

School of Education 21-22
Unit of Learning (Scheme)

Student Name: Maebh and Julia
Year: 2

Class Name: 501/2 & 601/602
Year group: 5th & 6th
Total No of lessons in UoL: 6

Theme/Scenario: Art Portfolio Mentoring (Harvesting)

Learners' profiles

x1 Speech and Language Diagnosis (Mild)

- Consistently check understanding
- Before initiating conversation it is important to ensure that the student's attention has been secured
- Use pictures or photographs to reinforce and review the vocabulary that has been taught

Managing behaviours

Reward, affirm positive behaviour

Material management - all materials clearly labelled and accessible

Commencing lesson + Activities - Signaling start and end of activities + lesson aids to structure and clarity.

Point system online - Rewards positive and negative behaviour - if students stay on targeted they get to leave early from assembly/ if students exceed target they get a voucher and if students are below target they have to stay back after assembly

Students can be chatty (Have a familiar sound eg. Netflix opening scene that will grab their attention when you need it)

Aim of Unit of Learning (previously called scheme):

Experiment with materials, drawing techniques and relief work while using line and form, to allow for the exploration of portfolio planning.

Learning outcomes for unit of learning

- 2.4 show they can use their drawings to observe, record and analyse
- 1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the world around them
- 1.7 examine the method of a number of artists and the artwork they created
- 3.6 design a final work based on their drawings
- 2.14 use media to create craftwork

Lesson No/total in UoL:	Learning Content for pupils	Learning Intentions	Success criteria
1/6 Date: 10th March Lesson type: (S) Time: 12:00 - 12:45 Stage: Research Julia and Maebh	AEDP: Balance A.P: Brainstorming (Subheadings and objects) Photographing (Light and Angles looking at balance) SS: Portfolio examples (1st year and own	Students should... <ol style="list-style-type: none">1. Know what the NCAD brief is and what it includes.2. Understand the techniques in photographing3. Be able to apply photographing tips to their own photographs4. Be able to produce a brainstorm based on the guide word harvesting5. Understand how to brainstorm an object	Students should... <ol style="list-style-type: none">1. Recall where to find the NCAD brief and what overall information it holds2. Produce 2-3 photographs that take into consideration light and angle3. Produce a brainstorm with subheadings and objects from these subheadings

Teaching, Learning and Assessment content and activities (previously lesson plan)

Prior to class: Materials to be separated on the spare table and ready to be given out when commencing the activity. Make sure to sanitise desks before class.

Entry System:

Greet students and let them settle into seats and take roll calls. Signal Start of class [Clarity]

Keywords: Object, photographs, portfolio, careers

Resources: [digital portfolios from this year's 1st-year](#), [video portfolios \(julia\)](#), [Website List \(Differentiation\)](#), **Physical portfolio and A3 Visual Aids**

Support Study: digital portfolios from this year's 1st-year, [video portfolios](#) (julia) physical portfolio + physical VA

Materials: Paper, pens, rubber, pencil, own phones/library tablets, own artwork/ artwork brought in by us

Introduction: (TA) (5 min)

Direct Instruction

- Introduce ourselves **(Both)**
- Ask if they want a gogle classroom set for all the resources (pass sheet around for school emails)

Presentation with examples

- Go over what we want to achieve by the end of this project (Observational drawing/ relief/ 3D) **(Maebh)**
- State that this can be used in their portfolio but it also is just for inspiration in future portfolio work
- Inspire new careers (Eg what careers can be in fashion)

Body of the Lesson: (TA) (5Min) (Julia)

Direct Instruction

Presentation on NCAD brief

- Show NCAD brief and how it looks like
- Go over important bullet points; Courses in NCAD and Careers that could be paired with those
- Step by step how to look for courses **Differentiation**
- Other Colleges that provided art courses

Showing Portfolio Examples (TA)(VA) (5min) (Maebh)

Interactive

- Through the NCAD website show digital examples of students who got accepted
- Also show own examples of portfolio work (Physical copy)(**Differentiation**)

Presentation on Photographing (TA) (5Min) (Julia)

