

Class Name: Cu Chulainn 1
Year group: 5th Years
Programme:
SC: 5th Years
Total No of lessons in UoL: 6
No. of students in class: 4

Aim of Unit of Learning

Exploring the theme of nature through a stained glass replicated piece using the medium of paint, incorporating the AEDP of colour and line.

Theme Development:

Gaining new art skills and understanding through the theme of 'Nature' through the art elements and design principles.

- Art Elements
- Design Principles.

Entering characteristics

Checking in with the SNA at the beginning of each lesson for any information/updates on students in the class.

Learners profiles:

SH - personal goals - build confidence (quiet)

Developmental Coordination disorder (DOD) and ASD diagnosis

Spinal defect - causes pain from time to time, Cutting is difficult, poor grip on paintbrushes, Doesn't like mess/colour mixing, routine is important

BK - personal goals - independence

ASD diagnosis

Mild language impairment, allergy to eggs and dairy

JM - ASD diagnosis and Irish exemption

Artistic strength, good fine motor skills, visual memory, dislikes noise, dislikes rule breaking

If James does well in each lesson he either gets a green dot = well, no dot = if he doesn't do well.

Break after every 20 minutes

DQ - personal goals - behaviour improvement

Fragile X Syndrome (FXS) and ASD diagnosis

Pinching, little dexterity, practical subjects are hazards

OR - personal goals - independence

ASD diagnosis and occipital epilepsy

IR - personal goals - build confidence and wellbeing

ASD diagnosis and can fall asleep in class

Motivated by tasks on iPad, enjoys art class

Differentiation required:

- Offering students in this class autonomy over differentiation within the lesson - giving them the options and letting them decide for themselves.
- PECS Boards (image by image sequencing) - Visual schedule for the students in the class.
- Using simplistic and clear language when explaining and giving directions e.g. First _____ then _____.
- Making time for movement breaks, winding down and chats/catch ups at the beginning of the lesson.
- Have the work printed out in colour and instructions in red.
- Email the SNA's the evening before to link up with work and brief the students before the lesson begins.
- Making time for movement breaks, winding down and chats/catch ups at the beginning of the lesson.
- Alteration of materials/tools when called for
- All materials on standby for easy reach/use

Managing behaviours

managing behaviours Issues/ Strategies/ link to School policies

[Code of Behaviour](#)

[Anti-Bullying Policy](#)

Ladder of Referral

Checking in with the SNA at the beginning of each lesson for any information on students

Strategies for the classroom:

- Being sure to arrive early on time myself and begin on time as it causes stress for students otherwise.
- Keeping the class format the same each day breaking it up with information, tasks etc. e.g. Intro, Task, Powerpoint, DEMO, Task, Evaluate.
- Journals on the desks at all times.
- Incorporating the monthly literacy action words into lessons.
- Following a seating plan.
- Worksheets and Handouts provided.
- Use of iPads within class for support, sources and research.
- Promoting student Q&A through higher and lower order questioning.
- Making time for movement breaks, winding down and chats/catch ups at the beginning of the lesson.
- Journals - dot system in place just like mainstream (black or blue marker)

- Giving students time to write down what they did at the end of each lesson in their journals.
- Telling students when they get merits or demerits and why they are getting them - promotes and encourages good behaviour as much as possible.
- Offering students in this class autonomy over differentiation within the lesson - giving them the options and letting them decide for themselves.
- PECS Boards (image by image sequencing) - Visual schedule for the students in the class.
- Using simplistic and clear language when explaining and giving directions e.g. First _____ then _____.
- Giving students hand out step by steps for tasks
- Following the code of behaviour
- Following the ladder of referral.
- Co-operative and group learning - encourage group work within all classes and seating arrangements.
- Have the work printed out in colour and instructions in red.
- Email the SNA's the evening before to link up with work and brief the students before the lesson begins.
- Making time for movement breaks, winding down and chats/catch ups at the beginning of the lesson.

