

2nd BATCH of 4th years



School of Education DRAFT 23-24 Unit of Learning (inc LPs)

Students Name: Sophie Morgan
Year in NCAD: 3rd Year

Class Name: 4 Art 5.4
Year group: 4 th year
Programme:
SC: TY
Total No of lessons in UoL: 12
lessons (6 weeks)

Aim of Unit of Learning

students will design and construct a collaborative streetscape, taking influence from their local area. Students will experiment with form, scale and texture through elements of relief and additive cardboard manipulation.

Theme Development:

Cardboard Communities
Working with cardboard students will create finished pieces taking inspiration of their primary sources gathered in their local area

Research: Gathering

Experimentation: learning cardboard techniques

development: designing drawings of their subject matters structure
construction

Entering characteristics

- With some of the 4th years, they are not all art students: will have to refer back to basic terminology and go over and refer back to the art elements and design principles.
- No SNA in this class

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.
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

Taken from TY ' the big idea: creativity with a purpose' unit

- evaluate research findings
- Collaborate with others to complete tasks
- Communicate evidence of the creative process from research and analysis to ideation and development

4th years went to Causey Farm on 17/4/2024 start UoL on 18th, 11 lessons only

Lesson No/total in UoL: 1/12

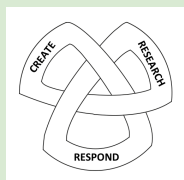
Date: 18/4/2024

Lesson type: 58 mins

Time: 11:58 - 12:56

Stage: Research

[SC]



Learning Content for Pupils and Learning Intentions

Synopsis: Students will make a folder cover titled “cardboard communities”, to hold their work and research in, teaching them block lettering. After explaining the project and what we will be doing over the next few classes with the help of visual aids, students will begin mind mapping in preparation of the visit lesson, so they will know what to look for and what to photograph.

AEDP:

- Form
- Scale
- Texture
- line

Artistic Processes:

- Block Lettering
- Mind-mapping

Support Studies:

- Warren King
- EVOL
- Chris Gilmour

Visual Aids:

- fully constructed cardboard final piece,
- mind mapping examples,
- photography examples.

Demonstration:

- demo on block lettering.

Learning Intentions

Cognitive (know): identify the use of line and form into block lettering and be able to translate these elements into their drawing.

Psychomotor (be able to): Consider suitable primary sources that record elements of form, scale and texture with the aid of a mindmap.

Affective (understand): Question and support why their sources have good use of form, scale and texture.




Success criteria

All students will:

- be able to understand block lettering and be able to create their own title using it.
- Know what form, scale and texture are
- Create a mind-map that shows that they have considered sources that have these elements (form, scale, texture)

Most students should:

- Be able to identify the use of shape and form in the visual aids

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| | <ul style="list-style-type: none"> • Should have 3-4 strong examples of primary sources in their mind-map <p>Some students may:</p> <ul style="list-style-type: none"> • Add additional media to convey their research: sketches, drawings, photographs |
| LESSON PLAN | <p>Hyperlink to Lesson Plan:</p> <p> Lesson Plan 1 :2nd batch 4th years - Cardboard Construction</p> <p>Hyperlink to Presentation:</p> <p> Cardboard Communities 2nd batch</p> |
| Post class reflection | <p>Hyperlink to Post Class reflection:</p> <p> 4th Year (2): lesson 1 reflection</p> |

Lesson No/total in UoL: 2/12

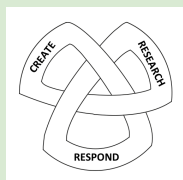
Date: 24/4/2024

Lesson type: 58 mins

Time: 11:58 - 12:56

Stage: Research

[SC]



Learning Content for Pupils and Learning Intentions

Synopsis:

Students will have a brief run-through on what we will be doing and what the purpose of the visit is through the form of a presentation, students will learn the traits of capturing a good quality photograph. Students will then go on a visit around their local area to capture photographs of primary sources for their cardboard construction: monuments, buildings, street signs.

AEDP:

- Form
- Scale
- Shape

Artistic Processes:

- Photography
- mind mapping

Support Studies:

- Warren King
- EVOL
- Chris Gilmour

Visual Aids:

- fully constructed cardboard final piece
- mind mapping examples
- photography examples
- Handout on how to take a good quality photo with examples

Learning Intentions

Cognitive (know): Be able to differentiate which structure would be ideal examples of shape, form and scale and what structures would be bad examples

Psychomotor (be able to): Exercise the skills of photography, taught previously, in the form of 2-4 good quality photos of several primary sources.

