

**School of Education DRAFT 23-24**  
**Unit of Learning (inc LPs)**Students Name: Sophie Morgan  
Year in NCAD: 3rd year**Class Name: 5 Art 11.5 (DC)  
(impressionism)****Year group: 5th years****Programme: Leaving Cert****Total No of lessons in UoL: 12****Aim of Unit of Learning** Through Active learning methodologies we will analyse and research about impressionism and post impressionism, specifically looking at context, artists and artworks, media and areas of practice.**Theme Development:****Impressionism: time periods****Presentations, worksheets, discussion, drawings**

Artist and artworks

Media

Aedp

context

**Entering characteristics****One Student with an SNA, she is not in class often, and sometimes shows up in the last ten minutes** - Have separate handouts, with more visuals and detailed notes from the presentation, for some students who might be late.**Another Student has just switched over to art in the third lesson - 14/3/2024** - will print out simplified handouts and notes of previous lessons, give some extra homework questions, to make sure she understands and can easily catch up**Covered realism and modernity beforehand with their host teacher****Mixed gender****Mixed ability****Students****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: any worksheets I have for the class will be arranged and stapled into booklets, which students will keep with their art books or hand up to me to check on their work and assess.
2. Acknowledgement: learn students names (seating order - they have their own designated seats) 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 and for students to engage

## Learning outcomes for unit of learning

### Research strand:

**1.1 Looking:** recognise an art style and identify relevant features

**1.4 Contextual enquiries:** explain how context and period influence artistic thinking

**1.3 Experimenting + interpretation:** experiment with ideas, medias and techniques

### Create strand:

**2.4 Realisation/presenting:** evaluate the meaning and context of chosen work

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

### Respond strand:

**3.1 Analysis:** question established and new ideas and work

**3.3 Impact and value:** argue the merit of a work using appropriate contextual information

**3.5 Process:** respond to a selection of drawings, studies and realised work

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

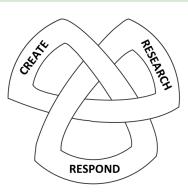
**Date:** 29/2/2024

**Lesson type:** (S)

**Time:** 58 minutes 8:54 - 9:52

**Stage:** Research

[SC]



## Learning Content for Pupils and Learning Intentions

**Synopsis:** As it is the first lesson and students haven't looked into impressionism yet, we will be looking at the cultural context of impressionism. We will learn about the characteristics of impressionist art and what came before it and influenced it. We will begin to start looking at artists, starting with Edouard Manet. For practical work, each student will experiment on a worksheet with optical colour mixing

### Artistic Processes:

- Painting: most famous art in the Impressionist movement were paintings, so we will be analysing paintings
- Experimenting: we will be experimenting with different methods and techniques used by artists
- Optical colour mixing: We will looking at examples of optical colour mixing through Georges Seurat's art, we will experiment and practise our own versions of optical colour mixing

### Activities:

- Optical colour mixing worksheets - with examples on the boards, students will fill in boxes using the optical colour mixing method, with the 4 boxes, students can experiment with a warm (reds) and cool (blues) tone and colour( green) of a lighter and darker shade
- Questioning: low order questions;
  - 'How is optical colour mixing created?'

- 'Where did impressionist artists primarily paint their subject matter?'
- 'What subject matter did they typically paint?'
- 'What new technology influenced impressionists?'
- 'Why do you think the Academy might not like this painting?'

**Support Studies:**

- Georges Seurat - 'A Sunday on La Grande Jatte' 1884 = optical colour mixing
- Gustave Courbet - 'Burials at Ornans' 1849 = realism
- Jean-Baptiste-Camille-Corot - 'View of the forest of Fontainebleau' 1830 = naturalism
- Edouard Manet - 'The luncheon on the grass' 1863 = impressionism
- Edouard Manet - 'The bar at the Folies- Bergere' 1881-1882 = impressionism

**Visual Aids:**

- Slideshow: characteristics, optical colour mixing, motivations, artistic influences, realism, naturalism, Edouard Manet
- Own examples of optical colour mixing that I have on the slideshow

