

Class Name: 5A2 (Visual Studies)

Year group: Fifth years

Programme: Leaving Cert

Total No of lessons in UoL: 9 lesson 1 hr

Aim of Unit of Learning

To assess and investigate how artists use media and areas of practise to communicate their work to their audience, specifically looking at the exhibition ‘Take a breath’ in Imma

Entering characteristics

Student U = EAL, from Ukraine

18 students

Managing behaviours

Code of Behaviour: <https://www.loretoalbriggan.ie/wp-content/uploads/2021/10/Code-of-Behaviour-Ratified-November-2022-amended-April-2024-.pdf>

Child protection procedures: <https://www.loretoalbriggan.ie/wp-content/uploads/2023/09/Child-Protection-Procedures-for-Primary-and-Post-Primary-Schools.pdf>

Anti Bullying Policy: <https://www.loretoalbriggan.ie/wp-content/uploads/2022/02/Anti-Bullying-Policy-June-2023.pdf>

Learning outcomes for unit of learning

Sections of focus: Artists: Processes and media

Research Strand:

1.1 Looking: use critical and visual language to describe an artwork

1.1 Looking: recognise an art style and identify relevant features

Create Strand:

2.4 Realisation/Presenting: communicate the meaning and context of chosen work

Respond Strand:

3.1 Analysis: recognise the artistic thinking and elements in their own work and that of others

3.5 Process: interpret sources of information

Lesson No 1/10

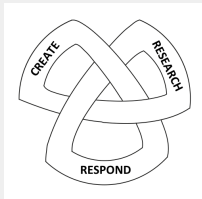
Date: 3/10/24

-week B

Lesson type: (S) 1hr

Time: 10:10 - 11:10

Stage: Research



Learning Content for Pupils

Theme:

- Media + areas of practise
- Discovering the importance of media + its influences what the artist is conveying through group discussion
- Exploring ways to convey a message through media given a mind map prompt
- Reflecting on the exhibition focusing on artists + media

Artistic Processes:

- Media + areas of practise
- Fabric manipulation - hammocks
- Video
- Software- cgi
- tapestry

Support Studies:

- **Yuri Pattison:** video + cgi/software
- **Alex Cacchetti:** fabric manipulation + installation
- **Mercedes Azpilicueta:** tapestry + imagery

Layers of learning:

- Media
- Theme
- Politic art
- Exhibitions

Cross-curricular:

- **CSPE:** themes - activism,
- **History:** themes - languages, colonialism
- **Geography:** natural world, air + sea pollution

Visual Aids:

Learning Intentions

- To recognize the importance of an artists use of media
- To identify the different ways artists interpreted the same theme name 'take a breath'
- To communicate their opinion to a group setting using appropriate visual critical language

Success Criteria

- To reflect and create a list of artists and different medias used during their visit to the 'take a breath' exhibition
- To discuss in groups of 3 how media can change the message of the theme and present their answer
- To display different ideas and prompts of a general theme, in the form of a mindmap

- **Presentation** - imma exhibition, artists, Media
- **Photographs** of art works: mine, website
- **Exhibition Worksheets:** facts + visuals, spacing for questions + answers
- **Mind map prompt example**

Activities:

- Art before
- **Group discussion:** Exhibition recap
- **Worksheets + think pair share:** Recalling what they remember - theme, artists, artworks, media
- **Presentation:** imma, exhibition, artists, media (in general)
- **Group discussion:** importance of media, how it influences the message of the theme
- **Exam questions:** today's world section- brief
- **Mind map prompt:** give them a theme name, see what ways they interpret it

LESSON PLAN

V.A = visual aid W. = worksheet S.A = student activity

10:10 - 4 mins

- Students arrive
- Sit down
- Roll call
- Introduce myself

10:14 - 8 mins S.A.1: W.1:

- Group Discussion: recap on Imma exhibition 'take a breath'
- Think pair share worksheets with partners (in case anyone was out)
- **Q: What do You remember when going to the exhibition?**
Q: What was the theme called? How did artists take that theme?
Q: Name/Describe some of the artists you saw? What was their artwork about? What mediums did they use?

10:22 - 2 mins

- Presentation slide/ discussion on art before

10:24 - 10 mins

- Presentation: IMMA, exhibitions - context, artists, media (in general)

10:34 - 4 mins

- Presentations: Listing the artists we will be focusing on and their area of practise

10:38 - 8 mins S.A.2:

- Group discussion: importance of media, influences on theme
- **Q: How important is the media of an artwork?**
- **Q: Does the media influence the theme or does the theme influence the media?**
- **Q: Why is the media of an artwork important?**
- **Q: Can the type of media used help convey a message better?**

10:46 - 3 mins

- Presentation: examples of media used to convey a message, examples of media focused art

10:49 - 8 mins S.A.3:

- Mind map prompts: given theme name, how would they interpret the theme, what media would suit the theme

10:57 - 4 mins

- Discussion: on mind maps prompts: themes + media

11:01 - 7 mins

- Visual studies framework elements
- Exam question example on today's world section
- Today's world section

11:08 - 2 mins

- Tidy up
- Collect up activity worksheets

11:10 - End of Lesson

Presentation Link:

 **5A2:Today's World: L1**

Visual Aids/Worksheets:

Worksheet:

Date: _____
Name: _____

ZAMMA Exhibition - "Take a breath"

THINK... FEEL... SHARE...