Affective (understand): Associate different shape and form within 3D structures

Success criteria

- Gathered images that display form, structure, shape, scale
- Have at least 2 examples of structures
- Have photos of good quality
- Must have photos of structure from multiple angles

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| <p>LESSON PLAN</p> | <p>Hyperlink to Lesson Plan:</p> <p>Lesson Plan 2 :2nd batch 4th years - Cardboard Construction</p> <p>Hyperlink to presentation:</p> <p>Cardboard Communities 2nd batch</p> |
| <p>Post class reflection</p> | <p>Hyperlink to Post Class Reflection:</p> <p>What went well:</p> <ul style="list-style-type: none"> As I had permission slips and it wasn't my first day, I was able to take the students on a visit around skerries by myself. I felt hesitant about this but it went well, I kept a headcount of students, we stayed safely on the roads and students were well behaved <p>What to work on:</p> <ul style="list-style-type: none"> Explaining things to the students, I feel like I am hopping over the place, I understand as I have done this project and I know the final outcome, but I think for a student it may be confusing Building a connection with the class, as it is a new batch of 4th years for this module, I don't know these students that well. |

3rd Lesson of 24/4/24 cancelled due to practical exams on Thurs 24/4/2024.

TY's on Italy trip

no class on Wednesday 1/5/2024 and Thursday 2/5/2024

The 3rd lesson is back on the 8/5/2024

Lesson No/total in UoL: 3/8

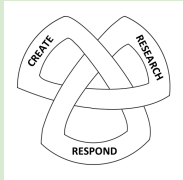
Date: 8/5/2024

Lesson type: 58 mins

Time: 11:58 - 12:56

Stage: Research

[SC]



Learning Content for Pupils and Learning Intentions

Synopsis:

Students will evaluate their photos taken from the previous class when on the trip and will choose 2 structures that they want to construct into cardboard. I will show them different types of drawings: gesture, line, contour and continuous blind drawings. With these new drawing techniques students will create an example of each one with both structures, observing the form of their chosen structures

We will look at 2 structures to observe before choosing a primary source for our constructions

AEDP:

- Form
- Shape
- Line

Artistic Processes:

- Drawing
- sketching
- observational drawing
- gesture drawing
- contour drawing
- blind drawing
- continuous line drawing

Support Studies:

- Warren King
- EVOL
- Chris Gilmour

Visual Aids:

- Placard board with chosen images of structure and drawing examples of gesture, blind continuous and contour drawings.

Learning Intentions



Cognitive (know): Be able to classify the different drawing techniques

Psychomotor (be able to): to produce a drawing example of each new drawing technique that they have learned of each primary source

Affective (understand): Convey their understanding of the form of their chosen structure through different drawing techniques

Success criteria

- Students are able to classify the different types of drawings
- Student will pick two structures for their constructions
- Students will draw an example of each structure, experimenting with all the drawing techniques shown

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| | <ul style="list-style-type: none"> Students will show an example of a gesture, contour, and continuous blind drawing of both structures Will be able to differentiate between two types of drawing Know what a gesture, contour, blind and continuous line drawing is <ul style="list-style-type: none"> Fully drawn examples of their primary sources Have drawings that convey that they have been observing the form of their primary sources |
| LESSON PLAN | <p>Hyperlink to Lesson Plan:</p> <p> Lesson Plan 3 :2nd batch 4th years - Cardboard Construction</p> <p>Hyperlink to Demonstration:</p> <p> 2.Cardboard communities: lesson 3</p> |
| Post class reflection | <p>Hyperlink to Post class reflection:</p> <p>What went well:</p> <ul style="list-style-type: none"> The definition and explanation went well. I gathered everyone around the placard and explained the different types of drawings. I feel like when I was explaining I did well to pick up certain hints and tips to help them think of the different types and to be able to recognize them. <p>What to work on:</p> <ul style="list-style-type: none"> The wifi or computer in the class wasn't working during this class.I had physical visual aids for the tasks that we would be doing and I had a placard with the examples and titles, this worked well so I wasn't underprepared and the lesson wasn't lost. However I had structured the presentation and Sla's through the help of the layout, so I feel like I lost a bit of the time structure I had planned. I feel like with the information all on the placard I went through it all together instead of breaking it up and pacing it like I planned originally. I will need to find a way to keep the pacing and structure next time if the presentation doesn't work, perhaps break down the info on the placards as well |

Lesson No/total in UoL: 4/8

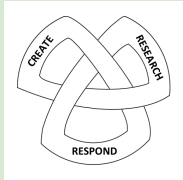
Date: 9/5/2024

Lesson type: 58 mins

Time: 11:58 - 12:56

Stage: Research

[SC]



Learning Content for Pupils and Learning Intentions

Synopsis: After students have completed their 1st set of drawings: Observational drawings - observing the form of their chosen structures. Students will pick one specific structure from their drawings that they want to recreate through cardboard construction.

