

**Class Name: 1 Art 9.7 (CL)**  
**Year group: 1st years**  
**Programme: JC - junior cycle**

**Total No of lessons in UoL: 8**

### **Aim of Unit of Learning**

Through a series of layering, colour activities and experimenting with light, students will design stained glass windows templates, while investigating colour, line and contrast specifically looking at warm and cool tones.

### **Theme Development:**

'Warm and cool tone'  
Managing information and thinking  
Being creative -  
Understanding tone and shade

### **Entering characteristics**

**Class & Learners profiles (Streamed or mixed ability / SEND / AEN / Differentiation required / previous knowledge & cognitive link up with what they did in previous UoL)**

Mixed ability students, boys and girls

- 1 student has visual impairments - has a SNA, and a tablet to enlarge work ( Support strategies = clear, bold writing on presentations, individual hangouts with bigger and clearer font size, make sure worksheets aren't too text heavy)
- 1 student is on the spectrum - during activities, I give him step by step instructions, I found he finds it easier to complete work when given extra concise short instructions.

### **Managing behaviours**

**Code of Behaviour:** <https://www.skerriescommunitycollege.ie/Content/2023/12/nq56-CodeofPositiveBehaviour20222023Ratified.pdf?20644>

**Anti Bullying Policy:** <https://www.skerriescommunitycollege.ie/Content/2023/12/er16-AntiBullyingPolicy202324.pdf?171>

1. Material management: materials to be kept in material packs, students have ownership and responsibility over their materials.  
Hand out materials'#/ worksheets to students - helps me to learn their names and where they are in the classroom, while also keeping the class engaged during the start of an activity.
2. Acknowledgment: learn students names ( name tags, seating order) acknowledge students by name
3. Affirm positive behaviour: sticky notes placed on work with a positive note and maybe some tips/suggestions on their progression, positive note in journal
4. Reinforce group work/group discussion: helps students to vocalise their opinion and voice in a relaxed and engaging environment, support students by asking higher and lower level questions

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

### **Critical and visual language:**

- 1.3 critique an artwork using critical and visual language
- 3.1 use critical and visual language to describe diverse design work

### **Drawing:**

- 3.5 experiment with design ideas through research and analytical drawing
- 3.6 design a final work based on their drawings

### **Visual culture and appreciation:**

- 1.7 examine the method of a number of artists and the artworks they created
- 3.9 justify the design concepts made by historical and contemporary designers

### **Art elements and design principles (AEDP):**

- 1.12 apply their understanding of the art elements and design principles to make an artwork

**Lesson No/total in UoL: 1/9**

**Date: 29/2/2024**

**Lesson type: 58 mins**

**Time: 11:00 -11:58**

**Stage: Explore**

**JC**  
**Think- reflect...**  
**(action verbs in**  
**wheel)**



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

### **Synopsis:**

Students will be briefed on what we will be doing for our project, I will show them different artists that work with stained glass. As they have already learned about colours, we will do a quick recap on colours such as, which are primary and secondary and how they mix together. We will then create individual colour wheels. At the end I will tell them how we will be working in warm and cool tone colours. I will do a quick activity to determine if they can tell the difference between warm and cool tone paintings.

### **AEDP:**

- Colour
- Line
- Contrast

### **Artistic processes:**

- Creating a colour wheel
- Colour mixing
- Colour depicting/matching

### **Support Studies:**

- Harry Clarke - line work and colour in stained glass
- Henri Matisse - form and shape in stained glass
- Brian Clarke - colour and contrast in stained glass

### **Visual Aids:**

- presentation,
- Mixing colour blocks,
- Paintings that convey warm and cool tones

### **Demonstration:**

- 'how to draw colour wheel' - I found that even with an example of a colour wheel grid, some students found it difficult to # section the colour wheel - to help remember, described the lines as an 'X' and a line
- 'filling in colour wheel'

