**NCAD** DUBLIN
National College of Art and Design
*A Recognised College of University College Dublin*

# School of Education 22-23
# Unit of Learning

Student Name: Julia Filip
Year: BA3

**Class Name: 1Art-5.3**

**Year group: 1st Years**

**No of Pupils: 21**

**Total No of lessons in UoL: 5**

**Theme/Scenario:**

**The Bronze Age -  Working from a primary source**

**Statements of Learning/Key Skills:**

**SOL 4:** The student creates and presents artistic works and appreciates the process and skills involved = Students will create finished pieces of art, craft and design work capturing and presenting the processes and decisions they made through using their Visual Art sketchpad.

**Being creative**   - Exploring options and alternatives in designing the clay coaster.
**Being numerate** - Developing a personal disposition towards investigating, reasoning and problem-solving - measuring layout of design and clay slabs.
**Communicating** - Performing and presenting through their visual sketchpad and critiques.

**Entering Characteristics/Inclusive practices**

**21 mixed ability students**

**Girls DEIS SCHOOL**

x1 Type 1 Diabetes = **Allow bathroom breaks**

x1 Specific Learning Disability (Dyslexia/Discalculia) = **Give instructions in verbal and written format**

x2  Autistic Spectrum Disorder **(1 non-verbal) = Step by step handout (SNA provides hand to hand help so Step by step sheet would support )**

x1 Asthma + Emotional and behaviour needs- leaving of the classroom without permission and aggressive behaviours and defiant use of tone when speaking to people. Maintaining friendships and struggles to maintain attention and disruptive classroom behaviours =**Scaffold information. Demonstrate activity.**

**Behaviour Management & Classroom Strategies**
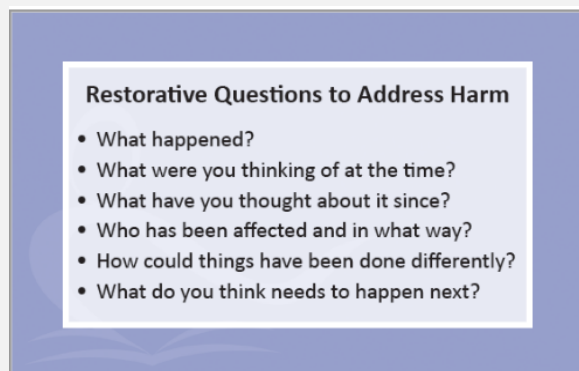
**Discipline Policy**
- Report behaviour of concern to the Tutor or Year Head.
- A record of positive/negative behaviour by a student will be made on VSWare using the points system.
- More serious incidents will involve an incident report form and **the ladder of referral** will be followed by year head, 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 journa**l 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**
**Students will design and create a clay slab coaster inspired by the Early Bronze age's symbolic patterns and shapes used in pottery and gold objects.**

**Learning outcomes for the unit of learning**
**Critical and visual language**
2.1 identify and use the critical and visual language associated with more than one type of craft
**Visual Culture and Appreciation**
2.8 interpret the narrative, symbols and functions used in craftwork from their own and other world cultures
3.8 discuss historical and contemporary design practices
**Drawing**
2.5 develop their ideas for craftwork through drawing
**AEDP**
1.10 identify the use of art elements and design principles within an artwork