In this class, we will now get started on doing design drawings of their chosen structure. Students will look at the form of their drawings and break them down into their basic shapes, considering the way they will use cardboard to make the forms 3D.

By mentally dismantling and keep record of the basic shapes/ building blocks of their structure this will later help them create their templates and structure

AEDP:

- Form
- Shape
- Line

Artistic Processes:

- Drawing
- Sketching
- Observational drawing
- Responding
- Dismantling
- Design drawing
- mindmap

Support Studies:

- Warren King
- EVOL
- Chris Gilmour

Visual Aids:

- Presentation
- Visual aid board (placard board), detailing a line drawing of one my structure with design drawings breaking down the basic forms and shapes of the structure
- Placard to showcase the how to visualise and breakdown the structure of their drawing

Learning Intentions



Cognitive (know): to be able to identify the basic and fundamental shapes of their primary sources

Psychomotor (be able to): mentally deconstruct a structure using observation skills

Affective (understand): to perceive a structure and what the building blocks are to holding up a structure

Success criteria

- Be able to classify the basic shapes found in their primary sources

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| | <ul style="list-style-type: none"> • Draw/ map out the basic shapes of the forms • Be able to identify where and how the shapes connect and dismantle • Record all basic shapes of their structure • Will have visual list of basic shapes that build up a form/structure • Will have drawings of all their basic shapes |
| LESSON PLAN | <p>Hyperlink to Lesson Plan:</p> <p> Lesson Plan 4: 2nd batch 4th years - Cardboard Construction</p> <p>Hyperlink to Presentation:</p> <p> 2. Cardboard Design+ template:lesson 4</p> |
| Post class reflection | <p>Hyperlink to Post class reflection:</p> |

Lesson No/total in UoL: 5/8

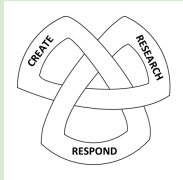
Date: 15/5/2024

Lesson type: 58 mins

Time: 11:58 - 12:56

Stage: RESPOND

[SC]



Learning Content for Pupils and Learning Intentions

Synopsis: Once we have depicted the building blocks of our structure from our drawings, we will start measuring them out and scaling up these forms onto big sheets of paper to cut out as templates. This way we can use these templates to help find the scale of our pieces and we can transfer/trace them onto our cardboard that we will cut into our shapes. We will scale up and cut out our paper templates, so we will be ready to trace our shapes into cardboard

AEDP:

- Scale
- Shape
- Form

Artistic Processes:

- Scaling up
- Measurement
- Drawing
- Cutting
- Outlining
- Tracing

Support Studies:

- Warren King
- EVOL
- Chris Gilmour

Visual Aids:

- Visual aid board (placard board), detailing a line drawing of one my structure with design drawings breaking down the basic forms and shapes of the structure
- Placard to showcase the how to visualise and breakdown the structure of their drawing
- Demo on cutting and creating paper templates
- Demo on scaling up our templates of our basic shapes

Cross- link:

- Maths
- Technology



Learning Intentions

Cognitive (know): to be able to modify the scale of their templates to fit a specific scale

Affective (understand): to consider how measurements must align for pieces that join together

Psychomotor (be able to): to measure and formulate templates as a guide to construction

Success criteria

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| | <ul style="list-style-type: none"> • Will have an understanding of the internal works of a structure and how it holds itself up • Will be able to visualise how they will construct their pieces • Have modified the scale of their templates to collectively fit into a 40 x 30cm scale • Be able to measure out their template and be able to consider how the measurements will align for pieces that join together • Will have each of their templates and drawn out • Will begin cutting out their templates from paper |
| LESSON PLAN | <p>Hyperlink to Lesson Plan</p> <p> Lesson Plan 5: 2nd batch 4th years</p> <p>Hyperlink to Presentation:</p> <p> 2.Templates + artist: L5</p> |
| Post class reflection | <p>Hyperlink to Post class reflection:</p> |

Lesson No/total in UoL: 6/8

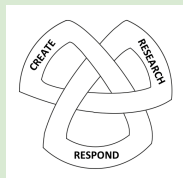
Date: 16/5/2024

Lesson type: 58 mins

Time: 11:58 - 12:56

Stage: Create

[SC]



Learning Content for Pupils and Learning Intentions

Synopsis: We will start focusing on cardboard construction. We will go over safety - using hot glue guns, - craft knives, through a presentation and also during the demo. I will teach them techniques like scoring, peeling, cutting and glueing. Each student will get a slab of cardboard, cut to the same size, and will practise these techniques in additive and subtractive methods. After everyone has completed the practice slabs. Students will begin this process or finish up making their paper templates, so that in our last two classes we can focus on the construction of our pieces