## **Learning Intentions**

	<p>Cognitive (know) to recognize primary colours and secondary colours</p> <p>Psychomotor (be able to) to produce a colour wheel, with labelling of colours name and whether it is primary colours or secondary</p> <p>Affective (understand) to be able to identify the difference between cool tone and warm tone, especially within an example of a painting</p>
LESSON PLAN	<p><b>Hyperlink to Lesson plan:</b></p> <p><a href="#">Lesson Plan 1: 1st Years: Stained Glass windows : cool and warm</a></p> <p><b>Hyperlink to Presentation:</b></p> <p><a href="#">CL: 1st year Stained Glass window: COLOUR 1.</a></p> <p><b>Hyperlink to support studies:</b></p> <p> <a href="#">1st Year: Mixing colours</a> <a href="#">warm tone harry clarke</a> <a href="#">WARM TONES Painting: cotopaxi</a> </p> <p> <a href="#">cool tones harry clarke</a> <a href="#">COOL TONES painting: winter landscape</a> <a href="#">Painting Cool tones: the magpie</a> </p>
Post class reflection	<p><b>Hyperlink to Post class reflection:</b></p> <p><a href="#">1st Year (CL): lesson 1 reflection</a></p>

**Lesson No/total in UoL: 2/9**

**Date: 7/3/2024**

**Lesson type: 58 mins**

**Time: 11:00 -11:58**

**Stage: Explore**

**JC**  
**Think- reflect...**  
**(action verbs in wheel)**



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

**Synopsis:** In this class, we will go over what we did in class last lesson to refresh their memories and we will spend a few minutes on finishing over our colour wheels such as labelling. We will learn about tone in colour, I will remind their minds of warm and cool tones and then teach them about tone, shade and tint through presentation. With learning about shading, we will also briefly go over type of pencils and their use for shading and to make sure the students understand tone, we will also fill in a tonal grid with pencil i'll show them the material we will be working with to create a stained glass effect (coloured sheets of acetate) and we will experiment with shade and tone through layering and coloured acetate.

### **AEDP:**

- Colour
- Tone
- Contrast

### **Artistic processes:**

- Layering
- Experimentation
- Shading

### **Support Studies:**

- Harry Clarke
- Claude Monet - The Magpie
- Frederic Edwin Church - Cotopaxi

### **Visual Aids:**

- Presentation - looking at tone, tint, shade and the materials used to create tone specifically pencils and the types
- Teacher example of finished product - Tonal grid of coloured acetate
- Different pencils and their shades


### **Demonstration:**

- How to create a tonal grid with a variety of pencils through shading
- The layering of acetate, to show tone

## **Learning Intentions**

Cognitive (know) to compare the contrast between the the tones of their acetate thumbnails

	<p>Psychomotor (be able to) to manipulate acetate sheets to convey different tones and colours.</p> <p>Affective (understand) to adopt what they learned about tone, pencils and their use for shading through a tonal grid.</p>
<p><b>LESSON PLAN</b></p>	<p><b>Hyperlink to Lesson plan:</b></p> <p><a href="#">Lesson Plan 2: 1st Years: Stained Glass Windows : cool and warm</a></p> <p><b>Hyperlink to Presentation:</b></p> <p><a href="#">CL: 1st year Stained Glass: lesson 2: tone.</a></p> <p><b>Hyperlink to Worksheets:</b></p> <p><a href="#">(CL) 2nd lesson: tonal grid</a> <a href="#">(CL) 2nd lesson : acetate grid</a></p>
<p><b>Post class reflection</b></p>	<p><b>Hyperlink to Post class reflection:</b></p> <p><a href="#">1st Year (CL): lesson 2 reflection</a></p>

<p><b>Lesson No/total in UoL: 3/9</b>  <b>Date: 14/3/2024</b>  <b>Lesson type: 58 mins</b>  <b>Time: 11:00 -11:58</b>  <b>Stage: Develop</b></p> <p>JC  <b>Think- reflect...</b>  <b>(action verbs in wheel)</b></p> 	<p><b>Learning Content for Pupils and Learning Intentions</b></p> <p><b>Synopsis:</b> In this lesson we move onto the composition for our final product, with collected materials ranging in warm and cool tones, each table had a composition - 2 cool tones and 1 warm tone. We will start with observing our compositions, focusing on the form and the outer lines. We will do a line drawing of our compositions and recreating another line drawing. Our second line drawing, We will create thick bold lines, this drawing will create a frame and become a template for our card borders. Students will pick a composition through the means of a viewfinder, I will show students how to make a viewfinder and how to use it</p> <p><b>AEDP:</b></p> <ul style="list-style-type: none"> <li>• Line</li> </ul>
--	--

- Form
- Composition
- Shape

#### **Artistic processes:**

- Observation
- Composition
- Drawing
- Manipulation
- Viewfinders

#### **Support Studies:**

- Harry Clarke
- Henri Matisse
- Brian Clarke

#### **Visual Aids:**

- Visual aid of our final product - stained glass window
- Printed out visual aids of drawing examples
- Visual aids of step by step deconstructed product

#### **Demonstration:**

- Demonstration on how to make a viewfinder and how to use it to find a good composition
- Demonstration on 1st line drawing- how to draw the form of your subject matter
- Demonstration on tracing over drawing
- Demonstration on creating the 2nd drawing with thick bold lines

### **Learning Intentions**

Cognitive (know) to modify their drawings to create a new composition

Psychomotor (be able to) to produce a drawing only focusing on the subject matter's form and outer shape

Affective (understand) to locate the basic shapes of their compositions

## LESSON PLAN

Hyperlink to Lesson plan:

[Lesson Plan 3: 1st Years: Stained Glass Windows : cool and warm](#)

Hyperlink to Presentation:

[Stained glass composition 3 +4](#)

## Post class reflection

Hyperlink to Post class reflection :

[1st Year \(CL\): lesson 3 reflection](#)

Lesson No/total in UoL: 4/9

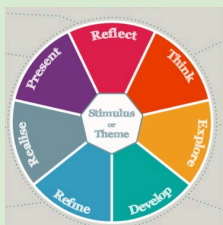
Date: 21/3/2024

Lesson type: 58 mins

Time: 11:00 -11:58

Stage: Develop

JC  
Think- reflect...  
(action verbs in  
wheel)



## Learning Content for Pupils and Learning Intentions

**Synopsis:** in this lesson, we will be continuing on from the developing stage of our project. Students will finish off their 2nd drawing- with bold thick lines as many didn't get to finish these drawings or didn't make their lines thick enough. Then when both line drawings are complete with another tracing of the drawings and begin to colour block the shapes, deciding which overall colour suits best, as a challenge I had the students not put the exact same shade of a colour beside each other.

### AEDP:

- Colour
- Line
- Form

### Artistic processes:

- Observation
- Composition
- Drawing
- Manipulation

### Support Studies:

- Harry Clarke
- Henri Matisse



	<ul style="list-style-type: none"> <li>• Brian Clarke</li> </ul> <p><b>Visual Aids:</b></p> <ul style="list-style-type: none"> <li>• Visual aid of our final product - stained glass window</li> <li>• Printed out visual aids of drawing examples</li> <li>• Visual aids of step by step deconstructed product</li> <li>• Visual aid of colour block - original and printed out version, prefer the printed version as oil pastel wouldn't transfer onto other people</li> </ul> <p><b>Demonstration:</b></p> <ul style="list-style-type: none"> <li>• Demonstration on colour blocking, choosing different shade</li> <li>• Demonstration on 2nd drawing as some students did not make their lines thick enough</li> </ul> <p><b>Learning Intentions</b></p> <p>Cognitive (know) to identify all the colours in the composition</p> <p>Psychomotor (be able to) to imitate the colour range of the compositions objects</p> <p>Affective (understand) to organise different shades of colour around each other</p>
<b>LESSON PLAN</b>	<p><b>Hyperlink to Lesson plan:</b></p> <p><a href="#">☰ Lesson Plan 4: 1st Years: Stained Glass Windows : cool and warm</a></p> <p><b>Hyperlink to Presentation:</b></p> <p><a href="#">📄 Stained glass composition 3 +4</a></p>
<b>Post class reflection</b>	<p><b>Hyperlink to Post class reflection :</b></p> <p><a href="#">☰ 1st Year (CL): lesson 4 reflection</a></p>

Lesson No/total in UoL: 5/9

Date: 11/4/2024

Lesson type: 58 mins

Time: 11:00 -11:58

Stage: Develop

JC  
Think- reflect...  
(action verbs in  
wheel)



## Learning Content for Pupils and Learning Intentions

**Synopsis:** in this lesson, we will be continuing on from the developing stage of our project tracing transferring card cutout. we will return to our modified drawing, we will use this drawing as a template for our card borders. Students will learn how to transfer an image onto another page.

### AEDP:

- Shape
- Line
- Form

### Artistic processes:

- Drawing
- Transferring
- Tracing

### Support Studies:

- Henri Matisse

### Visual Aids:

- Final product of teachers examples of stained glass window
- Card borders
- Dismantled final product to show the layers and each step

### Demonstration:

- Demo on tracing paper and transferring an image


## Learning Intentions

Cognitive (know) to classify with shape will be negative space

Psychomotor (be able to) to transfer an image onto another page

Affective (understand) to reflect on how their template would hold as a structure

<p><b>LESSON PLAN</b></p>	<p>Hyperlink to Lesson plan:</p> <p><a href="#">Lesson Plan 5: 1st Years: Stained Glass Windows(CL)</a></p> <p>Hyperlink to Presentation:</p> <p><a href="#">1st year CL: transferring images</a></p>
<p><b>Post class reflection</b></p>	<p>Hyperlink to Post class reflection :</p> <p><a href="#">1st year: stained glass warm + cool tone reflection lesson 5</a></p>

<p>Lesson No/total in UoL: 6/9  Date: 18/4/2024  Lesson type: 58 mins  Time: 11:00 -11:58  Stage: Develop</p> <p>JC  Think- reflect...  (action verbs in wheel)</p> 	<p><b>Learning Content for Pupils and Learning Intentions</b></p> <p><b>Synopsis:</b> Last lesson, students began transferring images, we first did this with practice sheets of drawings and then began transferring our border drawings onto cards. As this is a crucial step we will continue on with this and transfer our images onto both of our 2 sheets of card. After our template image has been transferred, we will begin locating the areas where the windows/acetate will be and begin cutting. I will focus part of the lesson on safety and handling a craft knife</p> <p><b>AEDP:</b></p> <ul style="list-style-type: none"> <li>• Line</li> <li>• Form</li> <li>• Shape</li> </ul> <p><b>Artistic processes:</b></p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Tracing</li> <li>• Cutting</li> </ul> <p><b>Support Studies:</b></p>
--	---

	<ul style="list-style-type: none"> <li>• Harry Clarke</li> <li>• Henri Matisse</li> <li>• Brian Clarke</li> </ul> <p><b>Visual Aids:</b></p> <ul style="list-style-type: none"> <li>• Final product of teachers examples of stained glass window</li> <li>• Card borders</li> <li>• Dismantled final product to show the layers and each step</li> </ul> <p><b>Demonstration:</b></p> <ul style="list-style-type: none"> <li>• On knife safety - how to handle a blade, how to cut properly</li> <li>• Recap on tracing and transferring</li> </ul> <p><b>Learning Intentions</b></p> <p>Cognitive (know) to apply the safety rules they learned into the activity</p> <p>Psychomotor (be able to) to remove the located areas for their windows</p> <p>Affective (understand) to test the durability of their borders</p>
<b>LESSON PLAN</b>	<p><b>Hyperlink to Lesson plan:</b></p> <p><a href="#">☰ Lesson Plan 6: 1st Years: Stained Glass Windows(CL)</a></p> <p><b>Hyperlink to Presentation:</b></p> <p><a href="#">📄 TRANSFERING + CUTTING: lesson 6</a></p>
<b>Post class reflection</b>	<p><b>Hyperlink to Post class reflection :</b></p> <p><a href="#">☰ 1st years stained glass: warm + cool tones: lesson 6 reflection</a></p>

**LESSON 7 was supposed to be 25/4/2024 but class was cancelled due to practical exams.**

# LESSON 7 was moved to 2/5/2024, however class was cancelled due to illness, moved to next week - 9/5/2024

Lesson No/total in UoL: 7/9

Date: 9/5/2024

Lesson type: 58 mins

Time: 11:00 -11:58

Stage: Develop



## Learning Content for Pupils and Learning Intentions

**Synopsis:** In this class we will finish transferring our layout onto a card and cutting out our 2 card borders. Once our borders are created, we now move onto the shapes of our windows - the acetate. With our colour block drawing we will identify how many layers we need for each window depending on tone. We will then begin tracing out our shapes and cutting them out of our acetate.

As we missed last week's lesson, we will be punching forward and this class will be very structured and on a time limit

### AEDP:

- Shape
- Line
- Form
- Tone
- proportion

### Artistic processes:

- Tracing
- Drawing
- Layering
- Cutting

### Support Studies:


- Harry Clarke
- Henri Matisse
- Brian Clarke

### Visual Aids:

- Final product of teachers examples of stained glass window
- Card borders
- Dismantled final product to show the layers and each step
- Cutouts of acetate
- Acetate tonal grid

### Demonstration:

	<ul style="list-style-type: none"> <li>• On tracing</li> <li>• Cutting acetate - handling scissors</li> <li>• Tone- identify how many layers</li> </ul> <p><b>Learning Intentions</b></p> <p>Cognitive (know) to examine how many layers are needed to duplicate tone</p> <p>Psychomotor (be able to) to produce symmetrical and similar cutouts</p> <p>Affective (understand) to choose where a window is appropriate on their stained glass window</p>
<b>LESSON PLAN</b>	<p><b>Hyperlink to Lesson plan:</b></p> <p><a href="#">Untitled document : lesson 7 plan</a></p>
<b>Post class reflection</b>	<p><b>Hyperlink to Post class reflection :</b></p> <p><a href="#">1st Year (CL): Stained Glass; warm and cool tones : Lesson 7 reflection</a></p>

<p><b>Lesson No/total in UoL: 8/9</b>  <b>Date: 16/5/2024</b>  <b>Lesson type: 58 mins</b>  <b>Time: 11:00 -11:58</b>  <b>Stage: Develop</b></p> <p><b>JC</b>  <b>Think- reflect...</b>  <b>(action verbs in wheel)</b></p> 	<p><b>Learning Content for Pupils and Learning Intentions</b></p> <p><b>Synopsis:</b> In this class, we will be focusing on our acetates cutouts. We will finish our black card frames as they are a pivotal step, however we will not spend too long on them as there has been a disruption to the lessons and the activity has been time consuming. I will recap what I taught them last class about acetate cutouts. It is important that the students think critically about the sizing so the cutouts will fit in the frames. So I will go over the importance of cutting the size to match.</p> <p>In this class, we look back at our acetate tonal grid we created in our second class. We will layer and cut our acetate to resemble windows and different shades. I will show them a video, showing the steps and process behind stained glass to help connect their work and process to it. When we have our acetates cutouts ready we will begin attaching them to the frame. This class will be highly structured and I want to push the students due to the previous disruption and the time crunch.</p> <p><b>AEDP:</b></p> <ul style="list-style-type: none"> <li>• Line</li> </ul>
---	--

- Form
- Proportion
- Balance

#### **Artistic processes:**

- Cutting
- Layering
- Attaching

#### **Support Studies:**

- Harry Clarke
- Henri Matisse
- Brian Clarke

#### **Visual Aids:**

- Final product of teachers examples of stained glass window
- Card borders
- Dismantled final product to show the layers and each step
- Cutouts of acetate
- Acetate tonal grid

#### **Demonstration:**

- How to attach and layer acetate
- How to trace windows onto acetate
- How to cut out acetate windows
- How to depict how many layer are needed for specific tone

### **Learning Intentions**

Cognitive (know) to outline where on students' card borders are good places, strong enough to attach their acetate cutouts

Psychomotor (be able to) to build their layers of acetate to create a specific tone

Affective (understand) to organise the arrangement of acetate cutouts, which layers should they put down first

## LESSON PLAN

Hyperlink to Lesson plan:

[Lesson Plan 8: 1st Years: Stained glass \(CL\)](#)

## Post class reflection

Hyperlink to Post class reflection :

Lesson No/total in UoL: 9/9

Date: 23/5/2024

Lesson type: 58 mins

Time: 11:00 -11:58

Stage: Develop

JC

Think- reflect...  
(action verbs in  
wheel)



## Learning Content for Pupils and Learning Intentions

**Synopsis:** in our last lesson we will be finishing up constructing our stained glass windows. We will then gather our work throughout the project and our final pieces and have a group evaluation about their work and their progress.

### AEDP:

- Line
- Form
- Proportion
- Colour
- Tone


### Artistic processes:

- Attaching
- Layering
- Evaluating
- Discussing
- Reflecting

### Support Studies:

- Harry Clarke
- Henri Matisse
- Brian Clarke



	<p><b>Visual Aids:</b></p> <ul style="list-style-type: none"> <li>• Final product of teachers examples of stained glass window</li> </ul> <p><b>Demonstration:</b></p> <ul style="list-style-type: none"> <li>• How to attach and layer acetate</li> <li>• How to encase our stained glass windows with our card borders</li> </ul> <p><b>Learning Intentions</b></p> <p>Cognitive (know) to reflect on the progress of their work, and their journey from the start and end</p> <p>Psychomotor (be able to) to to construct a final piece and discuss with other students</p> <p>Affective (understand) to evaluate each others works and discuss what they found most difficult and easiest</p>
<b>LESSON PLAN</b>	<p><b>Hyperlink to Lesson plan:</b></p> <p> <b>Lesson Plan 9: 1st Years: Stained glass (CL)</b></p>

<b>Post class reflection</b>	<p><b>Hyperlink to Post class reflection :</b></p>
------------------------------	--