Learning outcomes for unit of learning

taken directly from relevant specification

- 2.5 develop their ideas for craftwork through drawing
- 2.12 justify the choice of art elements and design principles in their own or others' craftwork.
- 2.13 identify the role of media in the development of craftwork
- 2.14 use media to create craftwork
- 3.6 design a final work based on their drawings

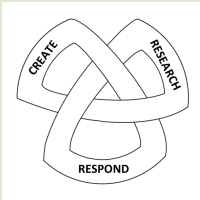
Lesson No/total in UoL: 1/6

Date:

Lesson type: (S) 1hr

Time:

Stage: Research



Learning Content for Pupils and Learning Intentions

WHAT:

1. Introducing myself to the students as a class, making sure they are fully informed on who i am, why I am here, what I plan on doing with the students etc. This will hopefully aid with the dynamic in the room and clear up any confusion.
2. PECS board on what we plan to do in today's lesson
3. Warm up task of 'About Me' worksheet..
4. Worksheet with self portrait template and prompt questions such as 'my favourite colour is___' 'My hobby is___' \My favourite food is___' Students will have the option of drawing these things, writing them down or showing images on the iPad of the answers.
5. Asking students to colour in their self portrait template with the same colour hair they have, same eyes and skin tone.
6. Giving students their own choice of media, crayon, markers, oil pastel, chalk pastel. (To see what they prefer to lean to automatically)
7. Briefing students on what we will do in the next lesson.

Artistic Process: Students will fill out a worksheet based on 'Who I am', and identify characteristics of themselves e.g. hobbies, favourite colour, favourite TV show etc. The worksheet will be used to assess their ability to identify and describe personal characteristics and as an icebreaker and introduction.

AEDP: Line, Shape and Form

Support Study Artists: Henri Matisse

Learning Intentions

- Be able to feel comfortable holding a mark making utensil - crayon, marker, oil pastel, paintbrush.
- Know how to communicate their interests and facts about themselves
- Understand what we will be doing over the course of the next few weeks.

Success criteria

- All students will complete a worksheet of what their favourite colour, hobby and food is, drawing pictures of all of them.
- Most students will complete their self portrait colouring in their hair colour, eye colour and skin tone.
- Some students will complete all of these tasks and be ready to move onto what we are doing next week.

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:

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: Begin the lesson by asking students to think about what makes each person individual.

Show an example of the worksheet that I have made

Discuss the importance of self-identity.

Hand out students the instructions of the activity in this lesson and ask them to check them off as they complete each section of the worksheet.

Explain each stage and box in the worksheet and what students should do to complete it.

Set small tasks e.g. Box 1, , emphasising creativity.

Allowing time for movement breaks

Scaffold questioning from easy to hard, encouraging students to answer.

Monitor student performance by circulating the classroom, providing support and guidance as needed.

Checking for understanding and what I have learned about the students and what they have learned about me and each other.

	<p>Collecting the worksheets and giving praise to the students for completing/participating in the task.</p> <p><u>SLA</u>: Students will complete the worksheet that has been provided, including colour if they have time to do so.</p> <p><u>Evaluation</u>: Students will complete a worksheet where they fill in information about themselves, demonstrating their ability to identify and describe personal characteristics.</p> <p><u>DEMO</u>: How to complete a part of the worksheet and colour it in.</p> <p><u>Literacy</u>: Reading and writing on the worksheet</p> <p><u>Oracy</u>: Classroom based discussions on the topic.</p> <p>Students pack away their things and get ready to leave the classroom.</p> <p>Students exit the classroom</p>
<p>Post class reflection</p>	<p>What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work</p> <p>WWW: This class went differently than expected but better than I thought. I wanted to keep it light on the first class and do something simple like a worksheet to gauge levels and needs etc. The students were a lot more chatty and interactive/social than I expected. I was delighted when the students greeted me so nicely and there was loads of encouragement to tell me their hobbies, favourite colours and what their name and birthday is. They embraced the worksheet and took to drawing and colouring straight away.</p> <p>EBI: Next week, I am excited to get them moving outdoors and start doing more interactive things in the classroom. I would have liked if we did a kahoot in this lesson at the beginning or end for a bit of fun as I found the students started to get a bit bored towards the end, especially the students who were not particularly interested in art but loved games etc.</p>

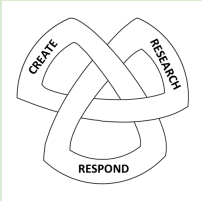
Lesson No/total in UoL: 2/6

Date: 13/10/23

Lesson type: (S) 1hr

Time:

