



# Inclusive Education 21-22

**1st Year Mainstream Class**

**Class Profile: Mixed Ability**

1 x ADHD

1 x Exceptionally Able

1 x Dyspraxia

1 x Dyslexia

1 x Visual Impairment (Partial Sight)

1 x Autism Spectrum

*Emily Ní Bhroin, Robin O'Shaughnessy & Julia Filip*

# Theme/ Scenario

Theme: Following the pathway of story/ fairy tale, students will create their own shadow puppets in card  
**Hansel and Gretel shadow puppet theatre and puppets**

## Aim of Unit of Learning

- to enable students to learn techniques of shadow puppet-making
- to develop storytelling skills through puppetry
- to introduce fine motor skills like cutting, observational drawing
- to respond to shapes and silhouettes
- AEDP: Shape, line, proportion, contrast between light and shade, composition, scale, perspective, colour
- Students will make a variety of shadow puppets and a small theatre/display box, in card

## Learning outcomes for scheme/unit of learning

- Critical and Visual Language
- 1.3 Critique an artwork using critical and visual language**
- Drawing
- 1.6 Use drawings to communicate their personal outlook or understanding**
- 1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the world around them**
- 2.4 show they can use their drawings to observe, record and analyse**
- Visual Culture and Appreciation
- 2.7 identify the historical or contemporary skills and materials used in craftworks from a number of different crafts**
- Art Elements and Design Principles (AEDP)
- 1.12 apply their understanding of the art elements and design principles to make an artwork**
- Media
- 1.14 use media to create their own artwork**
- 2.14 use media to create craftwork**

## Stage : Research

## Support Studies: Paulo Rego

**Students should be able to...**

1. Learn about the depth of meaning and possible inspirations for artists in fairy tales, including the darker, shadow side of these tales
2. Respond to and discuss the stories in Paula Rego's work.
3. Recall the fairy tale of Hansel and Gretel, how it relates to the theme of pathways; Respond to audio book of Hansel and Gretel by making an A4 page visual diary of the story
4. Annotate (take notes on) your drawings, recording your ideas and observations.
5. Reference again the shadow/dark side of these tales, discuss. Create shadow puppets using hand movements on sheet

## Inclusive Practice/Differentiation + Managing Behaviour

Follow seating plan, reassuring for students, Visually impaired student and ADHD student near the board and near the exit.

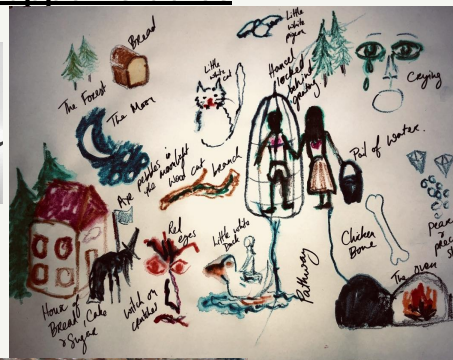
Use a visual timetable to clarify learning, first...then...

Support Studies Artist's work: Paula Rego (distribute these images as large print-outs in advance as well as showing them on the board, to cater for all)

Read aloud and write questions on the board so students can read and listen to the question. One question at a time so as not to overwhelm. Include all children and praise for any response offered.

Many options offered for how to make visual diary of Hansel & Gretel: storyboards/ one large image/ small pictures/ annotated/personal memories and response

## Visual Aids/Support studies



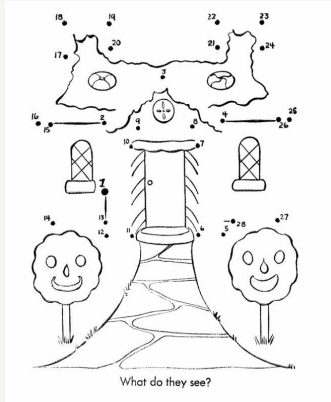
**Paula Rego**

## Ritual activities:

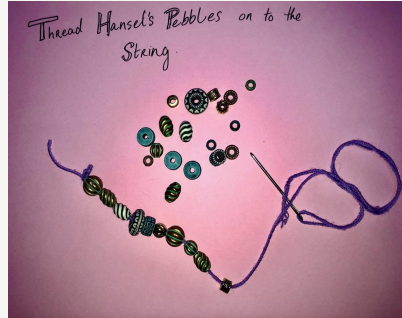
1. Join the dots worksheet
2. Thread large beads/Hansel's pebbles onto string (sensory)

