

Class Name: 8Art-K

Year group: 5th LCA

No of Pupils: 16

Total No of lessons in UoL: 6

Theme:

Module 1 Individuality + Identity - "My self Expression"

Key Skills:

Critical and creative thinking exploring a range of media such as collage and watercolour
Communicating Through annotation and critiques.

Entering Characteristics/Inclusive practices

X1 Specific Learning Disability (Dyslexia/Discalculia) = has a serious reading and reading comprehension disorder / oral expressive language is poor and she is not attainted to her own ability level (**Keyword pages + Pair**) /Needs encouragement.

x1 Borderline Mild General Learning Disability = responds well to encouragement. She works well with specific goals. Works well in a group, good social skills

x1 Specific Learning Disability (Dyslexia/Discalculia) = Can be over-anxious and too hard on herself. (**Praise**)

Behaviour Management & Classroom Strategies

Discipline Policy

- Report behaviour of concern to the Tutor or Year Head.
- A record of positive/negative behaviour by a student will be made on VSWare using the points system.
- More serious incidents will involve an incident report form and **the ladder of referral** will be followed by year head, deputy, and principal.
- In the event of a student becoming ill during the school day, she should speak to her Year Head, the Deputy Principal or Principal
- Detention takes place after school on a designated day. Parents will be notified by text message prior to the day that their daughter is in detention.

Positive Rewards

- 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**
- A positive note in the **student's journal** to be signed by a parent/guardian

Restorative approach

- The school favours the restorative approach to inappropriate or negative behaviour by helping students to recognise the affect their behaviour has on other people. The aim is for students to learn to take responsibility for their behaviour and make the appropriate amends to self-correct and self-manage their responses. Students will be helped to understand that they have choices regarding their behaviour and that choices have consequences.

Restorative Questions to Address Harm

- What happened?
- What were you thinking of at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen next?

SEN

Refer any student they are concerned about to the Year Head and SEN department, by way of a referral form. Any referral made by a class teacher must be forwarded to the Year Head that will begin a broader profile. This information is passed to the SEN team who identify the nature of the SEN. The SEN needs of the child are thus established.?

Aim of Unit of Learning

To create a monochromatic mixed media painting while exploring collage using colour to represent their emotions.

Learning outcomes for the unit of learning

- 1. create visual artwork which reflects their own sense of 'self' and co-operate with others to create group-oriented work.*
- 2. collect imagery and other resource material and develop ideas*
- 3. identify and experiment with visual elements and with a range of materials and tools, to create work of an appropriate quality*
- 4. recognise the ways in which artists have dealt with the concept of "self"*