Direct Instruction VA

- Show tips on how to photograph work (light + angle)
- Encourage to photograph process
- Show bad photo and good photos (Presentation)

SLA photographing (8 min)

Interactive

- Students to get piece of art they done before and try and photograph it (Have artwork to hand if some don't have any) **Differentiation**
- Ask them to consider angles and light.
- Continuously checking if instructions were understood **(Differentiation)**

SLA TA Collective Brainstorm (5 Min) (Maebh)

Interactive

- Choose one of the guide words (Harvesting)
- Look at the definition **(L)**
- As a class come up with subheadings **(O)**
- Come up with objects from these subheadings **(O)**
- **Go Slower and vocalises words for differentiation**

TA SLA VA Brainstorming an Object 5 Min (Julia)

Interactive

- **VA** of an object (Pineapple) (Powerpoint)
- Students to say how they would try and dismantle their object to get a new perspective from their object (Pineapple) **(O)**
- What materials they would use, tools and surfaces
- This allows students to get into the headspace of playing with an object

Evaluation: 5 min (Maebh)

Question based **(O)**

- What lighting is best for pictures
- at what angle should we take pictures
- How would you brainstorm a word
- What ways would you brainstorm an object

Praise each student for answers. **Differentiation**

Conclusion: (Julia)

- Review what we learned today
- Ask to bring in a natural interesting object that they could dismantle

Signal end of class and commencement of a tidy up and exit.

Exit strategy:

Store artwork in specific folders/compartments. Tidy up classroom and exit appropriately table by table.

Homework

Bring in a natural interesting object which you could dismantle

Follow on Lesson: = Inquiry Stage Observational drawings

Post class reflection	<p>What went well and why and even better if.... In relation to learning intentions</p> <p>WWW=</p> <ul style="list-style-type: none"> • Understood the NCAD brief and know where to find it • State photographing techniques • Knew how to brainstorm a word with sub headings and headings • We were able to understand how to brainstorm an object(a state that they could dismantle it etc) <p>EBI=</p> <ul style="list-style-type: none"> • Being a lunch school club students came in late and some didn't even come so tasks like photographing were not completed, next time do it during a class hour. • Also doing it in a class hour may seem more of a class rather than a relaxed environment where people aren't that temped to do the tasks.

<p>Lesson No/total in UoL : 2/6</p> <p>Date: 24th March</p> <p>Lesson type: (S)</p> <p>Time: 12:00 - 12:45</p> <p>Stage: Development</p> <p>Julia for Assessment</p>	<p>Learning Content for pupils</p> <p>AEDP: Line, Space, Form, Balance</p> <p>A.P: Continuous line drawing (Line)</p> <p>Blind contour drawing (Shape) (Line)</p> <p>Negative space cut-outs (Shape)</p> <p>Rubbings (Form) (Shape)</p> <p>SS: Pablo Picasso, Edgar Rubin</p>	<p>Learning Intentions</p> <p>Students should...</p> <ol style="list-style-type: none"> 1. Know the different types of observational drawings 2. Understand the techniques used for each type of observational drawing 3. Be able to use these techniques to create their own observational drawings 4. Know the artist that we examined 5. Be able to create a negative space cut out 	<p>Success criteria</p> <p>Students should...</p> <ol style="list-style-type: none"> 1. State each observational drawing process we did 2. Explain the techniques that were used in each process - 5 processes 3. <ul style="list-style-type: none"> - 1 Blind contour drawing (pen) front view - 1 Continuous line drawing (marker on brown paper) birds-eye view - 1 charcoal rubbing on a different ground 4. Name the artist we looked at 5. 1 Negative space cut out of section
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<p>Teaching, Learning and Assessment content and activities (previously lesson plan)</p>	<p>Prior to class: Materials to be separated on the spare table and ready to be given out when commencing the activity. Make sure to sanitise desks before class. Students have the objects (extra objects if someone forgot) Differentiation</p> <p>Entry System: Greet students and let them settle into seats and take roll calls. Signal Start of class [Clarity]</p> <p>Keywords: Continuous line, drawing, negative space, material, exploration.</p> <p>Resources: Presentation (VA on blind/continuous/rubbings drawings) , Keywords list with images for Differentiation and Health & Safety.</p> <p>Physical portfolio and A3 Visual Aids</p> <p>Support Study: Pablo Picasso, Edgar Rubin</p> <p>Materials: Pen, Marker, charcoal, scissors, scalpel, paper, card, brown/black paper, parchment, book pages, Brought in natural objects</p> <p>Introduction: (TA) (3 min)</p> <ul style="list-style-type: none"> - Introduce that today we will be exploring the outside of their object through drawing techniques (Continuous line, Blind contour, Rubbings) <p>Body of the Lesson: (TA) (3 min)</p>
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- **Presentation on blind contour drawing with Pen (Shape) (Line)**