Differentiation for students who wish to be challenged:

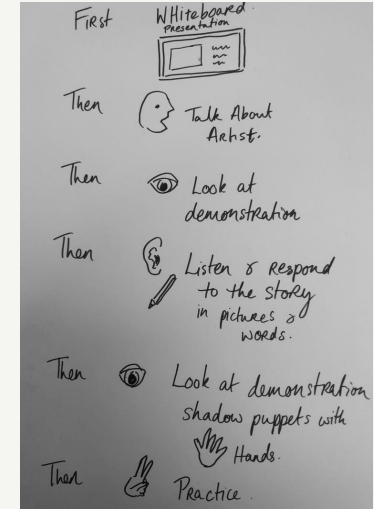
optional Homework: If anyone wants to practice shadow hand puppets at home, make a small video animation



Ritual activities



Movement breaks



Visual timetable



Robin O'Shaughnessy

Lesson No. 2/6

Lesson Type : (S)

Stage : Research

**AEDP : Shape, Line and Composition.**

**Artistic Process/es :** 1. Illustrating key moments from the story "Hansel and Gretel" using line and shape to create characters and the story's setting.

2. Creating these illustrations on large pieces of paper that are taped onto the floor like a pathway.

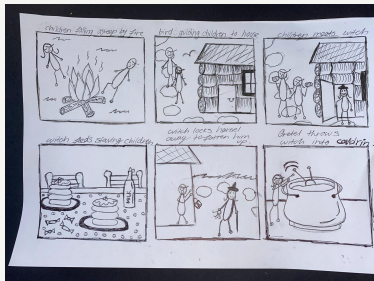
**Learning Layer/s (LL) :** 1. **Reading and Listening:** Understanding the story of (HG) and coming up with it's key moments.

2. **Storytelling:** learning a stories layout (beginning,middle and end).

3. **Support Studies:** Responding to the artist Grayson Perry.

### Students should be able to...

1. Identify the key moments of a story, Hansel and Gretel, and understand why they are so important in the story.
2. Respond to Grayson Perry's work on map tapestries and identify places in the story (HG) that can be a part of the story's own map.
3. To understand how to create a visual mind map pathway and how to use one when illustrating a story.
4. Respond to the story by illustrating key moments on the visual mind map and watch how each part of the story flows into the next.
5. Indicate primary objects found in the story (pine branches, stones, bread, cake etc.) and illustrate them as well on the visual mind map pathway.



Grayson Perry



### Visual Aids/Support studies

**Known for his map-like tapestries**

### Inclusive Practice/Differentiation + Managing Behaviour

- I would be printing out A4 sheets of Perry's map tapestries in advance to hand out to each student, to cater for students who find it difficult seeing the board from the back of the classroom.
- Assigned seating: Placing students who have visual impairments at the front of class to make it easier for the student to focus and understand lesson.
- Group Work: Encouraging students to work together and helps with confidence for students with additional needs.
- Pre-cut pieces of large paper for students who find it difficult or uncomfortable using scissors.

Julia Filip  
Lesson No. 3/6  
Lesson Type : (S)  
Stage : Development

**AEDP** : Most prominent one: Shape but to include Line, and Value (Light and Shade).

**Artistic Process/es** : - Cut out shapes to create wire wall hangings.  
- Use Wall hangings to demonstrate understanding of shadows.

**Learning Layer/s (LL)** : - Numeracy (N) - When talking about shapes in particular to regular/geometrical shapes  
- Health and Safety (Using Scissors, pliers and wire cutters and not moving around the classroom when lights are low)

### Students should be able to...

1: Identify the types of shapes eg. Regular (Geometric) and Irregular (Biomorphic) in Support Study artist Alexander Calder and give examples in our environment.

2: Apply understanding of the two types of shapes to create own artwork (Wall Hanging)

3: Demonstrate the effect of light on wall hangings and how it will cast shadows

4: Be able to pick out shapes from character silhouettes, thus connecting shapes with silhouette formation(Homework)

### Inclusive Practice/Differentiation + Managing Behaviour

For all the SEN students I have made the worksheets and visual aids as Visual and appealing to the eye (Images, large text, colour coding).