**Learning Intentions**

Cognitive (know): to recognise the defining characteristics of Impressionism

Psychomotor (be able to): create 3-4 examples of optical colour mixing with either dark or bright colours or warm and cool tones

Affective (understand): to test the different art styles found in impressionism

**LESSON PLAN**

**Hyperlink to Lesson Plan:**

[\*\*Lesson Plan 1: 5th Years: Impressionism\(DC\)\*\*](#)

**Presentation used in lesson:**

[\*\*IMPRESSIONISM\*\*](#)

**Worksheets used in lesson:**

[\*\*Optical Colour Mixing\*\*](#)

## Post class reflection

Hyperlink to post-class reflection:

[!\[\]\(2bdfe261b986065ee0ac76460d6528c9\_img.jpg\) 5th year: Impressionism Reflection: L1](#)

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

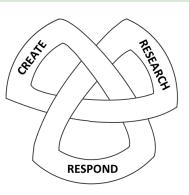
**Date:** 7/3/2024

**Lesson type:** (S)

**Time:** 58 minutes 8:54 - 9:52

**Stage:** Research

[SC]



## Learning Content for Pupils and Learning Intentions

**Synopsis:** In our second lesson we moved onto Alfred Sisley, we looked at 4 artworks from different stages of his artistic career. We will specifically look at how Sisley paints light.

### Artistic Processes:

- Paintings: Sisley painted mainly oil on canvas. We will be evaluating some of his paintings
- Drawing: creating annotated sketches of paintings

### Activities:

- Annotated Sketch Work

### Support Studies:

Alfred Sisley:

- 'Avenue of Chestnut trees near La Celle-Saint-Cloud' 1867
- 'Snow at Louveciennes' 1878
- 'The banks of the canal du Loing at saint-mammes' 1888
- 'The Church at Moret' 1893

### Visual Aids:

- Slideshow

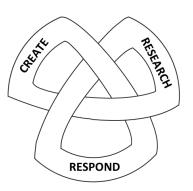
## Learning Intentions

Cognitive (know): to define how Sisley used brushstrokes and tone to create the effect of natural light

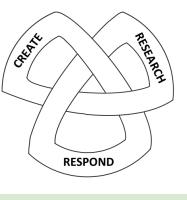
Psychomotor (be able to): to mark how Sisley used brushstrokes to create the effect of light

Affective (understand): to evaluate how light affects a subject matter

<b>LESSON PLAN:</b>	<p><b>Hyperlink to Lesson Plan:</b></p> <p><a href="#"><b>Lesson Plan 2: 5th Years: Impressionism(DC)</b></a></p> <p><b>Presentation used in lesson:</b></p> <p><a href="#"><b>IMPRESSIONISM2 : Sisley</b></a></p>
<b>Post class reflection</b>	<p><b>Hyperlink to post-class reflection:</b></p> <p><a href="#"><b>5th year: Impressionism Reflection: L2</b></a></p>

<p><b>Lesson No/total in UoL:</b> 3  <b>Date:</b> 14/3/2024  <b>Lesson type:</b> (S)  <b>Time:</b> 58 minutes 8:54 - 9:52  <b>Stage:</b> Research    <b>[SC]</b>   </p>	<p><b>Learning Content for Pupils and Learning Intentions</b></p> <p><b>Synopsis:</b> In this lesson we will be moving onto another artist who is very influential to the impressionist movement. Claude Monet, like Sisley, experimented a lot and wanted to convey the effect of natural lighting and also quite often painted en plein air. We will look at 3 paintings of Monet focusing on his use of colour, tone and his brushstrokes.</p> <p><b>Artistic Processes:</b></p> <ul style="list-style-type: none"> <li>• painting</li> <li>• sketchwork</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• worksheet,</li> </ul> <p><b>Support Studies:</b></p> <p>Claude Monet:</p> <ul style="list-style-type: none"> <li>• 'Women in the garden' 1866-1867</li> <li>• 'A women with a parasol' 1875</li> <li>• 'Rouen Cathedral: The facade at sunset' 1894</li> </ul>
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	<p><u>Visual Aids:</u> Slideshow,</p> <p><b>Learning Intentions</b></p> <p>Cognitive (know): identify the tonal range Monet uses in his paintings</p> <p>Psychomotor (be able to): duplicate annotated sketches of monet's paintings</p> <p>Affective (understand): Specify how the different brushstrokes display the realistic depiction of the paintings</p>
<p><b>LESSON PLAN</b></p>	<p><b>Hyperlink to Lesson Plan:</b></p> <p><a href="#"><b>Lesson Plan 3: 5th Years: Impressionism(DC)</b></a></p> <p><b>Presentation used in lesson:</b></p> <p><a href="#"><b>IMPRESSIONISM 3</b></a></p>
<p><b>Post class reflection</b></p>	<p><b>Hyperlink to post-class reflection:</b></p> <p><a href="#"><b>5th year: Impressionism Reflection: L3</b></a></p>