Stage: Research



Learning Content for Pupils and Learning Intentions

Learning Intentions

Lesson Cancelled - Students away on a trip

Success criteria

LESSON PLAN

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

Post class reflection

What / So what..what went well and why and even better if... In relation to learning intentions Including links to pupil work

Lesson No/total in UoL: 3/6

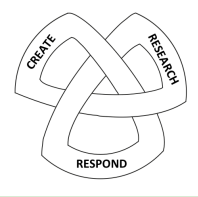
Date: 20/10/23

Lesson type: (S) 1hr

Time:

Stage: Research

[SC]



WHAT:

- Recapping on what we did in the previous lesson
- Introducing students to the theme of 'Nature'.
- Explaining to students what the task is for today.
- Going on a nature walk and using our bingo card to identify different objects/plants we see around the school.
- DEMO - I will show students how to take primary source photographs of Nature objects/items.
- Briefing students on what we will do in the next lesson.

Artistic Process:

Class discussion about Nature, 'What animals live in nature' 'Do you know the names of any plants?' 'Can you think of any colours in nature'

Is the beach part of nature? Is the school canteen part of nature? Beginning to sketch out shapes from our nature walks and we can use these as a template to cut around the crepe paper.

AEDP: Line, Shape and Form

Support study: Henri Matisse

Learning Intentions

- Be able to feel comfortable holding a mark making utensil - crayon, marker, oil pastel, paintbrush.
- Know how to take photos of primary source images relating to nature.
- Understand how to describe elements of nature.

Success criteria

- All students will take photographs of primary source objects in Nature
- Most students will complete sketches of primary source objects
- Some students will complete their mixed media sketches of objects in Nature.

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 of finished stained glass pieces to show the students, Visual aids of drawings of primary source objects, blind and continuous drawings.

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 class and recap of what we did last week, reintroducing ourselves again and what we learned about each other.

Explaining to students what we will be doing in this lesson, which includes, going for a walk in Nature, permitting the weather to be good, and collecting primary source objects and images of things relating to Nature.

Then, explaining to students that we will be coming back inside to begin drawing out objects using fun techniques such as blind and continuous drawing techniques.

Next, we will go outside with the students up to the garden, giving them a half an hour to have a look at the objects in Nature.

We will then begin to collect some objects to bring into the class.

I will have bags for the students to put their objects into if they don't want to hold them in their hand.

Giving the students loads of time to take photographs of their pieces, helping them if they would like.

After the students have taken their photographs, we will begin walking back to the classroom.

When we get back to the classroom, I will begin questioning the students on the objects that they've collected, questioning on the smell, look and feeling of the objects, encouraging them to hold them in their hand if they feel comfortable enough.

After we begin describing the objects, I will write up on the board what kind of drawings I would like them to do.

Demonstration of what the drawing techniques I want the students to try and replicate.

Giving the students some different media to pick from and an A4 page.

Asking students to pull their primary source photographs up on the iPad.

Through prompts such as 'five minutes to create a continuous line drawing'.

Students will complete their drawings, from the prompts.

After students complete their drawings, I will ask them to clean up and put their drawings up to the top of the classroom.

Asking students to pack up their stuff.

SLA: Students will go outside to collect photographs of their primary source objects,

Students will collect their primary source objects and bring them back to the classroom.

Students will begin to do their blind and continuous line drawings on an A4 page using a variety of media.

Evaluation: Questioning before, during and after the lesson, Recapping of the lesson previous and evaluation of the lesson at the end of the lesson.

DEMO: How to do blind and continuous line drawings, how to take primary source photographs of Nature objects.

Oracy: Classroom discussion of the theme of the project and what we aim to do in this lesson.

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 was probably a little bit confusing for the students, but they grasped it well and embraced the drawing of their design segment of the lesson. I had some lovely outcomes and the students were very proud of their flowers and trees and suns that they had drawn, having a look at the reference images. I got them all to feel the crepe paper and tell me about the safety of scissors which was good to implement and remind them when they're using the materials,

EBI: I think it would have been even better if I got the students to draw the shapes straight onto the crepe paper to cut out, it would have eliminated a step and been more streamlined for the students. Next time i do this project, I will take this into consideration.