What do you remember from going to the exhibition?

What was the theme? How did some artists interpret the theme?

Name/Describe any artists you saw

What was their artwork about? What materials did they use?

Artists Of Focus:

Vani Pattison

Alex Cacchetti

Mercedes Azpilicueta

Names:

The importance of media:

How important is the media of an artwork?

How can the theme influence the choice of media?

Can the type of media used help convey a message better?

Theme Prompt: Create 2 mind maps based on themes

Post class reflection

- I found this class tricky, some students were very engaging while others not so much, I need to build my confidence in teaching today's world as this is my first time teaching it.
- The worksheets were good to get the students actively thinking, however I may change the layout of those kind of answer worksheets as I thought they may have been overwhelming or didn't help break the activities nicely.
- I need to get more comfortable discussing and presenting visual studies, as presenting in practical classes i do well but i tend to stumble and ramble when doing visual studies.
- Student U doesn't really engage, we had some group discussion which she seems more open to with her partners, but in general very reserved.

Lesson No 2/10

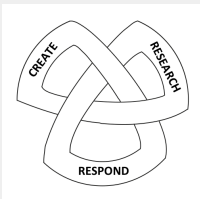
Date: 9/10/24

-week A

Lesson type: (S) 1hr

Time: 12:20 - 1:20

Stage: Research



Learning Content for Pupils

Theme:

Looking into the media + theme of artist
+ SOCIAL COMMENTARY

Artistic Processes:

- Tapestry
- Textiles
- Analysing tapestry piece, focusing on imagery
- Investigating theme of Artwork through its media: textiles

Learning Intentions

- To interpret the use of imagery for social commentary
- To analyse an artwork, focusing into its theme and subject matter
- To have an understanding of what exam questions may ask of them

Success Criteria

- To answer a set exam question to their best of their abilities about Mercedes Azpilicueta and her artwork
- Shown understanding of the link between the artists use of media and its subject matter

- Analysing the art work through the framework context

Support Studies:

- **Mercedes Azpilicueta:** imagery, tapestry

Layers of Learning:

- History
- Textiles
- context

Cross-curricular:

History: women's history, WW1, Amsterdam

Politics: Potato riots of 1917, uprising, food shortage

Visual Aids:

- **Jacquard Tapestry: Potatoes, Riots and Other Imaginaries 2021:** artwork; My images + images from her website
- **Presentation:** The potato riots of 1917 - context, history
- **Presentation:** artist's background + media

Activities:

- **Presentation:** images, artist, history, media, history of tapestry
- **Worksheets:** depicting imagery from tapestry, history
- **Discussions:** think, pair, share + group
- **Questions:**
 - What do you think this artwork is about?
 - What type of imagery inspired this artwork?
 - Theme, media, scale, imagery

LESSON PLAN

12:20 - 4 MINS

- Students arrive
- Sit down
- Roll call

12:24 - 2 MINS

- Recap over last lesson

12:26 - 2 MINS

- Introducing Mercedes Azpilicueta

12:28 - 12 MINS

- Presentation part 1

12:40- 12 MINS

- Exam question try out

12:52 - 9 MINS

- Presentation part 2

1:01 - 9 MINS

- Art as social commentary worksheet

1:11 - 5 MINS

- Traffic reflection

1:16 - 4 MINS

- Tidy away

1:20 - End of lesson

Presentation:

**Presentation handout with
Ukrainian translations:**

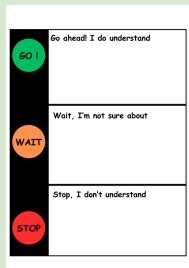
**Worksheet with
Ukrainian translations:**

📄 5A2: L 2

📄 U 5A2: L 2

📄 traffic reflection UK

Worksheet:



Post class reflection

- This class went well, and we began discussing our first artists.
- I thought for this class it would be best to dive into the first artists.

- I showed the students close up shots of the imagery of the artwork and asked them to describe the images they see. It took a few minutes but the students started describing. I found, however, that if students are slow to answer I give them the answer or start speaking about the artwork, instead of waiting for the students to answer.
- Perhaps if students are feeling shy I can do more group work together, I did use a 'think pair share' between students for how they may apply their new knowledge into an answer.
- I showed the students examples of questions in today's world section and I displayed a question relevant to the knowledge they learned and broke it down for them. I got the students to answer the questions with their new knowledge to the best of their ability without much prompting. I let the students work together on how they might break down and answer the question.
- I did this as I wanted to evaluate their understanding of their new knowledge and what the questioning is asking of them. I collected these up and evaluated them, most students seem to have a good understanding of the context of the work and most of the imagery. They seem to have a good idea of how to write descriptively.
- Will need to show examples and work on how to structure an answer and go over some spellings.
- I also did a self reflection through a traffic light handout, students stated that they feel like they have a good understanding of the imagery and context behind the artwork and need guidance on essay writing and exam questions.