Direct Instruction VA + SS

- Def what blind contour drawing is (L)
- Show an example of own blind drawing from an object
- Show example from Picasso Blind contour drawing



TA Demo how to blind contour with paper on top (2min)

Direct Instruction

- Show a demonstration how to put a pencil in the middle of a paper to cover the drawing
- Show how I would blind contour without breaking the line Differentiation (showing while explaining)
- Look at it from the front view

SLA Blind Contour Drawing (3min)

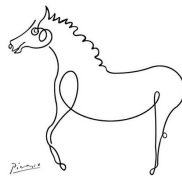
Interactive

- Set timer and remind them when there is 1 minute left (Differentiation)
- Students to create one blind contour drawing of their object that they brought in
- Line should be continuous
- Front view drawing

- **Presentation on continuous line drawing with marker on brown paper (3 min) (Line)(Shape)**

Direct Instruction VA + SS TA

- Def explain what continuous line drawing is (L)
- Show an example of own continuous line drawing from my object
- Show example from Picasso Blind continuous line drawing



Demo how to continuous line drawing (2min) TA

Direct Instruction

- Show continuous line drawing without breaking the line
- Look at it from birds eye view

SLA Continuous Line Drawing brown paper (3min)

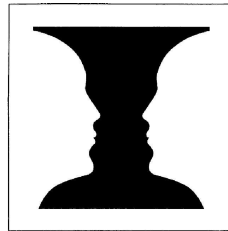
Interactive

- **Set timer and remind them when there is 1 minute left (Differentiation)**
- Students to create one continuous line drawing of their object that they brought in
- Line should be continuous
- Bird's eye view

- **Presentation on negative space cut outs with card (3 min) (Shape) (Balance)**

Direct Instruction VA + SS TA

- Def explain what negative space is (L)
- Show an example of negative space cut out from my object
- Show example of negative space through Rubins vase
- State the negative spaces could double as an optical illusion



Demo how to draw a negative space drawing (2min) TA

Direct Instruction

- Show how to create a negative space cut out

Health and Safety (2 minutes)

- Go over safety precautions when using scissors and a craft knife.
- Where to place hands and which way to cut.
- Show Demo (Differentiation)
- Behaviour management - if students don't follow H&S 5 points taken off

SLA Negative Space Drawing (8 min)

Interactive

- **Set timer and remind them when there is 1 minute left (Differentiation)**
- Students to create one negative space cut out of their object that they brought in
- Should be a negative space of a part of their object eg; leaf

- **Presentation on Rubbings using charcoal on different grounds (brown, book pages, parchment) from cut out negative spaces (3 min) (Form)**