Lesson No/total in UoL: 4/6

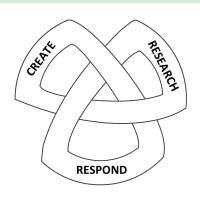
Date: 27/10/23

Lesson type: (S) 1hr

Time:

Stage:

[SC]



WHAT:

- Recap of what we did in the previous lesson, talking about objects we find in nature, plants and animals and the different types of flowers also.
- Explaining to students that we would be using our paper cut outs as guides to cut out our crepe paper into different shapes to be stuck down on their laminated sheets.
- Demonstrating to the class how to follow the lines and cut out their crepe paper in the shape of the paper.

Artistic Process: In this lesson, we will be focusing on cutting out our shapes in crepe paper using the paper template as a guide.

AEDP: Colour, shape

Support study: Henri Matisse

Learning Intentions

- Be able to cut out the crepe paper into the shapes based on the templates from next week.
- Know how to choose colours separating them into primary and secondary coloured crepe paper.
- Understand the work of Henri Matisse and how his cut out shapes relate to the project we are doing.

Success criteria

- All students will know what a stained glass window is and describe it.
- Most students will complete their crepe paper cut outs and stick them down onto their laminated sheets.
- Some students will complete their stained glass windows including secondary and primary colours.

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 on final stained glass window design, example of what we have done so far.

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 class and recap of what we did last week, reintroducing ourselves again and what we learned about each other.

Explaining to students what we will be doing in this lesson, which includes cutting out our nature shapes from the crepe paper and lining them up ready to be stuck down using the PVA glue.

Next, I will bring the students up to the demo table to show them examples of how to stick down their paper templates and cut them out using the scissors.

Going over scissor safety with the students to recap their memory on how to hold them, walk with them and use them.

Demonstration on how to cut out the crepe paper into the shapes necessary.

Giving out the students pre cut pieces of crepe paper in each of the different colours for the students to stick their templates to.

Giving each of the students a 'window' for them to begin sticking or planning on sticking their crepe paper shapes onto.

Showing them how to use the PVA glue to stick down the crepe paper and secure it.

Showing them how to cut out their triangles and squares as filler for their image also.

One to one tutorials with students helping them with their cutting out and striking down

Questioning the students on their knowledge of colours, shapes and stained glass windows.

Asking them to clean up their places and wash their hands if they need to.

Asking them to put their windows to the side to dry out of the way on the drying rack for next week's lesson.

After they clean up, recapping with the students on what they have done so far and what we will do next week, questioning their knowledge on the topic.

SLA: Students will begin to cut out their shapes using their templates from last week's lesson, mainly their main image which is inspired by thor primary source objects, flowers, trees etc. cutting out their filler shapes to be stuck down on their A3 laminated sheet.

After this, they can begin to stick down their crepe paper shapes using the PVA glue.

If they have this finished, they can cut out their black ledding out of black paper which is thin black strips to be stuck around each of the shapes.

Evaluation: Questioning before, during and after the lesson, Recapping of the lesson previous and evaluation of the lesson at the end of the lesson.

DEMO: How to cut out shapes from crepe paper and glue them onto a laminated sheet using PVA glue.

Oracy:Classroom discussion of the theme of the project and what we aim to do in this lesson.

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

Students exit the classroom.

Post class reflection

WWW: Although this lesson didn't go to plan in terms of lack of communication from the team teacher, I was happy to see that there was some sort of an outcome at the end of the lesson and the students got a sense of achievement from their work completing the other scheme that they will then be able to bring home.

EBI: As this was team teaching, the other teacher decided they wanted to continue their project on for the first half of the class and then I would swap over to my scheme, personally I wish that this was told to me beforehand instead of announced to the class in the class, so this means I will be behind on my scheme but as the students are a lot more capable than I thought, they will be able to fly through the next phase of the project, which will be to begin sticking onto their stained glass windows.

Lesson No/total in UoL: 5/6

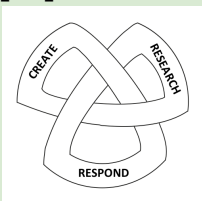
Date: 10/11/23

Lesson type: (S) 1hr

Time:

Stage:

[SC]



Artistic Process: Recap on the theme of the project, asking students to name objects from Nature. Students will take out their work from the previous lesson (cut outs) (shape, line) and begin to stick them down on the laminate sheets, filling in the gaps with squares and triangles (shape).

AEDP: Shape, Texture, Line

Support study: Henri Matisse

DEMO: How to glue crepe paper down onto the laminate sheet and fill in the gaps using the squares and triangles. Showing students how the shapes should not be touching and there should be a small gap between them all.

VA: Finished stained glass piece.

Learning Intentions

- Recognise shapes in nature and identify their colours
- Create an interesting composition using their nature crepe paper cut outs on the laminate sheet.
- Explain primary and secondary colours, naming them.

Success criteria

- Create an interesting composition out of the crepe paper pieces.
- Glue down the pieces and add a layer of glue on top to seal it on, putting it on the drying rack.
- Recall primary and secondary colours.

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 as the students were beginning to visualise what their finished stained glass window piece would look like because the past few lessons they have been designing. They loved working with the PVA glue and sticking down the crepe paper. Some of the students got it finished and some students need some more time next week. I did a survey of what the students would like to do next in the projects and they said they'd like to do clay so I will begin looking into that and researching a clay project for them.

EBI: Some of the students moods today were a bit off and down so today we had quite a low contact day as some of them preferred being left along to complete the work so I was giving loads of praise from afar and hopefully next week they will feel more productive with getting the work done and every student will complete their pieces.

Lesson No/total in UoL: 6/6

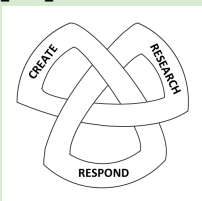
Date: 17/11/23

Lesson type: (S) 1hr

Time:

Stage:

[SC]



WHAT:

- During this lesson we will look at different pictures and paintings of Nature and look to see what we can identify in them.
- Looking at the teacher's finished piece I will call students up to look at it and describe the colours and shapes in it. I will explain that they will be making their own Nature scene including the criteria, grass, sky, sun and flowers/trees.
- Pre cut out pieces of coloured paper replicating leaves, suns and flowers will be given to students as an option to include in their piece.
- Students can have the option of sketching out a scene before they paint if the ability is there.

Artistic Process: Mixed media piece using paint, coloured cut out paper and markers to create a scene from Nature.

AEDP: Colour, Shape and Line

Support study: Henri Matisse

Learning Intentions

- Be able to apply their knowledge of shape and colour previously learned to a painting piece.
- Know how to apply two or more media in one piece.
- Understand different elements we see in nature and combine them to create their own scenes.

Success criteria

- Complete a finished stained glass window piece using a variety of materials.
- Stained Glass Window with 3 different colours included in it
- Including organic and geometric shapes into their stained glass window.

LESSON PLAN

[Link to students work](#)

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

[Link to Lesson Plan](#)

Post class reflection

WWW: Students thoroughly enjoyed this lesson and completed their stained glass window pieces inspired by Nature, they were very excited to hand them up on the window to let the light shine through them to see the full effect of the stained glass. When the students put the border on the piece it finalised it for them and they were all very excited to get photographs with them hanging on the windows. I was delighted with this project as the students ended up hanging them in their base classroom windows.

EBI: It would be even better if there was time to do an exhibition and for the students to reflect and comment on each others pieces but the mood was quite low in the first half of the last class and until they started hanging them up on the window they were quite quiet and lost in the task.

SPARE LESSONS

Lesson No/total in UoL: 7/7

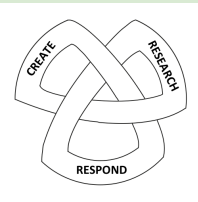
Date: 17/11/23

Lesson type: (S) 1hr

Time:

Stage:

[SC]



WHAT:

- During this lesson we will look at different pictures and paintings of Nature and look to see what we can identify in them.
- Looking at the teacher's finished piece I will call students up to look at it and describe the colours and shapes in it. I will explain that they will be making their own Nature scene including the criteria, grass, sky, sun and flowers/trees.
- Pre cut out pieces of coloured paper replicating leaves, suns and flowers will be given to students as an option to include in their piece.
- Students can have the option of sketching out a scene before they paint if the ability is there.

Artistic Process: Mixed media piece using paint, coloured cut out paper and markers to create a scene from Nature.