Lesson No 3/10

Date: 17/10/24

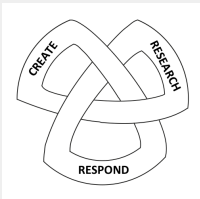
-week B

Lesson type: (S) 1hr

Time : 10:10 - 11:10

Stage: Research

[SC]



Learning Content for Pupils

All move up one,
Add more throughout about framework + exams

Theme:

- Comparing secondary artists to main artists in relation to theme + media
- Looking at artists' use of media to convey a message

Artistic Processes:

- Tapestry
- Textiles

Support Studies:

- **Mercedes Azpilicueta:** theme, context women's history, imagery
- **Alice Maher + Rachel Fallen:** theme, context, women's history, imagery

Layers of learning:

- Textiles

Learning Intentions

- To compare and contrast two artworks.
- To investigate two artworks in relation to each other.
- To analyse an artwork through its imagery and materials.

Success Criteria

- To compare the artwork of 'potatoes, riots and other imaginaries' and 'the map'.
- To identify the key issues brought up by these artworks.

- Themes
- History

Cross-curricular:

History: women's history, amsterdam, ireland

Politics: Women's issues, social context

Visual Aids:

- **Jacquard Tapestry: 'Potatoes, Riots and Other Imaginaries' 2021:** Mercedes Azpilicueta artwork
- **'The Map' - 2021-22 :** Alice Maher + Rachel Fallen artwork
- **Video** = 'the map', context, process,
- **Presentation:** new artists history, artwork context, imagery

Activities:

- **Compare + contrast worksheet**
- **Think, pair, share** - group discussion
- **Presentation:** new artists history, artwork context, imagery
- Mercedes' Tapestry
- The map - media, process, theme, context
- **Questions:**
 - What similarities do these two artworks have?
 - Do you think this artwork conveys its message well?
 - What do you think this artwork is about?
 - What type of imagery inspired this artwork?
 - Theme, media, scale, imagery

LESSON PLAN

10:10 - 4 MINS

- Class begins
- Students arrive
- Sit down
- Roll call

10:14 - 6 MINS

Student activity:

- have one student write on the board'
- Students tell us facts about what they remember last class
- Write them down
- I'll phrase their answers in the appropriate visual language

10:20 - 2 MINS

- Students write down any facts that are new to them.

10:22 - 7 MINS

- Recap of last class + worksheet to follow along
- Questions worksheet: mercedes Azpilicueta + 'potatoes, riots and other imaginaries'
- Looking in more detail about 'Potatoes, riots and other imaginaries'

10:29 - 5 MINS

- In presentation: video/interview of mercedes discussing this artwork
- Student activity: write down any facts that they have learned from it.

10:34 - 5 MINS

- Explanation of what we will be doing today
- Presentation: alice maher + rachel fallen

10:39 - 8 MINS

- Presentation: the map

10:47 - 5 MINS

- In presentation: video/interview of rachel fallon + alice maher about 'the map'

10:52 - 4 MINS

- Presentation: looking at the relation between the two works
- **Q: Can you see any similarities between these two works?**
- **Q: What topics are they bringing up?**
- **Q: Why do you think these artists used these media to display this topic?**

10:56 - 9 MINS

- Student activity: compare and contrast the 2 artworks
- 'Potatoes, riots and other imaginaries'
- 'The map'

11:05 - 3 MINS

- Reflecting on our answers
- evaluation

11:08 - 2 MIN

- Tidy up

11:10 - End of lesson

Presentation:

🟡 5A2: L3 🟡 5A2: L3 -UK - ukrainian translation powerpoint

Post class reflection

- I think my planning and research went well in this class, I chose videos that were specific about the artworks and spoke of the artist's process by the artist. I believe that the video is a nice way of viewing the process and artwork and it is good to hear about the artworks from the artist's own perspective and reflection. I was worried about the length of time the videos took but that they would be most effective, stopping and asking students about a point in the video. I had stopped the video and reiterated a point in it, but it would be more effective if I stopped the video, asked the students a question and got them to reflect and answer the question instead of giving them the information.
- I feel like the planning and the resources I had for this class were good but I perhaps didn't use them in the most effective way. I had a worksheet with questions about the first artwork. I had this worksheet to question them and for them to have for revision and study but I should have also done a proper group reflection for this worksheet instead of just going around and checking their answers.
- I find doing a contrast and compare between artworks helps students to see artworks in relation to each other and helps pinpoint elements of an artwork. Helps students to develop skills to critically look at an artwork.
- For the reflection of last class, I have asked students to name facts they learned in the last lesson and I wrote it on the board and then got students to write down from the board. I think this helps the facts to stick if they can visualise them. Next time, I think I will have one student to write on the board but I would be worried about spelling, but I will definitely have other students to explain or add onto a fact someone else said.
- As a group reflection after the compare and contrast student, I asked each table to give me a comparison and a contrast, I found this got them engaged and thinking quickly on their feet. However I ran out of time.
- I have found translating the powerpoint into ukrainian for Student V and printing it out into a booklet. This helps her to follow along, in her worksheets and powerpoint booklet, I keep english and ukrainian translations.

Lesson No 4/10
Date: 23/10/24
-week A wed
Lesson type: (S) 1hr
Time : 12:20 - 1:20
Stage: Research + Respond

[SC]

Learning Content for Pupils

Theme:

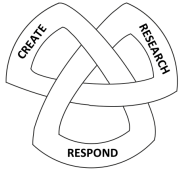
- Looking into exam questions around 'Today's world' section 3.
- Understanding the exam papers and what is asked from them.
- Looking at exam answer examples and into essay structures.