Direct Instruction VA + SS TA

	<ul style="list-style-type: none"> - Def explain what Rubbings are (L) - Show an example of my own rubbings from my object <p>Demo do rubbings (2min) TA</p> <p>Direct Instruction</p> <ul style="list-style-type: none"> - Show negative space cut out rubbing - Place cut out on table - page on top - Use charcoal to rub on top <p>SLA Rubbings using negative space charcoal (3 min)</p> <p>Interactive</p> <ul style="list-style-type: none"> - Set timer and remind them when there is 1 minute left (Differentiation) - Students to create one negative space rubbing from their cut out <p>Evaluation: 2 min</p> <ul style="list-style-type: none"> - Reiterate the importance of material exploration when drawing ie using brown paper, pens, pencils, markers ANYTHING - Using a variety of techniques (blind, continuous, rubbings. - To try and create multiples of these techniques and add extras into notebooks - Retirate the more the better even if they don't come out amazing <p>Conclusion:</p> <ul style="list-style-type: none"> - Go over learning intentions - What we will be doing in the next class <p>Exit strategy: Store artwork in specific folders/compartments. Tidy up classroom and exit appropriately table by table.</p> <p>Follow on Lesson: = Continuing Research stage and observational drawing while dismantling the object</p>
<p>Post class reflection</p>	<p>What went well and why and even better if.... In relation to learning intentions,</p> <p>WWW</p> <ul style="list-style-type: none"> - Students were able to complete tasks in the allocated time - VA with 1 object to show how to do the task was effective - Demo on board worked well for students <p>EBI</p> <ul style="list-style-type: none"> - Next time allocate even more time for the task, students to be more relaxed when doing the task

<p>Lesson No/total in UoL: 3/6</p> <p>Date: 31st March</p> <p>Lesson type: Process</p> <p>Time: 1 hour</p> <p>Stage: process Maebh</p> <p>Maebh for Assessment</p>	<p>Learning Content for pupils</p> <p>AEDP: Texture, Tone/value</p> <p>A.P: viewfinder work, blueprint drawings, layered drawings</p> <p>SS: Tara Leaver, Todd Mclellan</p>	<p>Learning Intentions</p> <p>Students should...</p> <ol style="list-style-type: none"> 1. Be able to successfully create a viewfinder 2. Know how to successfully use a viewfinder 3. explore their objects more by using their viewfinder and by dismantling their drawings 4. Understand the process involved in creating close up observational drawings 5. Be able to apply their viewfinder skills to create various close up observational drawings of their work 	<p>Success criteria</p> <p>Students should...</p> <ol style="list-style-type: none"> 1. Be able to successfully use a viewfinder when creating their close up observational drawings 2. Explore their object further by dismantling it 3. Use various drawing skills such as blueprint, blind and layered drawings to convey this, and be able to list the various drawings done. 4. Create a viewfinder themselves 5. Name an artist who uses the processes we looked at.
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Teaching, Learning and Assessment content and activities (previously lesson plan)

Prior to class: Materials to be separated on the spare table and ready to be given out when commencing the activity. Make sure to sanitise desks before class.

Natural object for viewfinder observational drawings

Entry System:

Greet students and let them settle into seats and take roll calls. Signal Start of class [Clarity]

Keywords: [observational drawings](#), [viewfinder work](#), [texture](#), [tonal](#), [layered drawings](#)

Resources: VA artists work and examples observational drawings, VA tone, VA viewfinder work

Support Study: [Tara Leaver](#), [Todd Mclellan](#)

Materials: paper for viewfinders, pritt stick, pencils, marker, charcoal, scissors, various grounds



Introduction: (10 min) (TA)

Direct Instruction

- Continuation on last lesson with observational drawings
- Explain how to take observational drawings further with use of viewfinder and taking apart items.
- Introduce AEDP texture and tone, show **VA** and **SS**
- Explain how to create and use a viewfinder



Body of the Lesson:

(SLA) VIEWFINDER WORK (40min)

- Begin with creating viewfinders
- Show **VA** of texture and tone/value

Direct Instruction

- Use viewfinders to create at least 10 close up observational drawings **(3 min)**
- **Set timer and remind them when there is 1 minute left (Differentiation)**
- Take apart item, cut up into segments etc
- Use viewfinder to create more close up observational drawings, blueprint drawings and layered drawings

Evaluation: (5 min)

Interactive

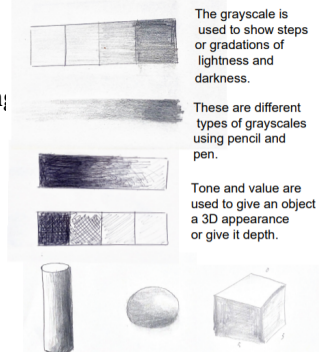
- Reflection on various grounds and mediums students used
- Evaluate their viewfinder work
- Add any extra work into notebooks

