

Class Name: TY
Year group: TY
Programme: 20 students in class
SC: TY
Total No of lessons in UoL: 4 lessons

Aim of Unit of Learning To create a Tetra Pak stamp print based on the theme of, 'Ireland's Icons'' including line and shape.

Theme Development:

Health and safety of using a scalpel
How to cut a design into a tetra pak
Ireland in the 1990's.
Orla Walsh
Stamp design in Ireland
Graphic designs based on stamps.
Printing using a printing press.
Typography.

Entering characteristics

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.

Mixed race, mixed ethnicity, mixed gender and mixed ability, No previous knowledge

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

AEN:

No known AEN within this class.

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

- 1.2 Recording and Documenting - capture their interpretation of the world in a physical/digital way
- 1.3 Experimenting and Interpretation - use problem-solving skills to develop ideas.
- 2.1 Making - create realised work based on their research
- 2.3 Process - relate their research, processes and decisions that led to their realised work
- 3.4 Critical and personal reflection - discuss the development of ideas and work from conception to realisation
- 3.5 Process - interpret sources of information

Lesson No/total in UoL: 1/4

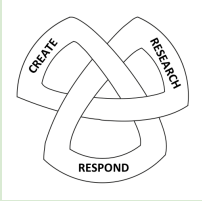
Date: 23.11.23

Lesson type: (S) 1hr

Time: 1 hour

Stage:

[SC]



Learning Content for Pupils and Learning Intentions

Artistic process: Introduction to Tetra Pak printing. Explaining to students what a tetra pak is, the advantages of it and the sustainable advantages to it. Explaining to the students the theme of the project, 'Ireland's Icons' and the basis of the stamp design creation. Explaining to the students the criteria that a stamp needs to have, asking students to research what their Irish Icon is and uploading it onto the website stencilcreator.ie and begin to trace it into the stamp template design. Collaborative brainstorm based on the theme of 'Ireland's Icons'.

AEDP: Line, Shape and Texture

DEMO: How to draw a stamp including the correct criteria in the template.

Support study: Orla Walsh

VA: Step by step process of the Tetra Pak printing process, completed final piece, how to print a tetra pak VA

Homework: Students will create a mood board for their stamp project in a powerpoint format which they will submit through teams.

Learning Intentions

- Discuss and brainstorm the theme of the project .
- Understand the advantages of the Tetra Pak and how it is used.
- To be able to research and begin sketching out a design for their stamp design including the relevant criteria discussed.

Success criteria

- Know and discuss the theme of the project
- Know what a Tetra Pak is.
- Develop an idea and upload a photo into the image generator to trace onto their stamp template.

LESSON PLAN

[Link to students work](#)

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

[Link to Lesson Plan](#)

Post class reflection

WWW:

- I think I did really well with engaging the students in this lesson especially for TY's because sometimes they can seem a little bit distracted and their concentration and interest is a little skewed in some of the lessons.
- I also think by getting the students to come up to the board for a collaborative brainstorm on the theme of 'Ireland's Interest', it made them open up in the classroom and settle down a little bit, they were quite engaged with only a few reminders to certain students to engage.

EBI: - I think it would be even better if I didn't spend so long on the introduction of the lesson and got them to open up directly with the name of the theme. I think because I differentiated

Lesson No/total in UoL: 2/4

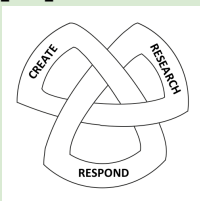
Date: 30/11/23

Lesson type: (S) 1hr

Time: 1 hour

Stage: Respond

[SC]



Learning Content for Pupils and Learning Intentions

Artistic process: Transferring their sketch onto their tetra pak slab using tracing paper and using a black marker to outline it and mark around the parts that they should take out. When students have their outline done and their design transferred, I will take them up to the demonstration table and show them how to properly hold and use a scalpel and all the health and safety involved. I will also show them how to cut the tetra pak design.

AEDP: Line and shape.

DEMO: How to hold a scalpel, health and safety using scalpels and how to cut the tetra pak sheet into the design they want.

VA: Step by step process of the Tetra Pak printing process, completed final piece, how to print a tetra pak VA

Support study: Orla Walsh

Learning Intentions

- To Understand how to properly hold and use a scalpel, the health and safety involved in using scalpels.
- Include the correct criteria for their stamp design and reversing the text included.
- To be able to cut lines and designs out of their tetra pak sheet following their black marker designs.