<p><b>Lesson No/total in UoL: 4</b></p> <p><b>Date:</b> 21/3/2024</p> <p><b>Lesson type:</b> (S)</p> <p><b>Time:</b> 58 minutes 8:54 - 9:52</p> <p><b>Stage:</b>Research</p> <p>[SC]</p> 	<p><b>Learning Content for Pupils and Learning Intentions</b></p> <p><b>Synopsis:</b> In this lesson, we will move onto a female artist, who despite the limitations due to her gender, rose up and is an influential figure, Berthe Morisot. We will be focusing on her painting techniques and the accessibility restriction of subject matter and how she worked around it. Due to it being the last class before Easter midterm break, we will do some recap activities over what we learned over the last couple of lessons. In this lesson, we will focus on her subject matter and peoples accessibility to things due to their gender. As promised previously to my class we would be doing a kahoot quiz that I created with specific questions.</p> <p><b>Artistic Processes:</b></p> <ul style="list-style-type: none"> <li>• Painting</li> <li>• Drawing</li> </ul>
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**Activities:**

- Worksheets
- Discussions: voting if painting is painted by Man or Woman
- Sketchwork: Annotated sketches of Berthe Morisot's art
- Subject matter drawings: split the class in half, and will tell them one side is the male artists side and the other if female artist side. I will give them a themed composition/ image and they are only allowed to draw the one allowed to by their 'gender'

**Support Studies:**

Berthe Morisot

- 'The Cradle' 1872
- 'Young girl in a ball gown' 1879
- 'Reclining nude of shepherdess' 1891
- 'In the wheatfield' 1875

Other artists:

- Mary Cassatt: 'the child's bath' 1893
- Edgar Degas: 'A cotton office in New Orleans' 1873
- Pierre-Auguste Renoir: 'La Grenouillère' 1869

**Visual Aids:**

- Slideshow
- worksheets

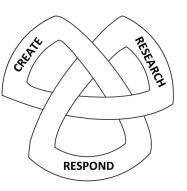
**Learning Intentions**

Cognitive (know): to be able to distinguish how an artwork may be painted by a male or female artist by the subject matter.

Psychomotor (be able to): to demonstrate which type of subject matter that they would be creating due to their gender

Affective (understand): to investigate the painting techniques/ methods Morisot used

<p><b>LESSON PLAN</b></p>	<p><b>Hyperlink to Lesson Plan:</b></p> <p><a href="#">Lesson Plan 4: 5th Years: Impressionism(DC)</a></p> <p><b>Presentation used in lesson:</b></p> <p><a href="#">Impressionism 4: Berthe Morisot</a></p> <p><b>Worksheets used in lesson:</b></p> <p><a href="#">berthe morisot paintings</a></p> <p><a href="#">berthe morisot paintings</a></p> <p><a href="#">berthe morisot 3</a></p>
<p><b>Post class reflection</b></p>	<p><b>Hyperlink to post-class reflection:</b></p> <p><a href="#">5th year: Impressionism Reflection: L4</a></p>