| Lesson No: 1<br>Total in UoL: 5<br>Duration:1hr<br>Date: 22/03/23<br>Stage: Explore | Teaching & Learning Content:<br><br>***Exploring and researching the Pre-historic Ireland and Ireland's Gold section using the bronze age resource box .***<br>***Designing thumbnails using shapes and patterns from the research while experimenting with decorative techniques.***<br><br>**AEDP -** Pattern, Shape, Line, Balance<br>**Demonstration:** Show students the process of making a thumbnail design.<br>Show how to transfer the design on foil to create an incision / repousse technique<br>**Support Study:** The Early bronze age- to show a pattern in work<br>**Visual Aid:** Handouts new appreciate art book pg. 300-303,<br>Have completed thumbnails to show<br>**Layers of Learning:** How the bronze-aged people lived | Learning Intentions<br><br>*(KNOW)  the **technique** of creating the geometric shapes and patterns  (Inscion) and the tool involved (Scribner)*<br><br>*(BE ABLE TO )  Draw + **annotate** a range of geometric shapes from the artefacts in the **prehistoric** + **Ireland gold** exhibition*<br><br>*(UNDERSTAND)  and appreciate the innovative techniques and tools that appeared in the early bronze age had on the artefacts and designs.*<br><br>*(BE ABLE TO )  Draw a range of thumbnail designs using the **shapes/patterns** they researched in the museum of archaeology* | Success criteria<br>**ALL STUDENTS WILL**<br>-   Have a range of sketches of geometric shapes/patterns from the artefacts<br>-   will **apply** a range of **shapes**/patterns from their research worksheet **in their thumbnails**<br>-   **Annotate** the shapes /patterns they used.<br>**MOST STUDENTS WILL**<br>-   Describe the technique involved in creating the geometric shapes.<br>-   **Layout** the thumbnails and final design in their booklet as shown in **Teacher Visual Aid.**<br>-   Have a **Balanced symmetrical** design. |

| Post class critical reflection | **What went well and why and even better if …**<br>## 2 Stars<br>-   **Having a set of tasks to do** - Find shapes / Create thumbnails / Stck in the booklet was a good idea. Students do work quickly so always having something at hand allowed them to stay focused<br>-   **Handing the booklets out only when students were done** as to not overwhelm them with the tasks.<br>## 1 Wish<br>-   Reiterated that we were making 2 thumbnails - some students thought one side of the templates was the front the second was back. **Clearer instructions.** |

| Lesson No: 2<br>Total in UoL: 5<br>Duration:1hr<br>Date: 19/03/23<br>Stage: Develop | Teaching & Learning Content:<br><br>*Creating our final design on foil using the incision technique.*<br><br>*Learning about clay techniques specifically slab construction using the appropriate tools.*<br><br>**AEDP -** Pattern, Shape, Line<br><br>**Demonstration:**<br><br>Show how to incise on foil to create their final design<br><br>Show how to roll a slab and create the same thickness using guides.<br>**Support Study:** Bronze age geometric shapes<br>**Visual Aid:**<br>Foil Design<br>Have completed clay slab with design<br>**H&S**<br>Proper tool handle | Learning Intentions<br><br>*(KNOW)* and demonstrate Clay Health and safety regulations.<br><br>*(BE ABLE TO )* Create a clay slab with the same thickness in prep for design transfer.<br><br>*(UNDERSTAND)* by creating a foil final design the process involved in the incision technique. | Success criteria<br>**ALL STUDENTS WILL**<br>- Create an incised foil design from their thumbnails.<br>- Demonstrate health and safety regulations - hand behind tools /using damp clothes - when working with clay<br>- Crate a clay slab 10x10cm with the same thickness around.<br>**MOST STUDENTS WILL**<br>- Annotate their foil design in their sketchbook using geometric shapes. |
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| Post class critical reflection | **What went well and why and even better if …**<br><br>***WWW***<br>- *Demonstration was effective in showing the step-by-step process when creating their slab.*<br>- *Having the materials at hand helped with time efficiency - students just came and got what they needed.*<br><br>***EBI***<br>- ***Had them to their final design on the foil in a previous class and focus more on the balance principal - too much in one class to handle + Needed more time with understanding balance as a design principal.*** |
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| Lesson No: 3<br>Total in UoL: 5<br>Duration:1hr<br>Date: 26/ 04/23<br>Stage:  Realise | Teaching & Learning Content:<br>***Transfer their final design on their clay slabs using the incisions technique while looking at Andile Dyalvane for incision marks.***<br><br>**AEDP -** Pattern, Shape, Line<br>**Demonstration:**<br>How to transfer final design to slabs using tools to create incision marks<br>**Support Study:** Andile Dyalvane - Insicon marks<br>**Visual Aid:**<br>completed clay slab with design<br>**H&S**<br>Proper tool handle | Learning Intentions<br><br>*(KNOW)*  how to define the term mark making.<br><br>*(BE ABLE TO )*  produce a number of geometric marks on their clay slab.<br><br>*(UNDERSTAND)*  and appreciate how artists use mark-making to create different patterns and shapes in their own pottery. | Success criteria<br>**ALL STUDENTS WILL**<br>- Create a slab clay with a number of geometric marks inspired by the Early bronze age.<br><br>- List a number of geometric shapes on Andile Dyalvane's pottery.<br><br>- Identify what the term mark-making means. |
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| Post class critical reflection | **What went well and why and even better if …**<br><br>***WWW***<br>- *Having the students pick out the geometric shapes in Andiles pottery in the worksheet enforced the Support study in the class.*<br>- *Linking the bronze age incision techniques to Andile's mark-making enforced contextual and historical Support study - not losing the theme and inspiration of this project.*<br><br>***EBI***<br>- ***Introduced another task to link mark making into the class- students transferred their design and had a bit of time extra + To enforce what types of mark making we can explore as artists*** |
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| Lesson No: 4<br>Total in UoL: 5<br>Duration:1hr<br>Date:03/05/23<br>Stage: Realise | Teaching & Learning Content:<br>**Glazing our slab coasters while *learning about the properties of glazing through the wider world - qing dynasty pottery.***<br><br>**AEDP -** Pattern, Shape, Line<br>**Demonstration:**<br>How to glaze, using thin layers.<br>**Support Study:** Qing Dynasty - what is glazing?<br>**Visual Aid:**<br>Glazed piece<br>**H&S**<br>Proper glaze handle | Learning Intentions<br><br>*(KNOW)* that glazing has multiple uses such as decorative but even practical (waterproofing the pottery).<br><br>*(BE ABLE TO )* apply glaze to their clay slab as shown in the demonstration and apply H&S rules when cleaning up.<br><br>*(UNDERSTAND)* the properties of glazing through looking at the Qing Dynasty and the innovation of coloured glazes. | Success criteria<br>ALL STUDENTS WILL<br>- Apply a number of layers to the slab incising back into their patterns after each layer.<br><br>- Use the H&S precautions when cleaning up the glazes after use<br><br>- Identity what the Qing Dynasty invocated in regards to glazes.<br><br>- Name some USES for glazing on pottery |
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| Post class critical reflection | **What went well and why and even better if**<br><br>**What -** Students were not completly understanding our support study - Qing dynasty<br><br><br>**So What -** Some didnt know all of the answers and were unsure of how to answer them.<br><br><br>**Now What -** Review over the support study artists and ask them to take notes in their booklet to better understand that period and why we are looking at that dynasty |
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| Lesson No: 5<br>Total in UoL: 5<br>Duration:1hr<br>Date: 10/ 05/23<br>Stage:  Realise | **Teaching & Learning Content:**<br>**Completing our coasters by glazing and critically reflect in our visual sketchpads using appropriate visual language on our process and final outcome.**<br><br>**Kahoot  Game** for evaluation on UoL<br><br>**AEDP -** Pattern, Shape, Line<br>**Demonstration:**<br>How to use appropriate keywords to create a sentence that evaluates the art process and final outcome that I learned.<br>**Support Study:** Qing Dynasty<br>**Visual Aid:**<br>Visual Sketchpad where I critically reflected on my learning | **Learning Intentions**<br><br>*(KNOW)*  what descriptive words are and that we use them when we talk about our artistic process.<br><br>*(BE ABLE TO )*  Apply descriptive words to the reflection template worksheet and be able to reflect on what they would do differently next time in their own words.<br><br>*(UNDERSTAND)*  and appreciate the importance of reflecting on and evaluating your own work in an effort to improve. | **Success criteria**<br>**ALL STUDENTS WILL**<br>- Use a selection of descriptive words to fill in their artistic process template worksheet.<br><br>- Relefect using a range of descriptive words that they could imorve on next time.<br><br>- Complete a kahoot game based on their learning of the bronze age , clay techniques and glazing  from the past 6 weeks . |

| Post class critical reflection | **What went well and why and even better if …**<br><br>**What -** Keyword understanding<br><br><br>**So What -** Students didn't apply key words to the handouts when talking about what they could do next<br><br><br>**Now What -** Have a dedicated time to go over the meaning of each keywords and make sure everyone understands them. |