Learning Intentions

- **To communicate their knowledge in the style of an essay question**
- **To consider what the questions are asking and respond accordingly.**

Success Criteria

- **To be able to break down a question and identify all the elements it is asking of them.**
- **To understand the structure of answering a question, and breaking down their points of knowledge.**



- Last class before halloween: Kahoot quiz for reflection about the material they have learned before.

Artistic Processes:

- Tapestry
- Textiles
- Essay writing + exam questioning

Support Studies:

- **Mercedes Azpilicueta:**
 - Theme
 - Context: potato riots in Amsterdam in 1917.
 - Women's history - rights, riots, violence against women in latin america, working class women in amsterdam during WW1
 - Imagery: collage, woven textiles, women of the past and present riots
- **Rachel Fallon + Alice Maher:**
 - Theme
 - Context: narratives of mary magdalene, the narrative of mary magdalene in ireland: magdalene laundries, the Irish women
 - Women's history: irish women, magdalene laundries, mary magdalene narratives
 - Imagery: textiles, map, rewritten narrative,
- **Exam question examples:**
- **Exam answer examples:**

Layers of learning:

- **Exam structure**
- **Answering exam questions**
- **History:**
 - WW1
 - women's history
 - Potato riots in 1917 Amsterdam
 - Magdalene laundries in Ireland
- **Textiles:**

- **To partake in a quiz about their previous learned knowledge.**
- **To demonstrate their learned knowledge in the form of a quiz.**

- Women
- Woven - machine
- Embroidery - hand

Cross-curricular:

- **History:**
 - WW1 = amsterdam
 - Magdalene laundries = ireland
- **Politics:**
 - Women's issues: violence against women + Detention and oppression of women
 - Class difference
 - Impacts of war
 - Social context

LESSON PLAN

12:20 - 3 MINS

- Class begins.
- Students arrive.
- Taking out copybooks.
- Roll call.

12:23 - 2 MINS

- Explanation of today's lesson.
- Going through our intentions and our success for this class.

12:25 - 5 MINS

- Recap:
- Students shout out facts from the last class they remember
- Discussing after

12:30 - 2 MINS

- Handing out worksheets graded.
- Going over any general questions they have

12:32 - 4 MINS

- Going over corrections from worksheets briefly
- Have individual feedback for students on sticky notes on their worksheets

12:36 - 6 MINS

- Going over the structure of the visual studies exam paper
- Going over structure of 'today's world' again - in more detail

12:42 - 5MINS

- Looking at exam question examples
- Discussing how you might answer them

- Discussing them in relation to the artists we have learned about

12:47 - 4 MINS

- Showing exam answer examples
- Discussing how the person broke down the questions and their answers

12:51 - 5 MINS

- Looking into breaking down a questions
- How to prep their points to an answer

12:56 - 6 MINS

- Applying the exam question to the material they have learned so far.
- Breaking down the questions
- Prepping their answer and breaking down the relevant material

1:02 - 5 MINS

- Reflection:
- Group discussion:
- Reflecting how they broke down their planning of answering the question

1:07 - 12 MINS

- Halloween quiz
- Based on Mercedes Azpilicueta + artwork + Rachel Fallon + Alice Maher + artwork

1:19 - 1 MIN

- Winners declared
- Prizes
- Sweets handed on the way out to students

1:20 - End of lesson

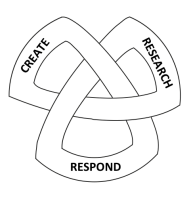
 **5A2: L4**

Post class reflection

- I had been correcting student's worksheets and they seem to have a good understanding of the artworks and the context behind them, however I realised that there seemed to be a few spelling mistakes in their work, so before we went into our lesson content, I had gone over spelling with them, I got them to take down their copies and wrote spellings on the board, I showed them easy ways to break down the spelling of artists names and went over simple but common spelling mistakes, I made sure students wrote down the spellings so they wouldn't get caught out when writing answer, even if some students were fine with spelling, I got them to spell out some of the commonly misspelt words in a group, so no one would be put on the spot. Also after going over the misspelt words in their worksheets, I asked them if there were any other words they wanted me to spell out and there were. I think this was good to go over as I don't want the students to get caught out by something as simple as spelling and grammar.
- I think moving forward I will give them workbooks and other worksheets to make sure they have their spelling in order and maybe if needed I will do another activity like this if I find there is an issue with spelling.

- As it was the last class before Midterm, I went more in depth about answering exam questions and the structure of the exam, as I had found in our traffic reflection sheets students were unsure about the exam questions and the structure itself. I got students to take down notes and in future classes, I will implement the questions in their work. The students seemed to find this very helpful
- In my presentation, to highlight key words and terms I used a purple font, I will NEVER do that again as the colour and lighting made it very difficult to read on the projected screen. I wrote out the highlighted key terms and explained them and made sure students had them written down before moving on.
- As it was the last class before midterm and I wanted to assess them, later on the class I did a kahoot quiz on our two artworks. The students were very engaged.
- I also found at the beginning of class, after spelling activity I did a recap, I had one student come up and write a fact she remembers and had the students give a fact they remember and the student would write them down, like in the last class, I thought this was helpful and the students all seemed to be knowledge and show understanding to even small details. I think next time I will go back to writing down the facts or instead of one student writing them, I will have each student come up to write down their facts. I do find this helpful and the students then take down notes from the recap about anything they are unsure of .

Midterm halloween

<p>Lesson No 5/10 Date: 6/11/24 - week A wed Lesson type: (S) 1hr Time: 10:10 -11:10 Stage: research</p> <p>[SC]</p> 	<p>Learning Content for Pupils</p> <p><u>Theme:</u> media + areas of practise</p> <ul style="list-style-type: none"> • Investigating how we can use technology for art now • Debating the value of art: traditional art practise vs. modern tech art • Analysing the art work through the framework context <p><u>Artistic Processes:</u></p> <ul style="list-style-type: none"> • Video • Cgi • Technology • Digital media <p><u>Support Studies:</u></p> <ul style="list-style-type: none"> • Yuri Pattison • W.M Turner <p><u>Layers of learning:</u></p> <ul style="list-style-type: none"> • Technology 	<p>Learning Intentions</p> <ul style="list-style-type: none"> • To debate opinions on AI and art in a group setting. • To analyse an artwork on its theme and medium. • Interpret the history and uses of digital art. 	<p>Success Criteria</p> <ul style="list-style-type: none"> • To participate in a group debate. • To describe an artwork with visual language.
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- Rise of cgi + AI
- Innovation and invention
- AI vs artists discourse

Cross-curricular:

Geography: air pollution

English: debating, vocabulary, media

LESSON PLAN

12:20 - 3 MINS

- Class begins
- Students come in
- Roll call

12:23 - 5 MINS

- Recap
- Group activity: share facts write them on the board

12:28 - 3 MINS

- Explanation of todays class
- Yuri pattison
- Technology as media for art

12:31 - 5 MINS

- Presentation = using throughout class as guide
- Who is yuri pattison?

12:36 - 5 MINS

- Artwork
- Discussion: initial assessment of artwork
- Questions

12:41 - 7 MINS

- Discussing artwork
- Visuals on board
- Questions

12:48 - 6 MINS

- Turner
- Artwork
- Info

12:54 - 5 MINS

- Group discussion
- Technology + art

- Giving examples

1:01 - 3 MINS

- Worksheets
- Discussion

1:04 - 11 MINS

- Worksheets
- Student activity

1:15 -

Reflection

Tidy up

5A2: L 5

5A2: L 5 URK

Post class reflection

Lesson No 6/10

Date: 14/11/24

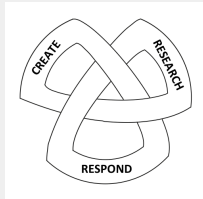
- week b

Lesson type: (S) 1hr

Time: 10:10 -11:10

Stage: respond

[SC]



Learning Content for Pupils

Theme: media + areas of practise

- Gallery Spaces: reflecting on what makes a gallery space
- Visualising exhibitions in non-conforming gallery spaces
- To breakdown framework content in relation to essay writing.
- To discover the process of essay writing.

Artistic Processes:

- Cgi
- Video

Support Studies:

- Yuri Pattison

Learning Intentions

- To investigate the elements of a good gallery space.
- To examine and conceptualise a gallery space within the classroom.
- To plan the structure of an essay.
- To apply their learned knowledge into the form of an essay.

Success Criteria

- To choose an area in the classroom for hanging a painting and defend the reasoning in a discussion.
- To show examples of a broken down essay plan that hits the framework content points.
- To begin answering a question in the form of an essay.

	<p><u>Layers of learning:</u></p> <ul style="list-style-type: none"> • Gallery spaces • Debating <p><u>Visual Aids:</u></p> <ul style="list-style-type: none"> • Dream sequence 2024 • Presentation: <ul style="list-style-type: none"> - Artwork - The porthouse dock - Examples of public exhibition shapes <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Group Discussion: <ul style="list-style-type: none"> - Installations, old VS new, upgrading, - How can we change something old with history and add modernity to it • Discussion/Think,pair,share: what makes a gallery space? Port house in docks? Relating to the theme • Worksheets: <ul style="list-style-type: none"> - visualising setting up a local area for an exhibition - Justify - Given theme prompts: find area, choose media • Presentation: <ul style="list-style-type: none"> - Artwork - The porthouse dock - Examples of public exhibition shapes 		
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LESSON PLAN

10:10 - 3 MINS

- Class begins
- Roll call
- Students sit down

10:13 - 3 MINS

- Explanation of today's lesson
- Intentions + success of today's lesson

10:16 - 5 MINS

- Quick recap on last lessons artist: yuri pattison

- Recap discussion on artwork

10:21 - 6 MINS

- Presentation
- Yuri recap

10:27 - 11 MINS

- Presentation:
- Dream sequences
- Non gallery spaces

10:38 - 2 MINS

- Hand out revision sheets
- Explanation

10:40 - 2 MINS

- Going over exam questions
- Short answers + long

10:42 - 7 MINS

- How to structure an essay

10:48 - 19 MINS

- Practise essay writing
- Give question

11:07 - MINS

- Collect up
- Answer questions
- reflection

11:10 - end of lesson

Post class reflection

- I think I overpacked the lesson with information, I should have broken it down more and implemented activities to broaden their understanding. Students were engaging, however I think I could have structured it to be more beneficial.
- I had broken up the lesson for this class with focusing on essay writing and planning. I believe this was very beneficial as the students have their exams next week.
- I had gone over the breakdown of essay structure and how to plan and we had begun planning an example question. I think the way I presented this information, broke it down nicely and made it simple to process.
- I also made and handed out revision sheets about our artists so far to help them study. I think this will be very effective as it broke down the key information to help them look back on when studying for their exam next week.

Lesson No 7/10

Date: 28/11/24

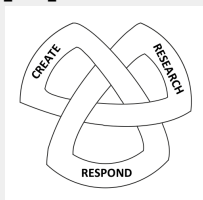
- week B thur

Lesson type: (S) 1hr

Time: 12:20 -1:20

Stage:

[SC]



Learning Content for Pupils

Theme:

- Media + areas of practise: installation pieces, video, sound, medium: fabric
- Investigating installation pieces and the artists use of media through how it affects to all our senses

Artistic Processes:

- Installations
- Fabric manipulation - Hammocks
- Video
- Sound
- Analysing the art work through the framework context

Support Studies:

- **Alex Cecchetti** - medusa mothers

Layers of learning:

- Installation pieces- visuals, structure, sound
- Artworks and our senses

Cross-curricular:

- **Geography:** sea pollution, nature
- **CSPE:** sustainability

Visual Aids:

- Medusa Mothers 2022
- As the sun and as the moon 2023
- **Presentation:**
 - Artist background
 - Artworks
 - Our senses (no taste)

Activities:

- **Group Discussions:** how art can affect our sense
- **Presentation:**
 - Artist background

Learning Intentions

- Consider how art can be interpreted by our senses.
- Observe the structure of a piece.
- Identify elements of an artwork and use them to annotate.

Success Criteria

- To show examples of annotated sketch work of artwork.
- Annotations that refer back to art elements.
- Identify and discuss how artworks could affect their senses.

- Artworks
- Our senses (no taste)
- **Worksheets**
- **Sketchwork:** installation piece
- **Questions:** media, process, theme, context, installations, messages

LESSON PLAN

12:20 - 2 mins

- Class begins
- Students arrive
- Roll call

12:22 - 3 mins

- Explanation of today's lesson
- Success + intentions

12:25 - 3 mins

- Recap/discussion:
- See if they found the study guide notes helpful
- How they found the exam

12:28 - 2 mins

- Intro to the artwork
- Asking what they remember of it
- Ask one student to describe what they see to me

12:30 - 6 mins

- Student activity: to draw the artwork
- Make a few annotated notes
- Get initial ideas about it down

12:36 - 4 mins

- Presentation: intro to the artist
- Who is he? What is his art?

12:40 - 10 mins

- Presentation: ongoing through lesson
- Medusa mothers

12:50 - 8 mins

- Student activity:
- Group discussion
- How sense can be brought into an artwork?
- Why would an artist do this
- Immersive experience

12:58 - 10 mins

- Presentation:
- Medusa mothers
- Process

1:08 - 11 mins

- Student activity:
- Worksheet: answer questions (general)
- Annotated Sketch Work of artwork: more detail with info now

1:19 - 1 min

- Tidy up

1:20 - end of lesson


WORKSHEET:

NAME:	
ARTWORK:	ARTIST:
MATERIALS:	
CONTEXT:	
ART ELEMENTS:	
QUICK ANALYSIS:	

SLIDESHOW URK VERSION:

 Copy of Journey of a breath urk

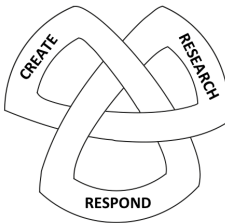
SLIDESHOW:

 Journey of a breath

Post class reflection

- I had a worksheet for the students to do as a recap for Yuri pattison, I thought this would be beneficial and a nice change from the group recap and I wanted to see how they have been revising individually as I didn't have them last week due to the 5th year exams.
- I found making the slideshow more visible and specific about certain aspects of the artwork, help to tease out the answer and get them observing the work more.
- While I focused more on group answering as a whole class, I feel it would've been more beneficial to do smaller groups, however the class was in more of a hyper mood so at the time for behaviour management I thought it was better to refocus and address the class as a whole, however next time I would like to pinpoint more small knit group work.

- I think it would be better to give allocated time for sketch work and annotated notes as I have been including their sketchwork activity in their worksheets and have been including it on the worksheet activity time slot. However students work at different paces and other might put more attention on the answering than the annotated sketch work, so I think I will make sure it has its own designated time.

<p>Lesson No 8/10 Date: 4/12/24 - week A wed Lesson type: (S)1hr Time: 12:20 -1:20 Stage: research</p> <p>[SC]</p> 	<p>Learning Content for Pupils</p> <ul style="list-style-type: none"> • Reflecting how chosen artists used their media to help convey their theme/message <p><u>Artistic Processes:</u></p> <ul style="list-style-type: none"> • Tapestry • Installation • Fabric manipulation • Cgi <p><u>Support Studies:</u></p> <ul style="list-style-type: none"> • Alex Cecchetti: installation + fabric manipulation • Yuri Pattison: software • Mercedes Azpilicueta: tapestry <p><u>Visual Aids:</u></p> <ul style="list-style-type: none"> • Medusa Mothers • Sun[set] Provisioning • Potatoes, riots and other imaginaries • Presentation: artist recap <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Presentation: recap on artists • Finishing up on medusa mothers • Think, pair, share/ reflection sheets: Bringing back in the theme of media + areas of practise • Discussion - gallery, media, theme • Work sheet/Prompts: given a theme for an exhibitions, list a numbers of way you could use materials and the gallery space to suit your message 	<p>Learning Intentions</p> <ul style="list-style-type: none"> • Analyse the components of setting up an installation in an art gallery. • To debate the artist's use of space and materials in relation to their themes and their effectiveness. • To compose research points based on previous knowledge to support their opinion. 	<p>Success Criteria</p> <ul style="list-style-type: none"> • To have 3-4 points to support their argument. • To communicate their argument in a group setting. • To identify the materials and use of space used by the artists in their artwork.
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LESSON PLAN