Movement incorporated to aid to ADHD needs

Reward, affirm positive behavior

Seating placement - try to position student with visual impairment at front of class, near exit and ADHD student if it will make them focus better next to teacher.

Peer learning – group selection, able students paired with those with additional needs

Commencing lesson + Activities - Signaling start and end of activities + lessons / setting timer, aids to structure and clarity

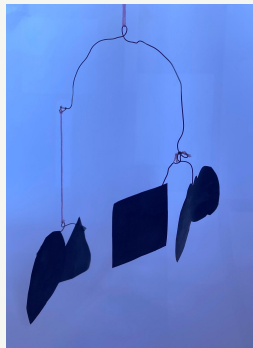
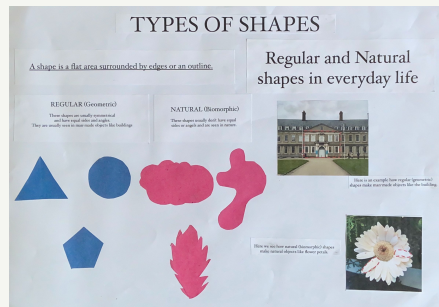
Materials to be placed on separate table and given out when starting activity, ADHD (Hyperfocus)

Use multiple levels of questions - Name, Explain ...

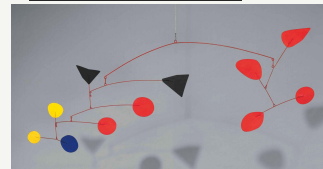
Reiterate Information

Assuring students what will happen in next lesson

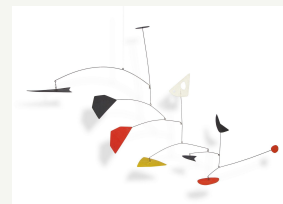
## Visual Aids/Support studies



### Alexander Calder



Black Tulip in the Air , 1975



VARIOUS SHAPES, COLORS, PLANES, 1951



# Resources (Ritual Tasks)

## SHAPES

Hansel and Gretel have a baddie in their story (The Witch) so now you must come up with a new baddie!

Design a new bad character that can be incorporated into a story.

Use at least 3 **Geometric** shapes and 3 **Biomorphic** shapes in your character and then colour it in so you can only see the shadow/silhouette.

Name for new Character: \_\_\_\_\_

NAME:

CLASS:

## SHAPES

Label what type of shape the below shapes are (Regular or Natural).

Then compose a house using the 4 Shapes below and colour it in so it can become a silhouette!



NAME:

CLASS:

## SHAPE

Worksheet For Homework

Name:

Class:

### What Is Shape in Art ?

A shape is a **flat** area surrounded by edges or an outline.

There are two main types:

**Regular** (Geometric) = Square, Circle, Hexagon...

**Natural** (Biomorphic) = Leaf, Cloud, Splash of water...

We see **regular** shapes like **triangles** but also **natural** shapes like the **crescent moon** which make up the witch's shadow from Hansel and Gretel



Now you can try and mark out the below shapes on Gretel's shadow silhouette !

1. A circle
2. Two Rectangles
3. Two **natural** shapes



**Emily Ni Bhroin**

**Lesson No. 4/6**

**Lesson Type : (S)**

**Stage : Development**

**AEDP : Line, shape, light and shade/contrast, proportion, scale**

**Artistic Process/es :observational drawing from a silhouette**

**Study of the human anatomy, creating simple moving joints**

**Support Studies: Lotte Reiniger and Kara Walker**

**Students should be able to...**

1. Respond to support studies artists Lotte Reiniger and Kara Walker
2. Create observational drawings - silhouettes of small figurines
3. Examine human anatomy, in particular the joints, play *Simon Says* in 1 small group at a time
4. Create limbs that hinge at joints, using split pins
5. Reflect on how the split pins will be useful in making puppets that move

## **Visual Aids/Support studies**



**Lotte Reiniger**



**Kara Walker**

## **Inclusive Practice/Differentiation + Managing Behaviour**

Follow seating plan, reassuring for students, Visually impaired student and ADHD student near the board and near the exit.

Use a visual timetable to clarify learning, first...then...