Success criteria

- Transfer the design sketch for their stamp onto their Tetra Pak using tracing paper.
- Begin to mark with a black marker the parts of the design they want to take out.
- Successfully cutting and holding a scalpel according to the Health and safety rules.

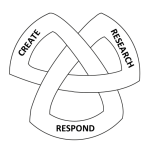
LESSON PLAN

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<p>Post class reflection</p>	<p>WWW:</p> <ul style="list-style-type: none"> - I think the sequencing of this lesson went really well, first the recap and next the explanation of the task then I asked students to finish off what they were doing in the previous lesson to catch up for 10 minutes and then after that I took the students up to the demonstration desk for a demo on transferring the design to the tetra pak which worked well and they showed good understanding. - It worked well showing the students the different effects of the 2B and 5B pencil and its uses, some of the students didn't even know there were differences in some pencils. <p>EBI: -I think it would be even better if there was a better seating plan. It's nice to hear the students having conversations about the project and sharing ideas but at times I think certain people get very distracted and end up falling behind with the task given to them.</p>
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<p>Lesson No/total in UoL: 3/4 Date: 7/12/23 Lesson type: (S) 1hr Time: 1 hour Stage: Create [SC]</p> 	<p>Learning Content for Pupils and Learning Intentions</p> <p>Artistic process: In this lesson students will finish off the transfer process of their sketch from the tracing paper onto the Tetra Pak plate. After the demonstration, the students will then begin to cut their tetra pak pieces using the techniques and health and safety methods shown. Students will aim to complete cutting their tetra paks in this lesson to be able to print them in the next lesson.</p> <p>AEDP: Line, texture and shape</p> <p>DEMO: How to cut a tetra pak, the health and safety surrounding scalpel safety.</p> <p>VA: Step by step process of the Tetra Pak printing process, completed final piece, how to print a tetra pak VA</p> <p>Support study: Orla Walsh</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> - To Understand the work of Orla Walsh and how their objects are designed. - To know how to use a scalpel and cut out a design from a tetra pak sheet. - To be able to create line and texture in their design using the scalpel cutting. <p>Success criteria</p> <ul style="list-style-type: none"> - Understand and relay the information surrounding using scalpels in the classroom and the health and safety. - Complete cutting their tetra pak designs in this lesson to create line and shape in their pieces. - Explain the work of Orla Walsh and how her work is influenced by the theme of the project.
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<p>LESSON PLAN</p>	<p>Link to students work Link to visual aids and powerpoint presentations Link to Lesson Plan</p>
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Post class reflection

WWW:

- I think the structure of this lesson went well and the students responded well to the task given to them at the beginning of the lesson.
- The students also responded well to the health and safety briefing before they began to cut away their tetra pak print with a scalpel - as soon as they came up to me to collect their scalpel blade I asked them to tell me the health and safety rules on a one to one basis so I made sure they fully understood what was being asked from them.

EBI:

- I think it would have been even better if I cut up sample pieces of tetra pak and asked the students to practise on it beforehand so they could see how to take away the top layer of the Tetra Pak.

Lesson No/total in UoL: 4/4

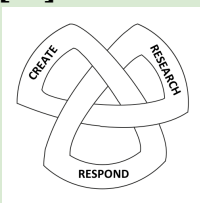
Date: 14/12/23

Lesson type: (S) 1hr

Time: 1 hour

Stage: Create

[SC]



Learning Content for Pupils and Learning Intentions

Artistic process: In this class, we will all be aiming to get our tetra pak designs printed, aiming to complete at least 2 prints so that they can decide which ones they think is the better one to be mounted. Beginning to cut out the border of their tetra pak print and mount it onto their black A4 paper. Some students will continue to cut their tetra paks in the first half of this lesson and then be able to print their tetra paks.

AEDP: Line and shape.

DEMO: How to print their tetra pak design and how to mount their tetra pak pieces.

Support study: Orla Walsh

VA: Step by step process of the Tetra Pak printing process, completed final piece, how to print a tetra pak VA, Critical language bank.

Learning Intentions

- Understand how to design, cut, print and mount a tetra pak design and print.
- know the process involved in cutting out and creating texture and line within a tetra pak piece.
- To be able to talk about the work of Orla Walsh and how her work inspired the project

Success criteria

- Successfully design, sketch, cut and print a tetra pak print.
- Successfully pulled inspiration from the support study artist Orla Walsh and incorporated this into their designs.
- Be able to mount and talk about their tetra pak prints in confidence using critical art language from a bank of words.

LESSON PLAN	Link to students work Link to visual aids and powerpoint presentations Link to Lesson Plan
Post class reflection	WWW: EBI: