

Class Name: 6Art
Year group: 6th Yr
Programme: LC

Total No of lessons in UoL: 8

Aim of Unit of Learning

To Explore Pre-Christian Ireland through the Stone/Bronze/Iron Age using the Visual studies framework to research and understand the artistic process and developments of the Pre-Christian Period .

Theme Development:

NP - Literacy + Oracy - Using appropriate Visual and critical language to discuss and record information.

Key Skills

- **Information processing-** Recording, organising, summarising and integrating information
- **Communicating** -Analysing and interpreting texts and other forms of communication engaging in dialogue, listening attentively and eliciting opinions, views and emotions

Entering characteristics

1x Spinal Dysraphis (SNA)- Can use laptop for note taking

Managing behaviours

Policy

SANCTIONS

- verbal correction
- corrective notes in the diary for students and parents
- additional classwork
- additional homework
- detention
- communications with parents – phone, letter, meeting.

- report card
- restricted timetable
- withdrawal from an assigned class or classes
- suspension
- recommendation for exclusion

Serious breaches include bullying, harassment, substance misuse, aggressive physical interaction, breaches of health, safety and welfare requirements of students, staff and visitors.

Ladder of Referral

- Subject Teacher (Breaches of school discipline)
- Year Head and/or Programme Coordinator (Serious Breach of Discipline 1)
- Year Head and/or Deputy Principal (Serious Breach of Discipline (2))

Positive Behaviour

- A record of positive/negative behaviour by a student will be made on VSWare using the points system.
- A quiet word of acknowledgement for a student/group of students by a staff member
- Praise for effort, participation or achievement in class
- A positive comment on **VSWare**

Learning outcomes for unit of learning

1.1 Looking -recognise an art style and identify relevant features + use critical and visual language to describe an artwork

1.4 Contextual enquiries-explain how context and period influence artistic thinking

2.1 Making - apply appropriate skills, knowledge and techniques

2.2 Contextual enquiries -apply the art elements and design principles in creating and evaluating their work

3.1 Analysis -discuss examples from Visual Studies

<p>Lesson No/total in UoL: 1/8 Date: 6th Oct Lesson type: (S) 1hr Time: 9:40 Stage: Research</p>	<p>Learning Content for Pupils and Learning Intentions</p> <p>Introduce Pre-Christian Ireland through the Stone Age while exploring Portal Dolmens and Court Cairns under the Visual Studies Framework (Context, Innovation/invention and media and areas of Practice).</p> <p><u>Artworks</u>: Portal Dolmen and COURT Cairns</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> - <u>Discuss</u> the importance of the effects of farming on the function of Portal Dolmens and Court Cairns. (Context) - <u>Illustrate</u> the shape and form of either a portal Dolmen or Court Cairn with Annotations. - <u>Exploring</u> and interpreting the constructional techniques used to create the portal Dolmen and Court Cairn
<p>LESSON PLAN</p>	<p><u>Link to Lesson 1</u></p> <p>Success criteria</p> <ul style="list-style-type: none"> - <u>Sketch</u> either the portal Dolmen or Court Cairn with supporting annotations of the construction and function - Through the Stone Age mind- map <u>explain</u> what effects of farming had on the construction of either the portal dolmen or court Cairn. - <u>Consider</u> the construction techniques used to build the portal dolmen or court cairn in the Stone Age mind-map- map <p><u>Visual Aid:</u></p> <ul style="list-style-type: none"> - Time Line VA - Stone Age VA - <u>Presentation</u> <p><u>-Handouts + Worksheets</u></p>

Post class reflection

Presentation of learning content

Delivery of lesson, teaching strategies use of resources, visual aids, support studies

- Physical VA of Timeline was effective in the classroom. I could refer back to it when discussing the 'before the period'.

Effectiveness of planning

UoL coherence. Clarity of intentions, quality of learning content (including. Creativity and originality)

- Including an overview of the visual framework headings worked well when applying the knowledge to our mind maps, An Overview of what each heading was looking for meant that students could break down the information into bite-size pieces. Also focusing on the portal Dolmens and Court Cairns was successful. Students did not have too much learning content to consume and that was evident when they applied that knowledge to their [mind maps](#) - They were concise and to the point.

[Class Notes + Homework](#)

<p>Lesson No/total in UoL: 2/8 Date: 13th Oct Lesson type: (S) 1hr Time: 9:40 Stage: Research</p>	<p>Learning Content for Pupils and Learning Intentions</p> <p>Introducing Passage Mound (Graves) while exploring the Brú na Bóinne area and its mounds (Kowth, Dowth and Newgrange) Under the Visual studies framework (Media and areas of practice, Context, AEDP)</p> <p><u>Artworks</u> : Newgrange</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> - Interpret the meaning of the Stone Age designs found decorated on stones and pottery. - Discuss the function and construction techniques in the Passage mound Newgrange. - Explore Newgrange as the main passage mound through the visual studies framework heading
<p>LESSON PLAN</p>	<p><u>Lesson 2 Link</u></p> <p>Success criteria</p> <ul style="list-style-type: none"> - Interpret 6 geometric designs incised on the Newgrange kerbstones and label what they think they refer to. - Research and illustrate a kerbstone surrounded by Newgrange in their worksheet - Apply the interpreted designs on a chosen kerbstone from Newgrange to create a new meaning using the symbols. <p><u>Visual Aid:</u></p> <ul style="list-style-type: none"> - Time Line VA

- Stone Age VA
- [Presentation](#)
- Worksheet Examples

[Handouts + Worksheets](#)

Post class reflection

Effectiveness of planning

UoL coherence. Clarity of intentions, quality of learning content (including. Creativity and originality)

- I didn't leave enough time for class discussions on our interpretation of the geometric shapes. Next Time I need to put up the time for each task ie; 12;55 as I think this will help me look at the watch and stick by my plan.
- I think the interpretation of the geometric shapes allowed the students to think and reflect on the learning and information they had these past two classes. I believe so because from [their interpretation](#) of the geometric shapes they were referring to the context of the period, The religious beliefs location of the Neolithic people.

Presentation of learning content

Delivery of lesson, teaching strategies use of resources, visual aids, support studies

- Using the Chrome books it allowed the students to explore the Newgrange website and look at pictures of the kerbstones to use on their worksheet. I believe this was a great resource for them to use and personalise their work but also a great LL- for digital use.

[Homework Q+Students work](#)

Lesson No/total in UoL: 3/8

Date: 20th Oct

Lesson type: (S) 1hr

Time: 9:40

Stage: Research

Learning Content for Pupils and Learning Intentions

Exploring the Incision and repousse techniques in Early Bronze Age through the Lunula and Tedavnet Sun Discs to understand the context and innovation/ invention of the Bronze age.

[Artworks](#); Lunulae + Tedavnet sun discs

Learning Intentions

- **Apply** the incision/ repousse technique on gold foil to demonstrate an understanding of tool use and technique.
- **Explain** the importance of trading to the innovation of techniques and materials being used in the Bronze Age.
- **Compare** and **contrast** the incision and repousse designs in reference to the Stone Age design work.

<p>LESSON PLAN</p>	<p><u>Lesson 3</u></p> <p>Success criteria</p> <ul style="list-style-type: none"> - Consider patterns and shapes from the early bronze age to create a design for their foil artwork. - Apply a range of incisions and repousse patterns to their foil artwork making sure to apply appropriate pressure to the etching tool. - Discuss and write 3 sentences comparing Stone Age designs to the Bronze Age designs. <p><u>VISUAL AIDS</u></p> <ul style="list-style-type: none"> - Bronze Age - Timeline <p><u>Presentation</u></p> <p><u>Handouts</u></p>
<p>Post class reflection</p>	<p>Effectiveness of planning UoL coherence. Clarity of intentions, quality of learning content (including. Creativity and originality)</p> <ul style="list-style-type: none"> - Applying the incision and repousse techniques to their own samples of gold foil was a fun but informative technique - Students could <u>show their understanding</u> of the knowledge through the task which also provided as an AFL evaluation strategy at the end of the class through a discussion of their own sample. <p>Presentation of learning content Delivery of lesson, teaching strategies use of resources, visual aids, support studies</p> <ul style="list-style-type: none"> - Creating my own example of the lunula and Sun disc was a great VA / resource for the students to physically see and handle. It also was a great VA for the students to see the success criteria that they need to aim for in their own tasks. <p><u>Homework</u></p>

Lesson No/total in UoL: 4/8

Date: 27th Oct

Lesson type: (S) 1hr

Time: 9:40

Stage: Research

Learning Content for Pupils and Learning Intentions

Introducing the middle Bronze age while exploring Bar and Flanged Torcs and the Derrinaboy Armbands to show the innovation of material used in the Middle Bronze Age. Evaluate our understanding through a Kahoot [quiz](#).

Learning Intentions

- **Understand** the new developments and techniques in the Middle Bronze Age compared to the early Bronze Age.
- **Interpret** the two Middle Bronze Age artefacts through headings on Form/technique/decoration /function.

<p>LESSON PLAN</p>	<p><u>Lesson 4</u></p> <p>Success criteria</p> <ul style="list-style-type: none"> - <u>Illustrate and annotate</u> a chosen artefact in the Bronze Age while giving context to its function, technique and decoration in a mind map - <u>Describe and highlight</u> key information on one chosen artefact in the Bronze Age through a mind map. - <u>Evaluate</u> and assess their own understanding of the bronze age through a Kahoot quiz . <p><u>Visual Aids</u></p> <ul style="list-style-type: none"> - Timeline <p>Resources</p> <ul style="list-style-type: none"> - <u>Quiz Bronze Age + Screenshots</u> - <u>Presentation</u> <p><u>Hw Worksheets + Answers</u></p> <ul style="list-style-type: none"> - Bronze Age <p><u>Handouts/Worksheets</u></p> <ul style="list-style-type: none"> - Mind Map - Middle Bronze Age handouts
<p>Post class reflection</p>	<p>Assessment and evaluation of pupils' work in the class linked to success criteria includes questioning</p> <ul style="list-style-type: none"> - Using the Kahoot quiz to test the knowledge up to date was a good indicator on what aspects the students were falling behind. The students themselves could then also quickly see the wrong answers which was great reinforcement of that knowledge for themselves. After the quiz, we had a verbal quiz on the questions they got wrong to see if they could remember the right Answers. - The <u>Mind maps</u> are a great strategy to asses what knowledge they know about the content they just learnt and is a great way to reinforce that knowledge through quick bullet points

<p>Lesson No/total in UoL: 5/8 Date: 10th Nov Lesson type: (S) 1hr Time: 9:40 Stage: Research</p>	<p>Learning Content for Pupils and Learning Intentions</p> <p>Learn about the late Bronze Age through the exploration of The Clones Fibula and The Gleninsheen Gorget to be able to analyse The Gorteenareagh Lock Rings in a mindmap and share the technique, form and function in a group discussion</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> - <u>Understand</u> the new techniques used in the Late bronze age (Dowris Phase) through the analysing and exploring of The Clones Fibula and The Gleninsheen Gorget + The Gorteenareagh Lock Rings. - <u>Illustrate</u> The Gorteenareagh Lock Rings and identify their form and function through a mindmap. - <u>Research</u> the Gorteenareagh Lock Rings and identify the soldering technique used to create its form
<p>LESSON PLAN</p> <p>Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.</p>	<p><u>Lesson 5</u></p> <p>Success criteria (Stage 2 ONLY)</p> <ul style="list-style-type: none"> - <u>Illustrate</u> the lock rings through a sketch and annotate the form and decoration - <u>Identify</u> the Lock ring's function during the bronze age - <u>Discuss</u> the technique used to create the Lock rings referencing to soldering <p><u>Visual Aids</u></p> <ul style="list-style-type: none"> - Timeline + Bronze age VA <p>Resources</p> <ul style="list-style-type: none"> - Artbook <p><u>Handouts/Worksheets</u></p> <ul style="list-style-type: none"> - Mind Map - Late Bronze Age handouts <p><u>HW worksheets</u></p> <p><u>Presentation</u></p>

Post class reflection	Presentation of learning content Delivery of lesson, teaching strategies use of resources, visual aids, support studies <ul style="list-style-type: none"> - Getting the students to research and write about the lock rings was a great strategy to use as a student lead learning experience. After the group discussion and sharing of information they found on the lock rings, I could see the students understood the content they were learning about and they could easily explain the process and use of the lock rings in the group setting, - Next time I will incorporate this strategy in the other areas of pre Christian Ireland and I feel like giving them a handout with missing spots for them to find and fill would be a much more immersive visual studies class where the students would be responsible for the information being learnt.
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Lesson No/total in UoL: 6/8 Date: 17th Nov Lesson type: (S) 3hr Time: 8:40 - 12:00 Stage: Present	Learning Content for Pupils and Learning Intentions Exploring Pre-Historic Ireland artefacts in the National Museum of archaeology to present artefacts in pairs under the visual framework headings. Think and analyse the layout and presentation of the artefacts in the national museum. Learning Intentions <ul style="list-style-type: none"> - <u>Be able</u> to apply the knowledge from their pair research to present the information to their peers using the visual framework headings. - <u>Consider</u> the layout of the space and artefacts in the National Museum of Archaeology - <u>Summarise</u> information given by peers by interpreting into their own words
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<p>LESSON PLAN</p>	<p><u>Lesson 6</u></p> <p>Success criteria</p> <ul style="list-style-type: none"> - <u>Identify</u> the form/function/decoration/technique of their chosen artefact when presenting - <u>Discuss</u> and identify the layout of the museum and its artefacts. - <u>Interpret</u> information given by peers from each artefact into their own notes. <p><u>Handouts/Worksheets</u>- Information on artefacts that we will present</p> <p><u>HW worksheets for the layout of the museum + answers</u></p>
<p>Post class reflection</p>	<p>Effectiveness of planning UoL coherence, Clarity of intentions, and quality of learning content (including, Creativity and originality)</p> <ul style="list-style-type: none"> - Making sure that the students present the artefacts in chronological order allowed the students to visually view the developments in the pre-Christian era and allow for a coherent order in presentations. It also allowed the students to see the layout of the artefacts presented in the museum and see how the curators deliberately placed the objects for easy viewing in the timeline. <p>Presentation of learning content Delivery of lesson, teaching strategies use of resources, visual aids, support studies</p> <ul style="list-style-type: none"> - Implementing the Market strategy by <u>Paul Ginnis</u> worked fantastically when presenting the artefacts. - Getting the students to enter the guide role to teach their peers about the artefact not only allowed for effective recapping of the artefacts and evaluation of their learning, it also was a good way to keep the students engaged with student-friendly language that was being taught by their peers. It allowed the students to be accountable for sourcing correct and accurate information about the artefacts. This also led to great questions from the students after their peers presented the information which again, showed the level of understanding about the information being <u>presented by the students</u>.

<p>Lesson No/total in UoL: 7/8 Date: 8th Dec Lesson type: (S) 1hr Time: 9:40 Stage: Research</p>	<p>Introducing architecture and stone carving in the Iron Age while exploring the context and media /areas of practice through the analysis of Dun Aengus and The Turoe Stone. Understanding La tene motifs through a soap carving task mimicking the Low relief design on the Turoe stone.</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> - <u>Understand</u> the development of representational motifs in the La Tene Style through the analysis of the Turoe Stone. - <u>Research/ Interpret</u> the function/use of the Dun Aengus fort through analysis of the Structure.
<p>LESSON PLAN</p> <p>Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.</p>	<p><u>Lesson 7</u></p> <p>Success criteria</p> <ul style="list-style-type: none"> - <u>Apply</u> a section of La Tene design motifs seen on The Turoe Stone to create their own low-relief carving in soap. - <u>Discuss and Identify</u> the uses/ function of Turoe stone & Dun Aengus through a group brainstorm. <p><u>Visual Aids</u></p> <ul style="list-style-type: none"> - Iron Age - Timeline of Pre-Christian Ireland

	<ul style="list-style-type: none"> - Handouts
Post class reflection	<p>Presentation</p> <p>Presentation of learning content</p> <p>Delivery of lesson, teaching strategies use of resources, visual aids, support studies</p> <ul style="list-style-type: none"> - Visual aids that were used were text filled and didn't allow the students to focus on the actual artefact. For next time I would Lessen the text to the name location and year of the Artifact and have high-quality pictures of the artefact. - Before the students would embark on their soap carving I would allow them to sketch out the design before. This will allow them to design and know what part of the Turoe stone they want to carve beforehand and will allow them to practice their design. - I felt like getting the students to find and research the information in small sections allowed for a break between the talking and 'lecturing' parts of the lesson. It also allowed them to be more involved in their own learning. Using this student-lead strategy also allowed the other students to hear the new content from their peers breaking the usual role/strategy of the class

<p>Lesson No/total in UoL: 8/8</p> <p>Date: 15th Dec</p> <p>Lesson type: (S) 1hr</p> <p>Time: 9:40</p> <p>Stage: Research</p>	<p>Learning Content for Pupils and Learning Intentions</p> <p>Introducing Metalwork inventions and Innovations in the Iron Age (Broighter Hoard) while exploring the new style Ultimate La Tene through the Loughnashade Trumpet and The Petrie Crown.</p> <p>Learning Intentions</p> <ul style="list-style-type: none"> - Comparing and Contrasting Insular La Tene and Ultimate La Tene through the comparison of the Broighter collar and The Loughnashade Trumpet. - Illustrate the Broighter collar through annotated sketches to support the comparison of their decorative styles.
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<p>LESSON PLAN</p> <p>Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.</p>	<p><u>Lesson 8</u></p> <p>Success criteria</p> <ul style="list-style-type: none"> - Compare insular La Tene with ultimate La Tene motifs by stating some differences and similarities the two motifs have. - Sketch and annotate the ultimate La Tene motifs by recreating the designs on the Broighter collar - Research the technique and decoration of the Broighter collar and Loughnashade Trumpet through using the internet and visual studies books to inform them <p><u>Visual Aids</u></p> <ul style="list-style-type: none"> - Iron Age <ul style="list-style-type: none"> - Timeline of Pre Christian Ireland - Example of sketch in books - <u>Presentation</u> - <u>Handouts</u>
<p>Post class reflection</p>	<p>Presentation of learning content</p> <p>Delivery of lesson, teaching strategies use of resources, visual aids, support studies</p> <ul style="list-style-type: none"> - Using my own example of a sketch with annotations to show the students as a Visual Aid would have worked well to show and give guidance to the students in their own sketches and annotations. This would have been a great indication of success criteria Along with the ones in their <u>art history book</u>. - Also using a digital platform or high-quality printouts for the students to use to sketch from in a larger format would have worked better rather than using their books as their only resource. <p>Effectiveness of planning</p> <p>UoL coherence. Clarity of intentions, quality of learning content (including. Creativity and originality)</p> <ul style="list-style-type: none"> - Comparing and contrasting the Insular La Tene and Ultimate La Tene allowed the students to see and research the progression in the style and design work through the Iron Age. Using bullet points in a table format allowed them to stay focused on the precise information to show the differences and similarities between the two La Tenes