Conclusion: (5 min)

- Go over learning intentions
- What will be covered in next lesson

Value

There are different ways to show value



	<p>Exit strategy: Store artwork in specific folders/compartments. Tidy up the classroom and exit appropriately table by table.</p> <p>Follow on Lesson: = Creating relief and 3D peice</p>
Post class reflection	<p>What went well and why and even better if.... In relation to learning intentions</p> <p>WWW</p> <ul style="list-style-type: none"> • Only one student turned up for the lunchtime mentoring but he was happy to still do the class even though it was just him. • The student created a very successful close up observational drawings using the viewfinder. • The student was well able to successfully create a viewfinder. <p>EBI</p> <ul style="list-style-type: none"> • Possibly the other students from previous weeks had shown up but hopefully, they will be back the next week. it was good although Julia participated in the class and I will alternate next week if we dont have many students.

Lesson No/total in UoL: 4/6 Date: 7th April Lesson type: (S) Time: 12:00-12:45 Stage: Process Julia	Learning Content for pupils AEDP: Balance, line, texture, form A.P: Wire drawings, (Line) Textural relief (Texture) Cardboard scores and tabs (Form) SS: Richard Serra Verbs	Learning Intentions Students should... <ol style="list-style-type: none"> 1. Know an array of methods to create relief and 3D work 2. Understand the techniques involved in creating the relief work 3. Be able to use the techniques to create their own relief work 4. Understand the health and safety precautions they must take 5. Know what the Richard Serra verbs are 	Success criteria Students should... <ol style="list-style-type: none"> 1. State methods to create relief work 2. Explain what techniques are used in the relief methods 3. <ul style="list-style-type: none"> - 1 wire drawing from their continuous/blind contour drawings - 2 3x3 cm textural relief work using only white paper from textural drawings - Create 1 score cardboard cone and 1 right angle tab using cardboard
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Teaching, Learning and Assessment content and activities (previously lesson plan)	<p>Prior to class: Materials to be separated on the spare table and ready to be given out when commencing the activity. Make sure to sanitise desks before class.</p> <p>Entry System: Greet students and let them settle into seats and take roll calls. Signal Start of class [Clarity]</p> <p>Keywords: Relief, wire, texture, scores, tabs, photo, process, inquiry stage</p> <p>Resources: VA of the final outcomes, demonstrations of relief work, Richard Serra Verbs Physical VA (Differentiation) Keyword Page with images Physical poster of H & S</p> <p>Support Study: Richard Serra verbs</p> <p>Materials: Wire, paper, masking tape, scissors, scalpel, cardboard, hot glue, camera, Ruler, pencil. Drawings from class 2&3</p> <p>Introduction: (TA) (SLA) (3 min) Interactive Question what they know about relief/ 3D (O)</p> <ul style="list-style-type: none"> - What is relief? Answer with definition (L) - How would you create relief? - Introduce What we will be doing <p>Body of the Lesson: (TA) (3 min)</p>
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Presentation on Wired drawings VA

Direct Instruction

- Show **VA** of own wired drawings and how I came up with them
- From continuous line drawings to wired drawings
- Show the connection from inquiry stage to process stage

Demo how to use wire to create these drawings (TA) 3MIN

Direct Instruction

- Demonstrate how to work with the wire
- Remind them of photographing tips and to take process pictures

SLA Create wire drawings 6 min

Interactive

- Set timer and remind half way through (Differentiation)
- Students to create 1 wired drawing from inquiry stage drawings

TA White paper texture Relief VA 3 min

Direct Instruction

- Show **VA** on textural relief derived from the inquiry stage of the tonal textural pieces
- Remind them to take pictures of process
- Only to use white paper (limit material to get more textural pieces)

Demo TA how to create textural pieces 3 min

Direct Instruction

- Show how to create cones
- Holes in paper
- How to create slits
- How to create a 3x3 cm square (N)

Health and Safety (2minutes)

- Go over safety precautions when using scissors and a craft knife.
- Where to place hands and which way to cut.