<p>Lesson No: 1 Total in UoL: 6 Duration:1hr Date: 21/03/23 Stage: Research</p>	<p>Teaching & Learning Content: <i>Exploring colour as a way to represent emotions in the artwork and exploring Value through their chosen colour.</i></p> <p><i>Learning about contrast photograph techniques while looking at facial expressions to represent our emotions.</i></p> <p>AEDP - Contrast + Colour + value Demonstration: How to use light and photograph with High contrast. How to create a value scale Support Study: Picasso + Hyun MI Yo for colour to represent their emotions</p> <p>Visual Aid: Finished photograph with high contrast Handouts on artists + Photo Checklist, Value VA</p>	<p>Learning Intentions</p> <p>Know - The art element value and how to create a tonal scale on chosen colour to present their emotion.</p> <p>Understand - The use of colour as a representation of emotions in Picassos + Mi Yo's artwork.</p> <p>Be able to - Create a range of high-contrast photographs using one emotion.</p>	<p>Success criteria All students will....</p> <ul style="list-style-type: none"> - Annotate in booklets what contrast is and stick in their handouts. - Discuss the colours Hyun Mi Yo's art represents in relation to emotions- talk about warm colours that could mean happiness. - Be able to take a photograph with High contrast - a range of tones. - Send photographs to my email. - Create a range of value from chosen colour to represent emotion -white to dark <p>Some students will...</p> <ul style="list-style-type: none"> - Use a stark emotion in their photography - Anger/ disgust
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<p>Post class critical reflection</p>	<p>What went well and why and even better if ...</p> <p>2 Stars</p> <ul style="list-style-type: none"> - Having 2 tasks in class was effective - The students were quick at doing them so it allowed them to always have something to do. - Working 1-1 with students motivated them to do the work - need loads of encouragement for photo task. <p>1 Wish</p> <ul style="list-style-type: none"> - Slowing down on the presentation and taking my time with the new words + Artist.
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<p>Lesson No: 2 Total in UoL: 6 Duration: 1hr Date: 28/03/23 Stage: Research</p>	<p>Teaching & Learning Content: <i>Sectioning and tracing our contrast photographs in prep for dark value.</i></p> <p><i>Applying the dark value to sectioned part using their value scale.</i></p> <p>AEDP - Contrast</p> <p>Demonstration: Show how to trace using carbon paper and section out each tone on my tracing + label. Demonstrate how to apply dark value to section and blend the edges.</p> <p>Support Study: Picasso's "self-portrait " to show tone</p> <p>Visual Aid: Sectioned + labelled drawing / Blended dark value</p>	<p>Learning Intentions</p> <p><i>Know - the steps involved in using carbon paper for tracing an image specifically having the carbon paper face down.</i></p> <p><i>Understand - why value is essential and the visual effect it has in an artwork</i></p> <p><i>Be able to - Section out their values on their traced photograph and apply the dark value to the sections.</i></p>	<p>Success criteria <i>All students will....</i></p> <ul style="list-style-type: none"> - <i>Trace the photograph on their paper using carbon paper.</i> - <i>Section out 5 values seen from their images from dark to white.</i> - <i>Stick in their checklist handout</i> - <i>Apply the dark value to the section pieces and blend out the edges.</i> - <i>Annotate beside value scale why value is important in artwork.</i>
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<p>Post class critical reflection</p>	<p>What went well and why and even better if ...</p> <p>2 Stars</p> <ul style="list-style-type: none"> - Giving the handouts with the VA expectation allowed the students to refer back to it rather than ask me for help. Solo learning - Using carbon paper to trace images was helpful, the students knew what was expected and didn't worry about drawing abilities. <p>1 Wish</p> <ul style="list-style-type: none"> - Set to take and send photographs to me as homework. students who weren't in had to send me photos in this class.
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<p>Lesson No: 3 Total in UoL: 6 Duration:1hr Date: 18/04/23 Stage: Create</p>	<p>Teaching & Learning Content: <i>Completing our portrait tracings and Introducing Dark, Medium dark and medium values to our painting using monochromatic colours while looking at Hyun mi Yo's use of value</i></p> <p>AEDP - value</p> <p>Demonstration: How to add dark, Medium dark and medium value colours and blend out the edges.</p> <p>Support Study: Hyun MI Yo fo use of value</p> <p>Visual Aid: Medium dark and medium value added to painting</p>	<p>Learning Intentions</p> <p><i>Know - How to distinguish values into sections on their own photographs.</i></p> <p><i>Understand - and appreciate the use of value in Hyun MI's portrait through an edited black-and-white portrait.</i></p> <p><i>Be able to - consider suitable values to capture the contrast emitted through their photographs in their portraits.</i></p>	<p>Success criteria <i>All students will....</i></p> <ul style="list-style-type: none"> - <i>Section out 5 values they can see in their photographs</i> - <i>Discuss the variety of values in Hyun Mi's portrait.</i> - <i>Create a monochromatic portrait using 3 values as shown in the VA blending as they move through the values.</i>
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<p>Post class critical reflection</p>	<p>What went well and why and even better if ...</p> <p>WWW</p> <ul style="list-style-type: none"> - Breaking down the parts of the values in their images (D/MD/M/ML/L) Allowed the students to plan their painting and paint it like a 'puzzle' - Only focusing on the 1st 3 values was effective- students didn't get overwhelmed with the amount of work. <p>EBI</p> <ul style="list-style-type: none"> - Emphasised more that the light parts of the painting are supposed to be left without paint students went straight in with paint even on the white parts. - Let them practice more with watercolour - washes and how to play with the opacity of the paint. - They didn't seem too familiar the handling of the paint.