<p><b>Lesson No/total in UoL:</b> 5</p> <p><b>Date:</b> 11/4/2024</p> <p><b>Lesson type:</b> (S)</p> <p><b>Time:</b> 58 minutes 8:54 - 9:52</p> <p><b>Stage:</b> Research</p> <p><b>[SC]</b></p> 	<p><b>Learning Content for Pupils and Learning Intentions</b></p> <p><b>Synopsis:</b> In this class, we will carry on with Berthe Morisot, in the last class, we kept a focus on who Morisot was, her education and her subject matter, we investigated subject matter and the limitations and rules towards female artists in regards to their subject matter. In this lesson we will be analysing her paintings, specifically the transformation throughout her artistic career and how she used subject matter to her advantage.</p> <p><b>Artistic Processes:</b></p> <ul style="list-style-type: none"> <li>• Painting: evaluating paintings: 'The Cradle' 1872 'Young girl in a ball gown' 1879 'Reclining nude of shepherdess' 1891</li> <li>• Drawing: annotated sketchbooks</li> </ul>
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**Activities:**

- Worksheets: artist and artwork note booklets
- Discussions: group activities: split students into 3, giving them specific elements: media, process, subject matter, etc.  
Spend 5-10 mins gathering their research and then teach it to the people in their group
- Sketchwork: Annotated sketches of Berthe Morisot's art
- Mind map the elements of a painting, when finished group work, students will learn the elements of a painting needed to know for answering exam questions.

**Support Studies:**

Berthe Morisot

- 'The Cradle' 1872
- 'Young girl in a ball gown' 1879
- 'Reclining nude of shepherdess' 1891

**Visual Aids:**

- Slideshow
- Posters- elements depicted from paintings

**Learning Intentions**

Cognitive (know): recognize the change within Morisot's art over time

Psychomotor (be able to): to guide another student through the information that they have recently learned

Affective (understand): evaluate the painting techniques/ methods Morisot used and how they change through her career

<b>LESSON PLAN</b>	<p><b>Hyperlink to Lesson Plan:</b>  <a href="#">Lesson Plan 5: 5th Years: Impressionism(DC)</a></p> <p><b>Presentation used in lesson:</b></p> <p><a href="#">Impressionism: Berthe Morisot lesson 5</a></p> <p><b>Worksheets used in lesson:</b></p> <p><a href="#">berthe morisot paintings</a>  <a href="#">berthe morisot paintings</a>  <a href="#">berthe morisot 3</a></p>
<b>Post class reflection</b>	<p><b>Synopsis of lesson:</b>  In this class, we will carry on with Berthe Morisot, in the last class, we kept a focus on who Morisot was, her education and her subject matter, we investigated subject matter and the limitations and rules towards female artists in regards to their subject matter. In this lesson we will be analysing her paintings, specifically the transformation throughout her artistic career and how she used subject matter to her advantage.</p> <p><b>Professional Teaching Skills + Ability:</b></p> <p><b>Classroom Management:</b></p> <p><b>Presentation of learning content:</b></p> <p><b>Effectiveness of Planning:</b></p> <p><b>Assessment + Evaluation of pupils work in class:</b></p> <p><b>What went well:</b></p> <p><b>Even better if:</b></p>

**Lesson No/total in UoL: 6**

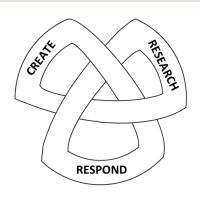
**Date: 18/4/2024**

**Lesson type: (S)**

**Time: 58 minutes 8:54 - 9:52**

**Stage: Research**

**[SC]**



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

**Synopsis:** In this lesson, we look back to the framework and the elements of visual studies, we will look at some examples of exam questions and after learning how to breakdown a question to what it's asking you and key terms how to mindmap and prep your answer, we will attempt answering one

### **Artistic Processes:**

- Investigating and evaluating

### **Activities:**

- Mind Mapping artist and artworks- looking at our previous artists we will break down the elements of the framework
- Exam question practice: will look at sample and towards the end of class we will practise one,
- We will look at how to break down a question: key term/words, what are they asking you to write about? And mind map and plan how you would answer the questions , before trying it out

### **Support Studies:**

We will be referring back to artists that we have investigated so far:

- Berthe Morisot
- Alfred Sisley
- Claude Monet
- Realism - Edouard Manet

### **Visual Aids:**

- Slideshow
- Exam questions samples
- Poster on elements and visual studies framework

