

Class Name: Stewarts School, Palmerstown

Year group: TBD

Class Profile: Moderate, severe and profound general learning difficulties.

Theme/Scenario: Connections.

Students will create a hanging mobile made from various elements made through mark making/weaving/templates and a series of paintings on boards on a wall.

Key Skills/ Statements of Learning

See PLUs

Aim of Unit of Learning:

To create a sensory mixed media installation (hanging mobile and painted boards) by experimenting with weaving, print, instrument and mark making, under the theme of connections using the nearby Waterstown Park and the river Liffey as inspiration.

Learning Layers / Cross Curricular Links /Literacy & Numeracy (L)(O)(N)/ Wellbeing FOR PME 1 ONLY ADDRESS LITERACY & NUMERACY

Literacy

Identify shapes and colours and name/sort/match them

Recognise their work from the work of others

Oracy

- Students will be asked to respond to their experience in the park and river
- Responding, discussing and reflecting on artists support studies
- Responding to materials.

Numeracy

Sorting shapes, arranging shapes, matching shapes/colours, cause and effect activities.

Routine is a key factor of the level 1 PLUs - at the beginning of each class we will welcome students and revisit the trip memory board to look at pictures and talk about what we did, each day we will add to the board items that we talked about, made or photographed. This will form a visual timeline for the project.

The repetition of simple instructions, delivered in a calm clear voice supported with objects of reference, ISL, Lámh, or a visual communication system is necessary. The correct vocabulary and terminology relevant to each PLU should be used.

Learning outcomes for scheme/unit of learning: L1Lps Priority Learning Units (PLUs)

Communication, language and literacy

- 1.1 Indicate awareness of sensory stimuli in the learning environment
- 1.2 Establish consistent patterns of attending to stimuli/personnel/activities in the immediate environment
- 1.3 Engage in an activity requiring joint attention with one or more people
- 1.5 Show awareness of and/or use tone, body language, gestures, pace, vocalisations and volume to impact communication
- 1.7 Engage in and enjoy a meaningful exchange with a communicative partner
- 1.8 Show recognition of personal and/or standardised objects of reference
- 1.14 Clearly indicate preferred objects and/or activities and refuse non- preferred items
- 1.25 Recall a story read or personal experience using objects, marks, gestures or vocalisations
- 1.26 Show enjoyment while making marks and or texts, and use gestures, sounds or words to focus attention on these, showing signs of understanding that texts carry meaning
- 1.30 Use signs, symbols or text to share experiences, thoughts, opinions, preferences with peers with growing confidence

Numeracy:

- 2.4 Match identical items that are familiar to the student
- 2.5 Recognise objects/stimuli that are the same and/or different in one or more ways
- 2.6 Participate in cause and effect activities
- 2.18 Experiment with the movement of body parts in the immediate environment
- 2.21 Recognise and/or identify shapes in the immediate and local environment

We aim to deliver activities using visual, auditory and kinesthetic exercises in order to cater for a variety of learning preferences.

Personal Care and Wellbeing:

- 3.4 Demonstrate awareness of their own abilities and skills such as self-help skills or kindness to others
- 3.9 Make choices related to personal care
- 3.24 Use the body to have an effect on objects in the environment
- 3.25 Move to improve gross motor control of the body
- 3.29 Demonstrate enjoyment of cooperating with peers in team games and group activities
- 3.31 Differentiate between familiar and unfamiliar people

Being part of a Community:

- 4.6 Communicate an ability to connect people with their roles
- 4.11 Visit and participate appropriately in using facilities in their environment
- 4.17 Co-operate in preparing for and transitioning to a new location
- 4.18 Actively engage in transitioning to a new location
- 4.21 Gain attention from an adult if feeling unsafe or uncomfortable
- 4.23 Move/remain near to a carer/guardian when in unfamiliar places
- 4.26 Respond to positive reinforcement from others
- 4.29 Participate in the care of the immediate and local environment

The Arts:

- 5.1 Explore and experience a variety of mark-making tools, media and materials, surfaces and techniques, including using parts of the body
- 5.2 Show interest in coloured light, colour in the environment and in art materials
- 5.3 Look at and handle natural and manufactured objects with different textures, shapes and patterns
- 5.4 Gather, explore and use 3D materials (new and recycled)
- 5.5 Participate in creating artwork based on real or imagined stimuli
- 5.7 Work independently and/or collaboratively to produce a piece of art
- 5.8 Observe, appreciate and/or react to the work of self and others, including the work of famous local or global artists
- 5.13 Use parts of the body to make sounds by moving on/through a reactive environment
- 5.14 Explore and use a variety of sound-making equipment
- 5.15 Participate in choosing and/or making appropriate sounds for stories, events and celebrations

Physical Education:

- 6.1 Move whole or some body parts (arms, head, track with eyes etc.) voluntarily
- 6.2 Move whole or some body parts to explore immediate environment
- 6.3 Move purposefully/with intent

	<p>6.4 Develop consistent movements to have an effect on equipment or in response to a stimulus</p> <p>6.10 Participate in physical activities in parallel with/alongside others</p> <p>6.11 Engage in an activity requiring joint attention with one or more people</p> <p>6.13 Participate in games with one or more people</p> <p>6.14 Show awareness of, or interest in, being part of a team</p>
<p>SEN/AEN (Differentiation)</p> <p>We will include a number of Ritual tasks in each lesson. Each activity will be accessible to students of mixed abilities - lots of options for task completion/involvement.</p> <p>We will have a number of 'stations' in most of our classes to allow students choose which activity they want to engage in and give students the option to try a variety of activities in the one class.</p> <p>We are aware of the many varied abilities and sensitivities that students have which may present in the class, and have chosen a variety of materials and sensory experiences to engage with in each activity.</p>	<p>Managing Behaviours: Issues/Strategies</p> <p>We would consult with the SNAs and the teachers in the school in relation to behaviour management strategies and implement recommendations as appropriate.</p>

Lesson No. 1/8 [Hannah]	Teaching & Learning Content	Learning Intentions
<p>Date: TBD</p> <p>Lesson type: Flexible to change</p> <p>Time: TBD</p> <p>Stage: Introduction & Trip to the park</p>	<p>AEDP: Shape, colour, texture</p> <p>Process: Introductions to each other (class and teachers). Introduce the project and what we aim to make with the group. Trip to the nearby park and river to collect/record shapes and colours.</p> <p>Theme: Connections</p> <p>Support Study(SS): Alexander Calder and Des Kenny</p> <p>Health & Safety(H&S): PPE, frequent hand washing, ensure materials are sanitised, safe environment for students, wheelchair access - check before proposing the trip.</p> <p>Cross Curricular(CC): Working across multiple PLUs</p>	<p>At the end of this lesson, students should be able to...</p> <ul style="list-style-type: none"> ● Go on a group trip to the park ● Identify shapes that they see ● Identify colours that they see ● Identify sounds that they hear ● Identify any other things/sounds/smells that they notice

Teaching methods
and student learning
activities:
including
Resources (SS, VA etc)
Differentiation
Evaluation

Support Study: Alexander Calder and Des Kenny



Visual Aids:



Body of Lesson:

Introduce ourselves and ask for introduction from students

Introduce the project by using visual aids and showing Support study artists Alexander Calder and Des Kenny

Trip activities:

- Treasure hunt: identify(point at, say aloud, photo) shapes and colours on the trip.

- Record sound
- Shadow drawings
- Disposable cameras (print and identify shapes in images).
- Collect twigs/leaves etc. with help from SNAs and us.

If appropriate we would invite family members to join students for this trip to the park and river.



Conclusion: Bring the students back to the school with their findings.