Pair and share answer questions and then discuss as a class, using stopwatch on whiteboard to give 5 minutes pair work for each question.

For Demonstrations ensure students with additional needs are to the front, in seats if needed...For SLA ensure there is a balanced group of 4 that can aid each other in creating the work.

Differentiation: Option to trace around figurines with finger to get a better idea of shape outline; Option to use templates/magazine images to back with card and cut around; Option to make multiple silhouettes if working ahead of the group

Movement Breaks: Game of Simon Says, referencing joints of the body, how the body moves. Ritual Activities: Collage silhouette or puzzle maze



Robin O'Shaughnessy

Lesson No. 5/6

Lesson Type : (S)

Stage : Development

**AEDP : Perspective and Composition.**

**Artistic Process/es :** Creating a Shadow Puppet Theatre, (drawing, cutting and painting).

**Learning Layer/s (LL) :** **1. Perspective:** Explaining the different types of perspective and why it's important in a composition.

**2. Support Studies:** Responding to Edgar Degas' ballerina paintings and their use of perspective.

**Health and Safety:** The use of **Scissors/Adapt Scissors**.

### Students should be able to...

1. To understand what perspective is and what it used for in a composition (linear and atmospheric perspective).
2. To identify the different types of perspective and how they can relate it to their own work.
3. Respond to Edgar Degas' paintings and how he uses perspective in his work and responding to perspective in theatre.
4. Create a Shadow Puppet Theatre in preparation for the display of their own shadow puppets in Lesson 6.
5. To understand how to place certain shadow puppets in a composition to create perspective to help give students ideas for their own configuration in the next lesson (eg. foreground, middleground and background).

### Support Studies/Resources



Edgar Degas



### Inclusive Practice/Differentiation + Managing Behaviour

- I would be printing out A4 sheets of Degas' paintings in advance to hand out to each student, to cater for students who find it difficult seeing the board from the back of the classroom.
- Assigned seating: Placing students who have visual impairments at the front of class to make it easier for the student to focus and understand lesson.
- Adapted Scissors for students who find it difficult or uncomfortable using other scissors.
- Ask students if everyone is comfortable with turning the classroom lights off, to cater for all as some might get anxious sitting in the darker room.



## Visual Aids



Flashlight light shining through parchment paper



Video  
Demonstration of  
Shadow Puppet  
Theatre

**Julia Filip**  
**Lesson No.6/6**  
**Lesson Type : (S)**  
**Stage : Evaluation**

**AEDP :** Most prominent one: Shape, Proportion, Line, contrast ( light shade) and Colour

**Artistic Process/es :** - Brainstorm different types of characters + Flora/Fauna in Hansel and Gretel/Fairy tale stories

- Create a choice of shadow puppets based on the story of Hansel and Gretel/Fairy Tales (Using techniques demonstrated ie: Adding colour, Joints and simpler methods)

**Learning Layer/s (LL) :** - Health and Safety ( Using Scissors, pliers and wire cutters + staying in allocated seats when the room is dark)

### Students should be able to...

- 1: Name the support study artist and what she is best known for.
- 2: Identify key characters + Flora/fauna elements in Hansel and Gretel/fairy tale stories and pick out characters/flora and fauna elements to create into shadow puppets.
- 3: Be able to use techniques shown to create a shadow puppet/s based on the story of Hansel and Gretel/Fairy Tales
- 4: Use theatre box to demonstrate further use in shadow puppets in relation to Lotte Reiniger shadow puppet animations.

### Inclusive Practice/Differentiation + Managing Behaviour

I have created step by step handouts on the 5 techniques to create shadow puppets to aid anyone that cannot retain demo video or anyone who needs a second guide.

Differentiation for students who wish to be challenged:

The 5th technique is an alternative method to the split pin method in creating joints taught in Lesson 4.

For all the SEN students I have made the worksheets and visual aids as Visual and appealing to the eye (Images, large text, colour coding).

Movement incorporated to aid to ADHD needs

Reward, affirm positive behavior

Seating placement - try to position student with visual impairment at front of class, near exit and ADHD student if it will make them focus better next to teacher.