## **Learning Intentions**

Cognitive (know): to be able to distinguish the key terms of an exam question and what they are asking you to write about

Psychomotor (be able to): to prepare and break down how you would answer an exam question

Affective (understand): to reflect on which artwork/artists that you have learned about would suit an exam question

LESSON PLAN	<p>Hyperlink to Lesson Plan:</p> <p><a href="#">Lesson Plan 6: 5th Years: Impressionism(DC)</a></p> <p>Presentation used in lesson:</p> <p><a href="#">EXAM QUESTIONS: impressionism</a></p>
Post class reflection	<p>Synopsis of lesson:</p> <p>Professional Teaching Skills + Ability:</p> <p>Classroom Management:</p> <p>Presentation of learning content:</p> <p>Effectiveness of Planning:</p> <p>Assessment + Evaluation of pupils work in class:</p> <p>What went well:</p> <p>Even better if:</p>

Practical exam on 25/4/2024, classes cancelled - lesson 7 moved to 2/5/2024

**Lesson No/total in UoL:7**

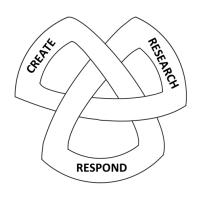
**Date: 2/5/2024**

**Lesson type: (S)**

**Time: 58 minutes 8:54 - 9:52**

**Stage:Research**

[SC]



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

**Synopsis:** in this lesson we will look at what happened after impressionism. We will learn about post impressionism delving in a bit about Van Gogh and his artworks

### **Artistic Processes:**

- Paintings

### **Activities:**

- Annotated sketches
- Word bank
- Think pair share

### **Support Studies:**

- Van Mc Gogh

'The potato eaters' 1885

'Starry Night' 1889

'Paul-Ferdinand Gachet' 1890

### **Visual Aids:**

- Slideshow
- worksheets

## **Learning Intentions**

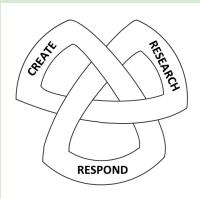
Cognitive (know): To review Van Gogh style and give personal input

Psychomotor (be able to): To duplicate his method of painting

Affective (understand): to investigate the shift between post Impressionism and impressionism

LESSON PLAN	<p><b>Hyperlink to Lesson Plan:</b></p> <p><b>Presentation used in lesson:</b></p> <p><input checked="" type="checkbox"/> Untitled presentation post impressionism - van gogh</p>
Post class reflection	<p><b>Synopsis of lesson:</b></p> <p><b>Professional Teaching Skills + Ability:</b></p> <p><b>Classroom Management:</b></p> <p><b>Presentation of learning content:</b></p> <p><b>Effectiveness of Planning:</b></p> <p><b>Assessment + Evaluation of pupils work in class:</b></p> <p><b>What went well:</b></p> <p><b>Even better if:</b></p>

<p><b>Lesson No/total in UoL:</b> 8</p> <p><b>Date:</b> 9/5/2024</p> <p><b>Lesson type:</b> (S)</p> <p><b>Time:</b> 58 minutes 8:54 - 9:52</p> <p><b>Stage:</b> Research</p> <p>[SC]</p>	<p><b>Learning Content for Pupils and Learning Intentions</b></p> <p><b>Synopsis:</b> we looked back at the artworks and artists again, I felt we needed to go over context again with the students. So we focused on the artworks and how they affected the context of the time. Looking back at the artists and movement we looked at in previous classes we created a timeline, beforehand we went over the artworks, I wanted to see if the students remembered the names and subject matters,</p> <p><b>Artistic Processes:</b></p> <ul style="list-style-type: none"> <li>● Mindmap</li> <li>● Compare and contrast</li> </ul>
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- Timeline

**Activities:**

- Think pair share: in pairs students will find two artworks, one student will research on the comparisons of the two pieces and the other will research the contrast, after discussing it, they will write their answer into the worksheets and I will review them
- Word bank : fill in descriptor or term best suited for description to have a word bank of suitable terms to answer questions