12:20 - 2 mins

- Class begins
- Students arrive
- Roll call

12:22 - 4 mins

- Recap :
- Whiteboard recap on alex cecchetti
- Student each state a fact they learned from last class, I write them down, students take notes for any facts they don't remember

12:26 - 7 mins

- Recap:
- Going over alex cecchetti
- Annotated sketch work of his artwork

12:33 - 3 mins

- Explanation of lesson task
- Debate
- Break class into groups
- Set task - give debate topic: which artists use of space and materials is more effective in conveying their thematic message

12:36 - 7 mins

- Recap:
- Mercedes azpilicueta
- Yuri pattison

12:43 - 4 mins

- Go over debated topic:
- Structure
- Tips
- How to create an argument for a debate

12:47 - 15 mins

- Student activity:
- Researching
- Creating argument for debate

1:02 - 15 mins

- Group activity:
- Each group argues their artist

1:17 - 3 mins

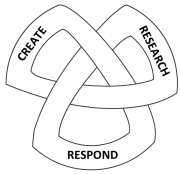
- Reflection:
- on debate
- research

1:20 - end of lesson

Post class reflection

- Students engaged really well with the debate activity of this class. Before their debates we did a recap of our artists and the students were able to answer the questions.
- I think I did well in explaining the debate prompt and the topics and the framework they should hit. I think I did well in putting emphasis on how debating is about persuasion and what kind of visual language they should introduce.
- The students wanted a bit more time for creating their argument, so the last team had to go at the beginning of next class.
- I made sure to circulate and guide the students in questions they had when creating their argument, I made sure to give each team an equal amount of advice and help. I also created slides of their artists showing the general summary and key pointers of the artwork.
- I made a rubric/score sheet of what the criteria is for the best argument and went through it with the students, so they know what kind of topics to hit, I made sure to keep it general e.g context, good use of knowledge, art elements etc.
- Students engaged well in class, I had difficulty with getting student U to participate, she is very shy, I asked her would she like to join as sometimes for group activities or if she feels like there is too much attention on her she disengages, I had created language worksheets for her of certain words and art terms for her. She seems comfortable with 2 other students in the class, so I asked her if she would join their group. I gave her the option to join or not, as she does get very overwhelmed at times.
- While this class seems like a competitive bunch and I wanted to make sure they engage, I did have a prize for the winning team, students were very engaged. One team even made a mini detailed slideshow, while I was very impressed, I was worried the other teams would be discouraged, so while students were building their arguments, I made a quick visual board of the artworks for students to point to and so there was a more even playing ground as well.

<p>Lesson No 9/10 Date: 5/12/24 - week B Lesson type: (S) 1hr Time: 10:10 -11:10 Stage: [SC]</p>	<p>Learning Content for Pupils</p> <p><u>AEDP/Artistic Processes:</u></p> <ul style="list-style-type: none"> • Exams Questioning focusing on today's world section • Breakdown questions through visuals + demonstration • Breakdown questions focusing on the framework element: media and areas of practice and others • Researching 	<p>Learning Intentions</p> <ul style="list-style-type: none"> • To identify the key components of what an exam question is asking and to respond. • To assess their own and others presentation and research skills. 	<p>Success Criteria</p> <ul style="list-style-type: none"> • To communicate their knowledge and argument to a group setting. • To share 2 things they think their group did well in and 2 things they struggled with in terms of debate and research.
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- Tapestry
- Installation
- Fabric manipulation
- Cgi

Support Studies:

- Alex cecchetti
- Yuri Pattison
- Mercedes Azpilicueta

Layers of learning:

- Visual studies framework
- Exam questions
- Exam answers + essays

Visual Aids:

- **Presentation:** how to breakdown question, timing , framework elements
- **Exam questions examples**
- **Exam answer examples**
- **Breakdown of essay questions:** examples + demonstration
- **Essay format examples**
- **Mind map examples**

Activities:

- Exam questions
- Essay writing
- How to breakdown a question
- How to answer a question
- How to write an essay
- Timing

- To debate the artist's use of space and materials in relation to their themes and their effectiveness.

- To break down a question and supply the key point they would take from an artwork to answer it.

LESSON PLAN

10:10 - 3 mins

- Class begins
- Students arrive
- Roll call

10:13 - 2 mins

- Recap
- Set up for next group

10:15 - 7 mins

- Group 3: alex cecchetti
- Debate their argument

10:22 - 2 mins

- Setting up for next activity
- Explanation
- Handing out worksheet

10:24 - 9 mins

- Group reflection activity:
- Discussing with each other 2 things they think they did well in
- 2 things they struggled with.
- In regards to the debates

10:33 - 5 mins

- Discussing in a whole class discussion

10:38 - 3 mins

- Revealing the winners
- Giving big prize
- Given little prize to whole class for participation

10:41 - 4 mins

- Showing students 2 exam questions
- 1st question: about an artwork they have not seen before
- 2nd question: gives option to artists they have studied

10:45 - 2 mins

- Creating answer plan - showing example

10:47 - 16 mins

- Student activity:
- Creating a plan/breakdown for answering question
- Answering questions - picking artist best suitable

11:03 - 5 mins

- Discussing how we broke down the questions
- And the key points and artist we used to answer the question

11:08 - 2 mins

- Tidy up

11:10 - end of lesson

Date: _____

Name: _____ Teammates' name: _____

2 things your partners think they did well in for the artist debate

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

2 things your partners found they struggled with in the artist debate

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

What advice can you give your partners?