Peer learning – group selection, able students paired with those with additional needs

Commencing lesson + Activities - Signaling start and end of activities + lessons / setting timer, aids to structure and clarity

Materials to be placed on separate table and given out when starting activity, ADHD (Hyperfocus)

Use multiple levels of questions - Name, Explain ...

Reiterate Information

Assuring students what will happen in next lesson

- 2 star one wish peer review

- Easy Grip Scissors

Lotte Reiniger



Thumbelina, 1954



The Adventures of Prince Achmed - 1926

## Support studies/ Visual Aids



## Ritual tasks

# SHAPES

Hansel and Gretel have a baddie in their story (The Witch) so now you must come up with a new baddie!

Design a new bad character that can be incorporated into a story.

Use at least 3 **Geometric** shapes and 3 **Biomorphic** shapes in your character and then colour it in so you can only see the shadow/silhouette.

Name for new Character: \_\_\_\_\_

## No White Spaces!

With a black colouring pencil, colour in Gretel in 3 types of ways.

- Poorly colour in Gretel.
- Colour in Gretel with some white spaces.
- Fully colour in Gretel with no spaces to show how a perfect silhouette should look like.

1.

2.

3.

## Resources + Differentiation

### Screenshot of one demo



#### Step By Step Shadow Puppet House No. 1



##### What you will need:

- Pencil
- Pre-cut bamboo stick
- A4 White paper
- A4 black paper
- Glue stick
- Scissors
- Double-Sided tape



Draw your silhouette on the white paper. Here we use geometric shapes.



1. Glue the silhouette on the black paper.



3. Now cut a piece of double-sided tape and stick it on the backside of the silhouette.



2. Carefully cut out the outline of your silhouette.



4. Cut along the white paper to get the silhouette of your drawing.



6. Place the stick on the double-sided tape. Finished!

#### Step By Step Shadow Puppet House No. 2



##### What you will need:

- Pencil
- Pre-cut bamboo stick
- A4 White paper
- A4 black paper
- Glue stick
- Scissors
- Double-Sided tape



1. Draw your silhouette on the white paper. Here we use natural shapes.



3. Glue the silhouette on the black paper.



4. Now cut a piece of double-sided tape and stick it on the backside of the silhouette.



2. Carefully cut out the outline of your silhouette.



4. Cut along the white paper to get the silhouette of your drawing.



7. Place the stick on the double-sided tape. Finished!

## Handouts

- Filmed up high at an angle so my whole work space was viewable and my materials were seen.
- Voiced over the video so audio was audible and clear.
- Recorded final outcome for joint technique so students can envision the artefact.

## Evaluation

### What we could have done differently

More time, more lessons, ideally 10-12 lessons to cover this material

Could have chosen an older class grouping, quite challenging

In lesson 3 use physical shapes to teach about them

### What we learned

The class must accommodate to the students not the students to the class and that inclusivity should always be incorporated as it will aid to everyone.

Greater confidence to collaborate effectively with Special Needs Assistants in the classroom.

# Reflection

Emily - I really enjoyed planning the lessons and working on shadow puppets and the fairy tale pathways theme, as both offer so much scope for artistic creation and experimentation and I think a class would really enjoy working on this project. It was quite overwhelming to be the mentor on a lesson plan based on inclusive education, as it is such a broad area and there is so much to learn about different additional needs and how best to cater the lessons for individual needs and all learners in the class, at once. I am really looking forward to implementing what I have learned here and being more aware of how to include everyone, in every lesson.

Robin - I found creating a full lesson plan and creating visual aids and support studies a lot more difficult than I thought. The most difficult part of the whole assignment in my opinion was planning my own 2 lessons but also making sure they related back to the lessons my group members were making. However, I really enjoyed creating this lesson plan as I really loved the theme we chose which was Shadow Puppets. I enjoyed making my visual aids and feel that they would work well in a class setting and as they both visual aids include group work, it really helps all students to work together and make every student feel comfortable.

Julia - I found it challenging to gather and edit all the information and knowledge on how to create an inclusive class. There's a lot out there, so navigating yourself through it may be overwhelming but after a while I was able to narrow down what I needed. It then became quite enjoyable to create the lesson plans/artefacts and actually make them. The best part was trying to make the class inclusive, it felt rewarding to know that I am starting to become a teacher whose focus is on inclusion and making students feel like they belong. I learned that the class must accommodate to them, not them to the class.