AEDP:

- Shape
- Form
- Texture

Artistic Processes:

- cardboard construction
- Peeling
- Slicing
- Scoring
- Glueing
- Additive
- subtractive

Support Studies:

- Warren king

Visual Aids:

- Placard with cardboard techniques
- Practice slab with different techniques

Demonstration:

- Scoring
- Handling a craft knife
- Handling a hot glue gun
- Health and safety demo
- Different cardboard techniques - peeling, slicing, cutting, scoring

Learning Intentions



To deduct what techniques they will use for their final piece

To apply the techniques that they learned about cardboard construction into a miniature slab

To experiment with the durability and form of cardboard

To distinguish the precautions of handling a hot glue gun and craft knife and the reasoning behind them

Success criteria

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| | <ul style="list-style-type: none"> ● Will have practised scoring, slicing and glueing cardboard ● Completed a small cardboard construction ● Demonstrate examples of peeling ● Shown examples of peeling, scoring, slicing and glueing |
| LESSON PLAN | <p>Hyperlink to Lesson Plan:</p> <p> Lesson Plan 6: 2nd batch 4th years</p> <p>Hyperlink to Presentation:</p> <p> Cardboard : techniques</p> |
| Post class reflection | <p>Hyperlink to Post class reflection:</p> |

Lesson No/total in UoL: 7/8

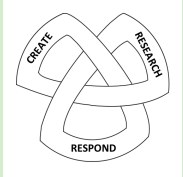
Date: 22/5/2024

Lesson type: 58 mins

Time: 11:58 - 12:56

Stage: Create

[SC]



Learning Content for Pupils and Learning Intentions

Synopsis:

- Students will begin construction
- I will do a recap demo on different techniques and health+safety with craft knives and hot glue guns
- Students who are not done with scaled up paper templates will finish those and cut them out- time limit 10-15mins
- Students will focus on cutting templates out of cardboard
- Students who are ahead will start on construction

AEDP:

- Line
- Form
- Shape
- Texture

Artistic Processes:

- Cutting
- Tracing
- Slicing
- Scoring
- Peeling
- Glueing

Visual Aids:

- Placards
- Demonstration

Learning Intentions

Cognitive (know): to acknowledge the health and safety procedures when constructing cardboard

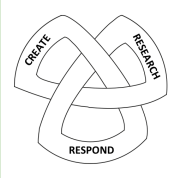
Psychomotor (be able to): to construct a 3d piece with thTechniques they had learned in their previous class (peeling, scoring etc.)


Affective (understand): to reflect on how the techniques they learned can be translated into the required AEDP's of their outcome

Success criteria

- Students will have used their paper templates to create their building blocks of their constructions
- Students will show signs of additive and subtractive cardboard techniques
- Students will begin to use techniques learned in the last lesson to begin constructing their piece

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| LESSON PLAN | Hyperlink to Lesson Plan Lesson Plan 7: 2nd batch 4th years |
| Post class reflection | Hyperlink to Post class reflection What went well: What to work on: |

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| <p>Lesson No/total in UoL: 8/8 Date: 23/5/2024 Lesson type: 58 mins Time: 11:58 - 12:56 Stage: Create</p> <p>[SC]</p>  | <p>Learning Content for Pupils and Learning Intentions</p> <p>AEDP:</p> <ul style="list-style-type: none"> • Form • Shape • Texture • Scale <p>Artistic Processes:</p> <ul style="list-style-type: none"> • Construction • Cutting • Scoring • Peeling • Glueing <p>Support Studies:</p> <ul style="list-style-type: none"> • Warren king <p>Visual Aids:</p> <ul style="list-style-type: none"> • Placard of different techniques • Final piece • Demonstration <p>Learning Intentions</p> <p>Cognitive (know): to acknowledge the health and safety procedures when constructing cardboard</p> <p>Psychomotor (be able to): to construct a 3d piece with the knowledge and skills they have learned so far</p> <p>Affective (understand): to analyse and reflect on their construction and its process</p> <p>Success criteria</p> |
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| | <ul style="list-style-type: none">• construct their final piece• Show signs of additive and subtractive cardboard techniques• Assemble their cardboard templates |
| LESSON PLAN | <p>Hyperlink to Lesson Plan</p> <p> Lesson Plan 8: 2nd batch 4th years</p> <p>Hyperlink to Presentation</p> |
| Post class reflection | <p>Hyperlink to Post class reflection</p> <p>What went well:</p> <p>What to work on:</p> |

* no classes after here*

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