lino cutting and using the tools properly.

Keeping the handles and blades up on my desk, counting them and distributing them.

Calling the students up to the DEMO desk for a briefing on how we will cut and the health and safety included in that.

Showing the students how I will use a black marker to mark out everything that will be printed in WHITE on the page, including borders and inside details on the primary source objects.

Demonstration on how to cut the lino block properly, doing sample cuts if they wish on a scrap piece of lino to get used to it if they don't feel comfortable enough.

Asking students to take any other objects off the desk such as art packs, homework journals, pencil cases.

Showing the students how to use the bench hook and to put the lino block on it properly to carve.

One to one tutorials with students and helping them cut their lino blocks

Safety checks on each of the students' usage of the lino cutters and block.

SLA: Marking the white designs from their lino block and cutting it out cutting the safe techniques, the blade and the bench hook.

Cutting their first round of design to be printed in the next lesson.

Evaluation: Questioning the students before, during and after the lesson on the cutting of the lino block and the safety involved in cutting the block.

DEMO: How to make a variety of different cuts on a lino block and how to practise health and safety in cutting the lino block.

Oracy: Discussing the processes involved in marking, cutting and the health and safety surrounding lino cutting.

Students pack away their things and get ready to leave the classroom.

Students exit the classroom.



## Post class reflection

WWW: I think this class was necessary for the students to all catch up and get on the same level because a lot of the students were on different pages at different times. This lesson gave them all a good chance to catch up and get onto the same level with their work so that in the next class we can all move on at the same time and be on the same page.

EBI: I think it would have been even better if I had a printed out checklist instead of one written on the board because the students could tick them off one by one instead of seeing them on the board. I also think it would be better if I had help with one of the students in the class as the overall understanding can be quite low level at times so i need to spend extra time with the majority of the students but there are two that need extra help.

Lesson No/total in UoL: 8/16

Date: 27/10/23

Lesson type: (S) 1hr

Time: 1 hour

Stage: Develop



JC

## Learning Content for Pupils and Learning Intentions

AEDP: Line and shape.

Artistic Process: Majority of the class will be transferring their tracing paper designs over with a ballpoint pen and then they will be marking out the parts we will be taking out of the lino block and beginning to cut our lino blocks with a black marker. Explaining to students that the image will flip and how they can use their colour guides to colour in the white parts of their lino block black.

Support study: Edward Bawden, Julie Abowitt

VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block, mark making example lino prints and block.

DEMO: How to cut a design into a lino block.

## Learning Intentions

- To be able to begin cutting out a design on a lino block.
- To understand the importance of safety when doing lino printing.
- To know the process involved in designing and cutting a lino block.

## Success criteria

- All students will know the health and safety risks involved in cutting a lino block and using the lino cutting tools.
- Most students will mark on their lino using a black marker all the parts that are white on their colour guide so that they can begin to get out all the black parts.
- Some students will completely finish cutting all the white areas of their lino block in this lesson to print it in the next lesson.

## LESSON PLAN

### Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

#### [Link to students work](#)

#### [Link to visual aids and powerpoint presentations](#)

Students enter the classroom and sit down in the seats allocated to them on the seating plan, putting their bags away in their cubbies and their journals on the desks.

Teacher calls the roll.

Teaching strategies: Class/ Paired/ Group Participation and work. Problem solving, structured discussion and critique. Higher and lower order questioning testing the students prior knowledge of the topics being explored in today's class.

Teaching methods: Powerpoint introduction to the aim of today's lesson, beginning with a recap of the previous learned knowledge.

Resources: Visual Aid on the progress and stages of designing and cutting a lino block, Visual aid on a research notebook completed throughout their research process, cut lino block.

Behaviour management: Following the ladder of referral and the two strikes and out rule - verbal warning, note in journal and phone call home. The use of merits and demerits in class to reward or discourage behaviours.

TT: Introduction to the lesson and explaining to the students the aim of today's lesson.

Recap on what we learned in the previous lesson - questioning students on what a colour family is, what a lino print is and what positive and negative space is.

After the recap, I will begin to run through the powerpoint presentation based on the activity/learning in this lesson.

Explaining to the students how to block colour in with a black marker all the pieces that will be taken OUT and leaving the other parts in.

Introducing some more work of the support study artist Julie Abowitt's and asking the students to comment on the work.

After this, I will ask the students to completely clear their tables and desks and get rid of any journals, bags, coats etc on the tables so that I have a clear view of the students' use of the tools in this lesson.

Afterwards, I will call the students up to the demonstration table and show them how to use a black marker to mark all the pieces on their colour guide that are white, black on their lino block.

This will give the students a good idea of how to separate what was cut out first easily.

Once that is complete, I will call the students up again and show them how to use a lino cutter and bench hook

Presenting to students the health and safety risks associated with lino cutting and telling them the main pointers, explaining that if there is any mishandling of tools there will be demerits given immediately.

After this, demonstrating how to cut the lino and sending the students back down to their desks to then begin cutting out all the BLACK parts of their lino blocks.

One to one tutorials with students and helping them cut their lino blocks

Safety checks on each of the students' usage of the lino cutters and block.

If students finish this they can take photographs of it to document in their notebooks if they have time.


Evaluation with the students.

Asking the students to clean up their places and put everything away.

Taking back the lino cutters and counting them to make sure they are all present and none have gone missing.

SLA: Students mark with a black marker all the parts of the lino block they will cut out, students will then begin to cut their lino blocks ready for printing in the next lesson.

	<p><u>Evaluation:</u> Questioning the students before, during and after the lesson on the cutting of the lino block and the safety involved in cutting the block.</p> <p><u>DEMO:</u> How to make a variety of different cuts on a lino block and how to practise health and safety in cutting the lino block.</p> <p><u>Oracy:</u> Discussing the processes involved in marking, cutting and the health and safety surrounding lino cutting.</p> <p>Students pack away their things and get ready to leave the classroom.</p> <p>Students exit the classroom.</p>
<p><b>Post class reflection</b></p>	<p>WWW: I am glad that this lesson could be used in two ways - one to let the students who have to catch up, catch up and also to let the other students progress and take their time to properly mark out all the white pieces of their lino blocks. I was pleased with my demonstration of the transfer process - telling students that they use a ballpoint pen to trace the reverse of the pencil side of the transfer paper. Basically all of the students got their white parts marked on their lino blocks so they can cut in the next class. I'm glad that all the students are on the right page now.</p> <p>EBI: I didn't expect this lesson to take up the whole of the hour, I expected the students to move onto at least practising the mark making onto a small piece of lino block. It took them about 40/45 minutes to be able to transfer their design onto the lino block and then use a black marker to mark all the white parts. I have been able to achieve so much with these students at the start of the placement block in an hour but you can tell the students are ready for a well deserved break at midterm.</p>

<p><b>Lesson No/total in UoL: 9/16</b>  <b>Date: 8/11/23</b>  <b>Lesson type: (S) 1hr</b>  <b>Time: 1 hour</b>  <b>Stage: Develop</b></p>  <p>JC</p>	<p><b>Learning Content for Pupils and Learning Intentions</b></p> <p>AEDP: line, texture and shape</p> <p>Artistic Process: Importance of health and safety in the classroom. Explaining how to cut a lino block, the tips and tricks and more importantly the health and safety briefing all the students on how dangerous the tools can be if not used correctly. Beginning to cut a tester patch of lino to get used to making marks and texture with the tools and then moving onto cutting the lino block with their design drawn on. Continue to cut their first round of their lino block in this lesson - taking out the whites focusing on both the main image, details in the fruits and veg and also the patterns in the backgrounds.</p> <p>Support study: Edward Bawden and Julie Abowitt</p> <p>VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block.</p> <p>DEMO: cutting a lino block.</p> <p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- To be able to begin cutting out a design on a lino block.</li> <li>- To understand the importance of safety when doing lino printing.</li> <li>- To know the process involved in designing and cutting a lino block.</li> </ul>
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	<p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- All students will successfully begin to cut their lino block, taking out the whites of their design.</li> <li>- Students will practise the correct handling of the tools and the health and safety involved in using lino cutting tools.</li> <li>- Some students will include more than one type of mark making in their lino cut design.</li> </ul>
<p><b>LESSON PLAN</b></p> <p><b>Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.</b></p>	<p><a href="#">Link to students work</a></p> <p><a href="#">Link to visual aids and powerpoint presentations</a></p> <p><a href="#">Link to Lesson Plan</a></p>
<p><b>Post class reflection</b></p>	<p>WWW: This lesson went well, the demonstration on cutting the lino block safely was effective but looking back I wish I went more in depth about getting clean lines on the edges of the lino block and about how deep to cut, I told them about pressure and using the tools but some of them are either being too heavy handed or else being too light, in the next class I might get them to do a rubbing of their lino blocks before we print it so they can see if they need to cut more or not. I am not getting them to print if the lino blocks are not up to standard - this might add another lesson or two onto the UoL.</p> <p>EBI: This lesson went well, but there is a strong lack of understanding on some of the health and safety rules, I will remind the student about the health and safety and less than a minute later see them breaking the rules by having their hands dangerously close to the blade, This is a risk I need to look out for going forward with my lessons as I feel like some of the students could be a cut risk. In the next lesson, half the class will cut their lino and half will print, so it will be more difficult to keep an eye on some of the students while theyre cutting and printing as it will be different stations.</p>