SLA TEXTURAL PIECES 8 MIN

Interactive

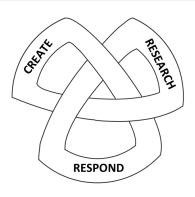
- Students to create 2 different textural pieces from their tonal textural drawings 3 cm x 3 cm
- Use an array of techniques
- Only white paper (masking tape)

TA Demo how to create cardboard scoring and tabs 2 min

Direct instruction

- Show **Demo** how to create a score in cardboard and how this can create cylinders
- Show **Demo** how to create a tab in cardboard and how this creates a seamless attachment

	<p>SLA Creating Tabs and scores 8 min</p> <p>Interactive</p> <ul style="list-style-type: none"> - Students to create 1 scoring piece and turn it into a cylinder - 1 tab piece and create a right angle <p>Evaluation: 3 min</p> <p>Interactive (0)</p> <ul style="list-style-type: none"> - Give an example of relief work - what should you begin with to aid you in creating relief work - What should you continuously do throughout your process - Show Richard Serra verbs <p>Conclusion:</p> <ul style="list-style-type: none"> - Go over what we will be doing next class <p>Exit strategy: Store artwork in specific folders/compartments. Tidy up classroom and exit appropriately table by table.</p> <p>Follow on Lesson: =3D Final piece + taking pictures/videos</p>
Post class reflection	<p>What went well and why and even better if... In relation to learning intentions</p> <p>WWW- All materials were set up and ready to use</p> <p>EBI - Do the class during class time (not during lunchtime) No one came to this class, the only student that is dedicated to art and NCAD was out sick</p>

<p>Lesson No/total in UoL: 5/6 Date: 28th March Lesson type: (s) Time: 45 min MAEBH Stage: development</p> 	<p>Learning Content for pupils</p> <p>AEDP: colour A.P: 3D piece SS: Charles Young</p>	<p>Learning Intentions</p> <p>Students should...</p> <p>Know how to translate their drawings into a 3D piece</p> <p>Apply the processes learned to create a 3d piece</p> <p>Know the various types of 3d pieces they can make</p> <p>Be able to decide on the best material to create their 3d piece</p> <p>Be able to create their own 3D piece from their observational drawings and relief work.</p>	<p>Success criteria</p> <p>Students should...</p> <p>Be able to apply the processes of using, wire, card and scoring paper to create a 3D piece from their observational work.</p> <p>Be able to take the research and process stage further into development in creating a 3d piece.</p>
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Teaching, Learning and Assessment content and activities (previously lesson plan)

Prior to class: Materials to be separated on the spare table and ready to be given out when commencing the activity. Own forged natural primary sources to ready to show. Make sure to sanitise desks before class.

Entry System:

Greet students and let them settle into seats and take roll calls. Signal Start of class [Clarity]

Keywords: 3d work, relief, wire work, low relief,

Resources: VA for final outcomes, demonstrations

Support Study: Charles young

Materials: wire, cardboard, pritt stick, paper, acetate, coloured acetate, twine, woll, thread, and tape

Introduction: (TA) (5min)

- introduce learning intentions
- ask students any questions about continuing the 3D piece before starting.

Body of the Lesson: (40 min)

- show VA of our finished 3D pieces (TA) (5 MIN)
- **Direct Instruction (SLA)**
- show students Charles young VA (SS)
- have students finish creating piece (20 MIN)
- refine the processes used in the previous class and take one further
- **Set timer and remind them when there is 1 minute left (Differentiation).**
- get students to take their 3D further by introducing acetate, wool, thread, acetate and coloured acetate
- get students to take pictures of their 3D pieces from different perspectives, using shadows and angles to their advantage. (15 MIN)
- **Set timer and remind them when there is 1 minute left (Differentiation)**



Evaluation: (10 min)

Direct Instruction (SLA)

- get students to reflect on the processes they used in creating and refining their 3D piece
- get students to show example of their finished 3D price and discuss (0)

Conclusion: (TA) (sla)

- go over learning intentions

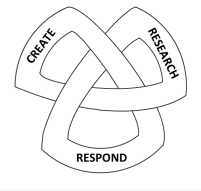
Exit strategy:

Store artwork in specific folders/compartments. Tidy up the classroom and exit appropriately table by table.