AEDP: Colour, Shape and Line

Support study: Henri Matisse

Learning Intentions

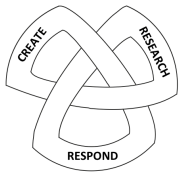
- Be able to apply their knowledge of shape and colour previously learned to a painting piece.
- Know how to apply two or more media in one piece.
- Understand different elements we see in nature and combine them to create their own scenes.

Success criteria

- All students will
- Most students will
- Some students will

<p>LESSON PLAN</p> <p>Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.</p>	<p>Link to students work</p> <p>Link to visual aids and powerpoint presentations</p> <p>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.</p> <p>Teacher calls the roll..</p> <p><u>Teaching strategies:</u> 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.</p> <p><u>Teaching methods:</u> Powerpoint introduction to the aim of today's lesson, beginning with a recap of the previous learned knowledge.</p> <p><u>Resources:</u></p> <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>TT:</u></p> <p><u>SLA:</u></p> <p><u>Evaluation:</u></p> <p><u>DEMO:</u></p> <p><u>Literacy:</u></p> <p><u>Oracy:</u></p> <p><u>Numeracy:</u></p> <p>Students pack away their things and get ready to leave the classroom.</p> <p>Students exit the classroom.</p>
<p>Post class reflection</p>	<p>WWW:</p> <p>EBI:</p>

<p>Lesson No/total in UoL: 7/10</p> <p>Date: 24/11/23</p> <p>Lesson type: (S) 1hr</p> <p>Time:</p> <p>Stage:</p> <p>[SC]</p>	<p>WHAT:</p> <ul style="list-style-type: none"> - Class discussion on stained glass showing examples of what a stained glass window is and how it is made. - I will show students a worksheet that I made and do a DEMO on how i want them to complete it. - Students will complete a colouring sheet to use for our final stained glass design, students can use stencils and look at images online to draw shapes on their worksheet template and then colour them in. - They will use a variety of strong media in primary and secondary colours - I will encourage students to use their shape worksheet from the previous lesson to reference and colour their shapes in with secondary colours (orange, purple and green)
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- Students will draw triangles and squares to fill up the rest of their piece and colour them in with primary colours (red, yellow, blue)

Artistic Process: Learning about what stained glass is, showing students examples of nature themed stained glass and beginning to create our own stained glass using crepe paper, stencils and contact paper.

AEDP: Colour and Shape

Support study: Henri Matisse

Learning Intentions

- Be able to recognise the qualities of a stained glass window through questioning.
- Know how to recall back on our colour and shape classes and make links with nature shapes and colours.
- Understand the steps we will take to make a stained glass window through a visual aid.

Success criteria

- All students will
- Most students will
- Some students will

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:

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.

IT:

SLA:

Evaluation:

DEMO:

Literacy:

Oracy:

Numeracy:

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

	Students exit the classroom.
Post class reflection	<p>WWW:</p> <p>EBI:</p>

Lesson No/total in UoL: 8/10

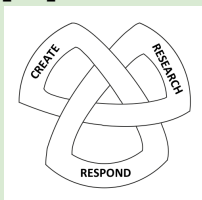
Date: 1/12/23

Lesson type: (S) 1hr

Time:

Stage:

[SC]



WHAT:

- Explain to the class what we will be doing in today's class and remind them of the theme Nature.
- DEMO: Calling students up and showing them how to cover crepe paper in glue and lay it down in the template shape overlaying the clear contact paper
- Students will focus on creating nature shapes in this lesson
- Explaining to students in the next lesson they will be filling in the gaps.

Artistic Process: Creating stained glass windows by glueing down crepe paper in Nature shapes using stencils on clear contact paper to make a semi transparent stained glass window which we will later mount onto a frame.

AEDP: Shape, Colour, Line

Support study: Henri Matisse

Learning Intentions

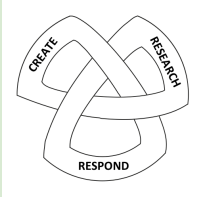
- Be able to follow directions and cover crepe paper with glue to lay it down in a template.
- Know how to identify shapes in their stained glass piece
- Understand primary colours and be able to name them.