Lesson No/total in UoL: 10/16

Date: 10/11/23

Lesson type: (S) 1hr

Time: 1 hour

Stage: Develop



JC

## Learning Content for Pupils and Learning Intentions

AEDP: Line and Shape

Artistic Process: Students should all be printing their first round of their lino cut in this lesson - aiming to make about 4 prints in different coloured inks on different coloured surfaces. If some students have done this from the previous lesson, I will do a tutorial on beginning to cut their second round (Taking out the background, edging and adding pattern or texture to the piece).

Support study: Edward Bawden and Julie Abowitt

VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block.

DEMO: Cutting the second round design and health and safety reminder.

### Learning Intentions

- To be able to incorporate texture and line into their first stage lino cuts.
- To understand the work of the support study artists.
- To know how to carve a lino block properly.

### Success criteria

- All students will completely cut out the white of their design, adding in mark making techniques to either their background or main image.
- Successfully ink up and print their first round of lino cuts.
- Experiment with coloured inks on coloured paper - complementary colours.

## LESSON PLAN

[Link to students work](#)

[Link to visual aids and powerpoint presentations](#)

[Link to Lesson Plan](#)

## Post class reflection

WWW: I think overall the split up of the class to both cutting and printing went well, majority of the students were still cutting their lino blocks, aiming to get them finished cutting in this lesson and about 6 or 7 were printing using different coloured inks and different coloured paper. By separating the two stations, it gave me control over the two stations, constantly checking up on both of them and giving tips and tricks, keeping an eye on health and safety when lino cutting. There was some good work taking place, most students are on task but some of them are completely behind on the task so I will need to spend extra time with these students.

EBI: I think going forward in the next lesson, I will group the weaker students and the students who are behind together, so that I can go around and station teach each of the groups giving advice and helping them out. Most of the students will be printing by the end of the

lesson, so this will give some time to do one to one with people still cutting as it is more of an independent task. Some of the students are still momentarily forgetting the health and safety uses of the blades so constantly checking and reminding them is a must.

**Lesson No/total in UoL: 11/16**

**Date: 15/11/23**

**Lesson type: (S) 1hr**

**Time: 1 hour**

**Stage: Develop**



**JC**

### **Learning Content for Pupils and Learning Intentions**

AEDP: Line, Texture and Shape

Artistic Process: Half of the class will still be cutting and catching up if they were absent and the other half of the students should all be printing their first round of their lino cut in this lesson - aiming to make about 5 prints in different coloured inks on different coloured surfaces.

Support study: Edward Bawden and Julie Abowitt

VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block.

DEMO: How to print a lino block.

### **Learning Intentions**

- To be able to use the techniques learned in lesson four on positive and negative space and apply this in their second round of cutting.
- To understand the process of a 2 cut lino print and how to include texture and mark making into their second print.
- To know the safe way to handle lino cutting materials.

	<p><b>Success criteria</b></p> <ul style="list-style-type: none"><li>- Produce at least one good quality print from their first round of printing</li><li>- Most students will produce up to 5 different coloured prints for their 1st round of printing.</li><li>- Some students will experiment with complementary colours ink on paper when printing.</li></ul>
<p><b>LESSON PLAN</b></p>	<p><a href="#">Link to students work</a> <a href="#">Link to visual aids and powerpoint presentations</a> <a href="#">Link to Lesson Plan</a></p>
<p><b>Post class reflection</b></p>	<p>WWW: This lesson went really well in my opinion, the organisation at the beginning of class is key, having the stations set up and the ink put out, another thing i'm grateful i did in advance was cutting loads and loads of good quality paper because we ran through it as most students were aiming to get 5 coloured prints on different colours of paper. The students were very well behaved and it was a very active class so they could let loose a little bit and let their creativity flow. The students really really enjoyed it and I'm glad I asked the supporting teacher to take some photographs of the demonstrations and students working.</p> <p>EBI: I think it would have been even better if I had cut more paper as I underestimated exactly how much paper the students would use up so some of them were printing on cartridge paper at the end of the lesson. For the next time I will make sure to cut a lot more paper for the lino prints. Another thing I would probably do differently again was set up the lino station closer to the sink as I did it on the other side of the classroom so I could see them better.</p>

Lesson No/total in UoL: 12/16

Date: 17/11/23

Lesson type: (S) 1hr

Time: 1 hour

Stage: Refine & Realise



JC

## Learning Content for Pupils and Learning Intentions

AEDP: Line, Shape and Colour

Artistic Process: Students should all be printing their first round of their lino cut in this lesson - aiming to make about 5 prints in different coloured inks on different coloured surfaces. If some students have done this from the previous lesson, I will do a tutorial on beginning to cut their second round (Taking out the background, edging and adding pattern or texture to the piece). 2 stars and a wish reflection.

Support study: Edward Bawden and Julie Abowitt

VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block, mark making techniques on lino block and print and registration plate worksheet.

DEMO: How to do a second print.

### Learning Intentions

- To be able to use the techniques learned in lesson four on positive and negative space and apply this in their second round of cutting.
- To understand the process of a 2 cut lino print and how to include texture and mark making into their second print.
- To know the safe way to handle lino cutting materials.

### Success criteria

- All students will produce at least 5 good quality coloured prints for their first round of printing.
- Most students will incorporate at least two different types of mark making techniques into their lino block in this lesson.
- Some students will complete marking up their lino block in preparation for cutting 2nd round.

## LESSON PLAN

[Link to students work](#)

[Link to visual aids and powerpoint presentations](#)

[Link to Lesson Plan](#)

## Post class reflection

WWW: This lesson went quite well and I noticed a shift in confidence in the students in this class, they began to take authority over their artwork and wanting to progress onto the next stage, I think seeing the physical prints was a nice reward to them after spending so long on the design and cutting stage of the lino. They were thrilled with the results but also quite reflective on how they could improve. The registration plate was definitely a big help to students to centre their lino blocks and the results came out great.

EBI: I think it would have been even better if the supporting teacher in this class spent time with the student they are supposed to support, I find sometimes a lot of my time is dedicated towards keeping him on task and making sure he hits the success criteria as he has a profile of needs. The supporting teacher is in this class for these reasons but I find I'm doing a lot of the work with him myself.



Otherwise, I think I could have potentially brought in the texture element to this lesson a little bit earlier as some of the students exceeded my expectations. A lot of them needed the time in the first cut to get used to the blade where as others flew ahead.

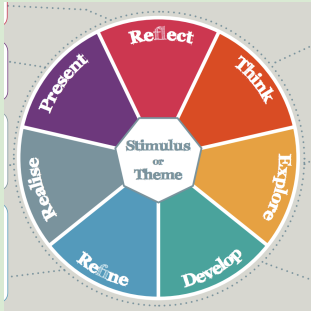
Lesson No/total in UoL: 13/16

Date: 22/11/23

Lesson type: (S) 1hr

Time: 1 hour

Stage: Realise



JC

## Learning Content for Pupils and Learning Intentions

AEDP: Line, Texture and Shape

Artistic Process: Students in this lesson will all be cutting their second round of the lino block, emphasising the details, use of line and texture within the pieces and using their colour guides as a reference to what they want to print in their darker colours. Reminding students how to create texture using different mark making techniques. Ensuring that students are using their colour guide to cut away the medium colours on their colour guides - again using the black marker to help with what will get taken out. Reminder on health and safety when cutting a lino block.

Support study: Julie Abowitt

VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block.

DEMO: How to create texture in a lino block using mark making techniques and health and safety precautions.

### Learning Intentions

- To be able to complete cutting their second round of their lino block using the techniques learned.
- To understand the process involved in designing, cutting and printing a lino block from designs developed from primary sources.
- To know how to accurately print a second round lino print using a registry.

### Success criteria

- All students will include texture in the cut for their second round of lino printing
- Most students will complete the second round of cutting.
- Some students will completely cut their lino block with a lot of texture.

LESSON PLAN

[Link to students work](#)

[Link to visual aids and powerpoint presentations](#)

[Link to Lesson Plan](#)

## Post class reflection

WWW: In my opinion, this lesson went quite well as I think the organisation of materials was executed quite well. I think the mark making lesson was executed well enough and the students' understanding of the mark making techniques was shown through the work they made during this lesson. The students completed more of the lino cutting than I expected, so in the next lesson I will have half of the class cutting and half of the class printing.

EBI: I think it would be even better if I had some extra lino block in the classroom so that I could cut it up and get the students to practise cutting the mark making techniques into it and we could print them and add them into our workbooks. This would have given them a chance to loosen up and practise the cutting.

Lesson No/total in UoL: 14/16

Date: 24/11/23

Lesson type: (S) 1hr

Time: 1 hour

Stage: Present & Reflect



## Learning Content for Pupils and Learning Intentions

AEDP: Line, Shape and Colour

Artistic Process: Students in this lesson will all be cutting their second round of the lino block, emphasising the details, use of line and texture within the pieces and using their colour guides as a reference to what they want to keep the original colours and change to the second colours. Reminding students how to create texture using different mark making techniques. Ensuring that students are using their colour guide to cut away the medium colours on their colour guides. Health and safety precautions on lino cutting. If students are done this, they can create a rubbing of their lino block and document this into their notebooks.

Support study: Edward Bawden and Julie Abowitt

VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block and finished cut and mounted 2 colour lino print, registration sheet.

<p>JC</p>	<p>DEMO: How to cut a lino block - the health and safety involved and how to create texture within the lino block.</p> <p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- To be able to successfully research, design and develop a design for a 2 cut lino block piece.</li> <li>- To understand how to observe primary source objects in different forms.</li> <li>- To know how to cut and mount their final design lino pieces based on the theme of 'Natural vs. Dismantled'.</li> </ul> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- All students will completely cut their 2nd round of lino cutting</li> <li>- Add texture to their lino block using mark making</li> <li>- Develop a rubbing of their lino block to check on the cut and document it in their sketchbooks.</li> </ul>
<p><b>LESSON PLAN</b></p>	<p><a href="#">Link to students work</a>  <a href="#">Link to visual aids and powerpoint presentations</a>  <a href="#">Link to Lesson Plan</a></p>
<p><b>Post class reflection</b></p>	<p>WWW:</p> <ul style="list-style-type: none"> <li>- I think the briefing at the beginning of the lesson was helpful to the students as this was a mixed classroom of some people cutting and some people printing, i asked the students to all cut for the first 15 minutes of the lesson, even the people who think they're 'done', to see if they have missed any spots and give it a good thorough look through.</li> <li>- I also think it was good that I did station teaching with the students who were printing, showing them the importance of mirroring the image as it's reversed, getting an even print and being careful to line up the edges and sides of the lino block to the original prints they've done.</li> </ul> <p>EBI:</p> <ul style="list-style-type: none"> <li>- During this lesson there was a student who sat down and did nothing, I was happy of the way I approached the student about the situation but I think next time I'm going to have to give him an extra/shorter timed task e.g. cutting for 10 minutes and then a small task and then cutting for another 10 minutes as he gets very bored very quickly and doesn't seem to be motivated to carry through one thing from start to finish.</li> </ul>

Lesson No/total in UoL: 15/16

Date: 29/11/23

Lesson type: (S) 1hr

Time: 1 hour

Stage: Present & Reflect



JC

## Learning Content for Pupils and Learning Intentions

AEDP: Line, Shape and Colour

Artistic Process: Students should all be printing their second of their lino block in this lesson - aiming to print over their original 5 coloured ink lino prints from the first round. Showing students how to print over an original print and again, the tips to getting an even print. The students will write their names on their prints before they print them. Students will be printing using dark colours, black, navy etc.