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<p>Lesson No: 4 Total in UoL: 6 Duration:1hr Date: 25/04/23 Stage: Create</p>	<p>Teaching & Learning Content: Introducing the 2 light values and blending them for a cohesive painting. Why do we ‘ add highlights and shadows’ to our paintings- and how does this give depth?</p> <p>AEDP - Shape and form</p> <p>Demonstration: How to add light colours + blend while leaving out the white parts</p> <p>Support Study: Jenny Saville - Highlights and shadows portraits</p> <p>Visual Aid: Added light colours to portrait</p>	<p>Learning Intentions</p> <p><i>Know - That highlights and shadows give shape and form to the object.</i></p> <p><i>Understand- and appreciate how Jenny Saville uses white for the highest points of the faces and a dark value to create shade.</i></p> <p><i>Be able to - blend their 2 light tones in their monochrome portrait and capture the highlights without adding paint.</i></p>	<p>Success criteria All students will....</p> <ul style="list-style-type: none"> - Apply the 2 light values to their portrait and blend them into the other values to create a seamless edge - Recognise that highlights alongside shade create form in an object and make it appear 3D. - Retouch and adjust the dark and light values to give the portrait depth and dimension.
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<p>Post class critical reflection</p>	<p>What went well and why and even better if ...</p> <p>WWW</p> <ul style="list-style-type: none"> - Pairing up the students that needed to catch up with students that have already done the task allowed them to visualise what was expected and pair teaching worked well. - Getting all of the girls (Even the ones that haven't started) to Look at the demo on how to add highlights and shading and the 2 values allowed them to understand the next steps. <p>EBI</p> <ul style="list-style-type: none"> - Showed them how to add smile lines and small touches that add expression to the face- students face are quite flat and dont show emotion!
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<p>Lesson No: 5 Total in UoL: 6 Duration:1hr Date: 2/05/23 Stage: Create</p>	<p>Teaching & Learning Content: <i>Learning about collage techniques and introducing it to a section of our monochromatic painting.</i></p> <p>AEDP - Colour</p> <p>Demonstration: How to section out the 5 tones and collage on a section of our painting.</p> <p>Support Study: Vik Muniz- Pictures of Magazine 2: Summer in the City to show torn collage techniques</p> <p>Visual Aid: collaged section + Vocab sheet</p>	<p>Learning Intentions</p> <p><i>Know - and define what collage is and recognise the different types of collage.</i></p> <p><i>Understand- and appreciate Muniz's collage technique of ripping values of paper to create a new image.</i></p> <p><i>Be able to - Create and apply 5 values from the magazine cutouts to a section of their painting.</i></p>	<p>Success criteria <i>All students will....</i></p> <ul style="list-style-type: none"> - <i>Recognize and define the art process - collage</i> - <i>Have a selection of cutouts from the magazines provided to represent the values in their painting</i> - <i>Apply a selection of cutout values to their portrait in an attempt to re-create that section out of collage.</i>
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<p>Post class critical reflection</p>	<p>What went well and why and even better if ...</p> <p>WWW</p> <ul style="list-style-type: none"> - Demostarting how to collage using ripping methods and creating 5 values of their chosen hue - it allowed them to have steps in their process rather than ripping random pieces of values from magazines - Using Vik Muniz as SS artist - used the same method of ripping magazines to create/recreate an images using different values. <p>EBI</p> <ul style="list-style-type: none"> - <i>Used a larger section / brought the section through the portrait when collaging - to tie the portrait together and make it look more cohesive</i>
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<p>Lesson No: 6 Total in UoL: 6 Duration:1hr Date: 9/05/23 Stage: Respond</p>	<p>Teaching & Learning Content: <i>Completing our collages and presenting them for a group critique using art descriptive words.</i></p> <p>AEDP - Colour, tone, contrast Demonstration: Show how to use key terminology to critique artworks. SS- Vik Muniz- Collage technique (ripped) Visual Aid: Compete for mixed media painting + Critical and visual language keywords</p>	<p>Learning Intentions</p> <p><i>Know - to consider suitable descriptive words when evaluating their own work.</i></p> <p><i>Understand- and appreciate the importance of critiquing and evaluating your own work for future improvement</i></p> <p><i>Be able to - consider suitable dark tones for their mixed media portrait and apply them in the appropriate sections</i></p>	<p>Success criteria All students will....</p> <ul style="list-style-type: none"> - <i>Use a range of descriptive words to asses and evaluate their own work using the method www w / EBI on sticky notes.</i> - <i>Use suitable monochromatic dark tones out of magazines to apply on their dark sections of their portraits .</i> - <i>Understand the purpose of evaluating and critiquing their artwork in an effort to improve in future projects</i>
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<p>Post class critical reflection</p>	<p>What went well and why and even better if ...</p> <p><i>What- Evaluating their work more critically</i></p> <p><i>So What - Evaluations were not critical enough due to me not allowing time to go over the vocabulary word bank and its definitions.</i></p> <p><i>Now What - Allow for time to go over as a class through the word bank and define what some terms mean and how to apply them in a sentence.</i></p>
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