Success criteria

- All students will
- Most students will
- Some students will

<p>LESSON PLAN</p> <p>Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.</p>	<p>Link to students work</p> <p>Link to visual aids and powerpoint presentations</p> <p>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.</p> <p>Teacher calls the roll..</p> <p><u>Teaching strategies:</u> 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.</p> <p><u>Teaching methods:</u> Powerpoint introduction to the aim of today's lesson, beginning with a recap of the previous learned knowledge.</p> <p><u>Resources:</u></p> <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>TT:</u></p> <p><u>SLA:</u></p> <p><u>Evaluation:</u></p> <p><u>DEMO:</u></p> <p><u>Literacy:</u></p> <p><u>Oracy:</u></p> <p><u>Numeracy:</u></p> <p>Students pack away their things and get ready to leave the classroom.</p> <p>Students exit the classroom.</p>
<p>Post class reflection</p>	<p>WWW:</p> <p>EBI:</p>

<p>Lesson No/total in UoL: 9/10</p> <p>Date: 8/12/23</p> <p>Lesson type: (S) 1hr</p> <p>Time:</p> <p>Stage:</p> <p>[SC]</p>	<p>WHAT:</p> <ul style="list-style-type: none"> - Explain to the class what we will be doing in today's class and remind them of the theme Nature. - DEMO: Calling students up and showing them how to cover crepe paper in glue and lay it down in the template shape overlaying the clear contact paper - Students will focus on filling in the background of our stained glass pieces - Explaining to students in the next lesson they will be sticking down some black paper to 'join the colours together'. <p>Artistic Process: Creating stained glass windows by glueing down crepe paper in Nature shapes using stencils on clear contact paper to make a semi transparent stained glass window which we will later mount onto a frame.</p>
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AEDP: Shape, Colour, Line

Support study: Henri Matisse

Learning Intentions

- Be able to follow directions and cover crepe paper with glue to lay it down in a template.
- Know how to identify shapes in their stained glass piece
- Understand primary colours and be able to name them.

Success criteria

- All students will
- Most students will
- Some students will

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:

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.

IT:

SLA:

Evaluation:

DEMO:

Literacy:

Oracy:

Numeracy:

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

Students exit the classroom.

Post class reflection

WWW:

EBI:

Lesson No/total in UoL: 10/10

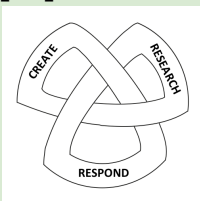
Date: 15/12/23

Lesson type: (S) 1hr

Time:

Stage:

[SC]



WHAT:

- Finishing up our final stained glass pieces inspired by nature.
- Using some pre cut black pieces of paper to glue down and outline the coloured crepe paper we laid down in the previous lessons.
- Signing the final pieces of work
- Displaying the pieces of work and students will get photographs with them.
- Evaluation of the project as a whole and testing students' knowledge through questioning about shapes, colour and nature.

Artistic Process: Adding some pre cut pieces of black paper on top of the mounted stained glass pieces to outline the colours and give it a pop, students will also sign and display their work on the windows.

AEDP: Line, Colour and Shape

Support study: Henri Matisse

Learning Intentions

- Be able to feel comfortable using a variety of media including crayon, marker, oil pastel, paint and PVA glue.
- Know how to communicate their interests and facts about themselves
- Understand what we will be doing over the course of the next few weeks.

Success criteria

- All students will
- Most students will
- Some students will

<p>LESSON PLAN</p> <p>Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.</p>	<p>Link to students work</p> <p>Link to visual aids and powerpoint presentations</p> <p>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.</p> <p>Teacher calls the roll..</p> <p><u>Teaching strategies:</u> 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.</p> <p><u>Teaching methods:</u> Powerpoint introduction to the aim of today's lesson, beginning with a recap of the previous learned knowledge.</p> <p><u>Resources:</u></p> <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>TT:</u></p> <p><u>SLA:</u></p> <p><u>Evaluation:</u></p> <p><u>DEMO:</u></p> <p><u>Literacy:</u></p> <p><u>Oracy:</u></p> <p><u>Numeracy:</u></p> <p>Students pack away their things and get ready to leave the classroom.</p> <p>Students exit the classroom.</p>
<p>Post class reflection</p>	<p>WWW:</p> <p>EBI:</p>