Support study: Edward Bawden and Julie Abowitt

VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block and finished cut and mounted 2 colour lino print.

DEMO: How to do a second print.

### Learning Intentions

- To be able to successfully research, design and develop a design for a 2 cut lino block piece.
- To understand how to observe primary source objects in different forms.
- To know how to cut and mount their final design lino pieces based on the theme of 'Natural vs. Dismantled'.

### Success criteria

- All students will completely cut their 2nd round of lino cutting
- Add texture to their lino block using mark making
- Develop a rubbing of their lino block to check on the cut and document it in their sketchbooks.


LESSON PLAN

[Link to students work](#)

[Link to visual aids and powerpoint presentations](#)

[Link to Lesson Plan](#)

<p><b>Post class reflection</b></p>	<p>WWW:</p> <ul style="list-style-type: none"> <li>- I was happy I set up the lino printing stations closer to the sinks for this lesson as students wouldn't have to walk the whole way across the classroom to wash their lino prints and clean up after themselves is more of a seamless process.</li> <li>- I was happy that most of the students got their second round of printing done and then we can move onto cutting and mounting the prints in the next lesson, I am excited to see how the prints turn out when they are mounted on some coloured card.</li> </ul> <p>EBI:</p> <ul style="list-style-type: none"> <li>- I think in this lesson I could have done the sequencing of the lesson a little bit better as this was such an active lesson so the students needed some more pointers or step by steps on how to achieve the steps</li> </ul>
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<p><b>Lesson No/total in UoL: 16/16</b>  <b>Date: 1/12/23</b>  <b>Lesson type: (S) 1hr</b>  <b>Time: 1 hour</b>  <b>Stage: Present &amp; Reflect</b></p>  <p>JC</p>	<p><b>Learning Content for Pupils and Learning Intentions</b></p> <p><b>Learning Intentions</b></p> <p><b>Success criteria</b>  <u><b>NO CLASS WHOLE SCHOOL ASSEMBLY</b></u></p>
<p><b>LESSON PLAN</b></p>	

## Post class reflection

Lesson No/total in UoL: 16/16

Date: 1/12/23

Lesson type: (S) 1hr

Time: 1 hour

Stage: Present & Reflect



JC

## Learning Content for Pupils and Learning Intentions

### EXTRA LESSON

AEDP: Line, Shape and Colour

Artistic Process: In this lesson students will aim to finish their printing and begin to cut and mount their pieces, or for the students slightly behind they will continue to print their second round of prints. Presenting the final mounted and printed 2 colour lino prints based off the theme 'Natural vs. Dismantled' Peer assessment and feedback in this lesson. Two stars and a wish as a self reflection task.

Support study: Edward Bawden and Julie Abowitt

VA: Finished piece, step by step lino printing the two colours, Finished sketchbook containing all the research of their primary sources and designing for their lino piece designs, cut lino block and finished cut and mounted 2 colour lino print.

DEMO: How to do a second print.

### Learning Intentions

- To be able to successfully research, design and develop a design for a 2 cut lino block piece.
- To understand how to observe primary source objects in different forms.
- To know how to cut and mount their final design lino pieces based on the theme of 'Natural vs. Dismantled'.

### Success criteria

- All students will completely cut their 2nd round of lino cutting
- Add texture to their lino block using mark making
- Develop a rubbing of their lino block to check on the cut and document it in their sketchbooks.

**LESSON PLAN**

[Link to students work](#)  
[Link to visual aids and powerpoint presentations](#)  
[Link to Lesson Plan](#)

**Post class reflection**

WWW: I am very happy with the outcome of this lesson, around half of the class was able to mount their lino cuts and hand me up their best one for presentation or to hang up somewhere around the school and the other half was able to complete their second round of lino prints that they can mount in a different class to hang up aswell.

EBI: I think it would be even better if I had some sort of a reward for the student at the end of this lesson to say thanks so much for all their hard work and participation over the past 10 weeks and show my appreciation for their hard work.