What is something you can suggest to help them with this?

Peer Reflection

	Below	Meeting	Above	Score
Research				
Presenting/convincing				
Breakdown of knowledge				
Aim of debate prompt?				

- How do you think you personally did with your debate?
- Tick the box on how well you think you did in that area.
- Did you convey the message well? Was your argument convincing?
- How was your team's presenting skills?
- How well do you think you did in researching your artwork?
- How did you breakdown the key points to your argument well?
- Did you hit the criteria of the debate prompt?
- Did you hit the criteria of the debate prompt?
- Rate out of 10 how you think you did.

Visual studies wordbank:
Developing your visual language!

ARTISTS:	ART ELEMENTS:	DESIGN PRINCIPLES:
Marcelo Appicciotti	LINE	BALANCE
Rachel Fallon	SHAPE	MOVEMENT
Alice Maher	SPACE	REPETITION
Yuri Pattison	COLOUR	EMPHASIS
Alex Caschetti	TEXTURE	CONTRAST
Titchmas, rishi and other imagines	FORM	VARIETY
"The Map" - 2021	VALUE	RHYTHM
"Sunset" (provisional) - 2019	PROPORTION	PATTERN
Madusa muthers - 2002	<p>NOTE: When describing an artwork, always look for the art elements and design principles you can see in the artwork and describe how they have been applied.</p>	

Art element's descriptive words

Line:	Colour:
Rough	Vibrant
Continuous	Cool
Curvilinear	Muted
Bold	Dull
Linear	Warm
Subtle	Muddled

Texture:	Shape:
Course	Realistic
Smooth	Abstract
Rough	Irregular
Flat	Unusual
Metallic	Circular
	Flat

Balance:	Composition:
Even	Balance
Unbalanced	Rule of thirds
Symmetrical	Pyramid
Asymmetrical	Radial
Heavy sided	Diagonal
	L-arrangement

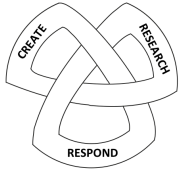
Time:	REMEMBER!
Monochrome	There is visual and physical texture
Dark	Be as specific and descriptive as possible.
Unseen	Think of everything as intentional, ask yourself WHY is the artist doing that.
Gradient	
Light	
Smooth	

Post class reflection

- As we spent more time building up their arguments for the debate, team C only got to present their argument at the beginning of this class.
- I wanted to use the debate as a form of assessment that the student would enjoy and engage with, I put emphasis that everyone should participate in gathering their research and creating their argument.
- Afterwards I wanted to see how the students found the debates, the main focus was then on their group reflection. While this was our last class there was a little bit of disruption with chatting, I made sure the students refocused on their task and kept pace. I have found over the weeks, I have gotten much more giving out information and instruction in class. I found in the beginning I had a bit of a habit of just giving the students the information, however I found different ways to engage them in activities and to assess them and their learning.
- I also wanted the students to use the techniques they have learned about analysing an artwork, we have answered exam questions about the artworks they have studied, but I wanted to assess them on answering exam questions on an unknown artwork. Students were able to make good and interesting points about the artwork and were able to analyse it. I have found with other lessons the students are able to analyse the artworks but have a difficulty fleshing out their answers and using visual language to describe and give reason to their point. To combat this, I had created handouts that had prompts of the art elements and descriptive words to help.

End of uol

<p>Lesson No 10/10</p> <p>Date: 7/11/24</p> <p>- week A</p> <p>Lesson type: (S) 1hr</p> <p>Time: 12:20 -1:20</p> <p>Stage:</p> <p>[SC]</p>	<p>Learning Content for Pupils</p> <p><u>AEDP/Artistic Processes:</u></p> <ul style="list-style-type: none"> Documenting student's knowledge through a formative test Practising essay structure, timing, question breakdown Reflecting on the influence media + areas of practise can have on the artwork + its theme 	<p>Learning Intentions</p> <ul style="list-style-type: none"> (Knowledge) (Skills) (Attitude) 	<p>Success Criteria</p>
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- Documenting
- Test
- Correcting
- Tapestry
- Installation
- Fabric manipulation
- Cgi

Support Studies:

- Alex cecchetti
- Yuri Pattison
- Mercedes Azpilicueta

Layers of learning:

- Visual studies framework
- Exam questions
- Exam answers + essays

Visual Aids:

- All artworks we have looked at previously - brief recap
- Exam question
- Exam answer sheet: corrections - group activity
- Group reflection

Activities:

- Exam questions
- Recap of artists +theme
- Timing
- Answering an exam question - test
- Practise test for timing and formatting
- Reflection + group discussion
- 2 stars + 1 wish

LESSON PLAN

Hyper link to Lesson Plan or write plan here.

Post class reflection