**Support Studies:**

- Berthe Morisot
- Alfred Sisley
- Claude Monet
- Realism - Edouard Manet

**Visual Aids:**

- Slideshow
- worksheets - compare and contrast - think pair share
- Word banks - suitable terms and descriptive words to help answer questions

**LESSON PLAN**

**Hyperlink to Lesson Plan:**

**Presentation used in lesson:**

**Worksheets used in lesson:**

## Post class reflection

### Synopsis of lesson:

Professional Teaching Skills + Ability:

Classroom Management:

Presentation of learning content:

Effectiveness of Planning:

Assessment + Evaluation of pupils work in class:

What went well:

Even better if:

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

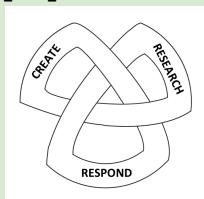
**Date: 16/5/2024**

**Lesson type: (S)**

**Time: 58 minutes 8:54 - 9:52**

**Stage: Research**

**[SC]**



### Learning Content for Pupils and Learning Intentions

#### Synopsis :

In this class we will recap over van gogh as it has been two weeks since we touched on him, I will teach the students about analysis beforehand so when we recapping students will look at van gogh with a critical eye. Afterward we will begin worksheets on analysing his work

#### Artistic Processes:

- Painting
- Drawing
- Emotive

#### Activities:

Create an emotive portrait of our own using colour to convey our emotional state

#### Support Studies:

- Van Gogh

'The potato eaters' 1885

'Starry Night' 1889

'Paul-Ferdinand Gachet' 1890

**Visual Aids:**

- Slideshow
- worksheets

**Learning Intentions**

Cognitive (know): To identify Van Gogh emotions through his paintings

Psychomotor (be able to): to apply painting methods and colour to convey our emotions

Affective (understand): to reflect on other artists who use are to represent their emotional and mental state and how they might convey it differently

**LESSON PLAN**

**Hyperlink to Lesson Plan:**

 [Lesson Plan 9: 5th Years: impressionism: analysis + Van Gogh](#)

**Presentation used in lesson:**

 [vincent van gogh recap + more](#)

 [impressionism: analysis](#)

**Worksheets used in lesson:**

 [Analysis worksheet](#)

## Post class reflection

### Synopsis of lesson:

Professional Teaching Skills + Ability:

Classroom Management:

Presentation of learning content:

Effectiveness of Planning:

Assessment + Evaluation of pupils work in class:

What went well:

Even better if:

**Lesson No/total in UoL: 10**

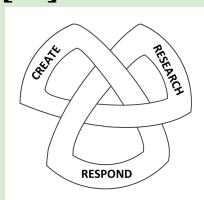
**Date: 23/5/2024**

**Lesson type: (S)**

**Time: 58 minutes 8:54 - 9:52**

**Stage: Research**

**[SC]**



### Learning Content for Pupils and Learning Intentions

#### Artistic Processes:

- Painting
- Drawing

#### Activities:

- Annotated sketches
- Worksheets
- Team quiz
- 2 stars, 1 wish
- reflection

#### Support Studies:

- Vincent Van Gogh
- Claude Monet
- Berthe Morisot

- Alfred Sisley

**Visual Aids:**

- Slideshow
- worksheets
- Visuals of artworks we've looked at

**Learning Intentions**

Cognitive (know):

Psychomotor (be able to): to duplicate an annotated sketch of Gauguin works depicting central figures and symbolism

Affective (understand):

**LESSON PLAN**

**Hyperlink to Lesson Plan:**

**Presentation used in lesson:**

**Worksheets used in lesson:**

**Post class reflection**

**Synopsis of lesson:**

**Professional Teaching Skills + Ability:**

**Classroom Management:**

**Presentation of learning content:**

**Effectiveness of Planning:**

## Assessment + Evaluation of pupils work in class:

## What went well:

## Even better if:

A horizontal bar divided into four equal segments. The first and fourth segments are light blue, the second is light orange, and the third is yellow. The yellow segment contains a black rectangular box with a vertical line inside, representing a progress bar.