Follow on Lesson: = set up finished portfolio

Post class reflection	What went well and why and even better if.... In relation to learning intentions WWW <ul style="list-style-type: none"> • we all all materials needed and two of the students turned up this week • the students successfully translated their previous observational drawings into 3D pieces • Both students created a finished wire piece by the end of class EBI <ul style="list-style-type: none"> - AS both students werent there for the last class we skipped that stage and only one of them was there for the class before that so, just one the students had observational drawings to base their wire sculptures off - We had more students so a bigger variety of pieces, also another activity could have been added as students had loads of time to make their pieces
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Lesson No/total in UoL: 6/6 Date: 5th May Lesson type: (S) Time: 12:00 - 12:45	Learning Content for pupils AEDP: balance A.P: mounting, displaying work photographing	Learning Intentions Students should...	Success criteria Students should... Be able to bring all aspects of creating a portfolio together from the first stages of
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<p>Stage: Realisation</p>  <p>Maebh and Julia</p>	<p>SS: N/A</p>	<ol style="list-style-type: none"> 1. Know how to complete research, observation and development in regards to a subject 2. Know various processes such as relief work, 3Dwork and wire drawings 3. Apply these processes throughout the weeks to their item. 4. Be able to) include all processes learned in creating a portfolio from research to the final stages of completing a portfolio 5. Know how to take an item from development stages to a finalised piece 	<p>research to further development to display, photograph and submit it as a portfolio.</p>
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<p>Teaching, Learning and Assessment content and activities (previously lesson plan)</p>	<p>Prior to class: Materials to be separated on the spare table and ready to be given out when commencing the activity. Own forged natural primary sources to ready to show. Make sure to sanitise desks before class.</p> <p>Entry System: Greet students and let them settle into seats and take roll calls. Signal Start of class [Clarity]</p> <p>Keywords: observational drawings, 3D piece, relief, display, mounting, photographing, video, lighting, notebooks.</p> <p>Resources: our portfolios and portfolio examples.</p> <p>Support Study: N/A</p> <p>Materials: mounting card, cartilage paper, pritt stick, white paper, camera, video camera, lights</p> <p>Introduction: (TA) (VA) (10 min) Interactive</p> <ul style="list-style-type: none"> - how to display a portfolio - what do they know about digitally submitting a portfolio <p>Body of the Lesson: (TA)(SLA) (40min)</p> <ul style="list-style-type: none"> - introduction to taking good photographs of work - VA good examples of photographs and bad examples - how to mount work onto paper neatly. - how to take photographs of work - how to digitally submit work
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	<p>Direct Instruction(SLA)</p> <ul style="list-style-type: none"> - get students to mount their work - get students to digitally photograph their work. <p>Evaluation:(10 min)</p> <p>Direct Instruction (SLA)</p> <ul style="list-style-type: none"> - get students discuss their finished portfolio - present finished portfolios <p>Conclusion:</p> <ul style="list-style-type: none"> - go over learning intentions <p>Exit strategy: Store artwork in specific folders/compartments. Tidy up classroom and exit appropriately table by table.</p> <p>Follow on Lesson: = N/A</p>
Post class reflection	<p>What went well and why and even better if.... In relation to learning intentions</p> <p>WWW - Introducing and photographing using the infinity curve was new to the students and it went well</p> <ul style="list-style-type: none"> - Using the slideshow only as a visual aid while we were going through the process of photographing - Exit Ticket allowed us to know and understand what students thought of the mentoring - Acetate sheet allowed them to experiment <p>EBI</p> <ul style="list-style-type: none"> - We had a larger sheet to use as an infinity curve