**Evaluation and Assessment Procedures:
Success Criteria and Assessment Method**

Success Criteria

Assessment methods/tools

- Evaluation (Teacher led/Peer/Group)
- Teacher Observation
- Questioning /feedback
- Artefact (tangible product)

<p>Lesson No. 2/8 [Hannah] Date: TBD Lesson type: Flexible to change Time: TBD Stage: Review, reflection, make collagraph, mono print</p>	<p>Teaching & Learning Content</p> <p>AEDP: Shape, colour, texture, pattern Process: Create memory board, students identify shapes and colours from the trip. Guide students through the making of a collagraph plate and making monoprints. Theme: Connections Support Study(SS): Sue Brown Health & Safety(H&S): PPE, frequent hand washing, ensure materials are sanitised, each student will have their own 'pack' of materials, provide a safe and inclusive environment for students. Cross Curricular(CC): Working across multiple PLUs</p>	<p>Learning Intentions</p> <p>At the end of this lesson, students should be able to...</p> <ul style="list-style-type: none"> ● recall what they saw/heard/touched on the trip ● identify shapes and colours from photos of the trip to the park ● match/sort shapes (ritual activity) ● understand the term connect and connection ● make a collagraph from pre-cut shapes(identified from trip) ● make a collagraph from found materials (differentiation) ● make a monoprint using found objects from trip (differentiation)
<p>Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation</p>	<p>Entry System: Greet students, review the previous class. Tables will be prepared with newspaper/protective sheets. Each student will have their own pack of utensils and materials [Covid-19 guidelines].</p> <p>On board: In this class we start to create a memory board</p> <p>Key Words: Colour, Shape, Nature, River, Park, Connections, Sound</p> <p>Materials: Found objects (from trip), cardboard, pva glue, photos, pre cut cardboard shapes, colour swatches for board, keywords(printed large and clear), water bucket, ink for monoprints, paper, sponges, wipes, scissors.</p> <p>Support Study:</p> <div data-bbox="452 943 1294 1378" data-label="Image"> </div> <p>Sue Brown - Prints using cardboard</p>	

Visual Aids:



Classroom setup: Photos from the trip, rubbings, shadow drawings etc. will be displayed on the board. Found items will be on a table/clipped to the board too. Cardboard plates ready for collagraph, boxes with items for each student. Keep materials separate [consider Covid-19 restrictions hse.ie]

Body of Lesson:

Task One - Reflection/response

Teacher Guided Activity

Trip reflection: Play the recorded sounds from the trip to aid memory. [must consider students' sensitivities to noise here]

Questioning Strategy

Ask students about the trip. Add shapes and colours to board as students identify them.

- Where did we go?
- What do you remember?
- What did you like?
- How did you feel?
- Describe sounds, texture of water, grass.
- What colours did you see?
- Does it remind you of anything you know? Classroom, home etc.
- Why did you collect what you did?

Students identify shapes by speaking, gesturing with finger/arms/legs, pointing at pre-cut shapes on board, using wooden blocks or drawing.

Task Two - Pin the shape on the photo

Teacher Guided Student Activity

- Use enlarged photos from the trip - one per student/per group
- Ask students to point out/identify shapes and stick those shapes(made from card) onto the image - making connections between nature and shapes.
- Discuss Organic and Manmade shapes.

Task Three - Introduce and discuss the theme of connections

Teacher Activity - Questioning & actions

- What is a connection? [Show VA] Check prior knowledge
- Can you connect these trains? [duplo trains]



- Can you hook your fingers together? [demonstrate and ask students to copy]



- Identify and discuss connections and where else we might see connections around us.

Task Four - Make Collagraph

Teacher Guided Activity

Focus: Shape and colour.

- Make Collagraph using collected items such as grass/twigs/leaves **and/or** pre-cut cardboard shapes that students identified from their trip.
- Arrange pieces onto the pre-cut cardboard (A4)
- Use PVA glue to attach card/materials
- Guide students through each step of the task
- Teacher floods the board with PVA to seal it.
- Leave to dry overnight



Differentiation:

Mono printing for those who do not want to use glue, or who cannot do the task.

- Use white ink on coloured paper - this way we focus on technique and shape.
- Draw with ink using fingers, sticks, brushes, sponges and place paper on top. Then rub the paper to reveal the print.
- Teacher guidance required. Hand over hand where necessary.



Note: Bring items that learners can use if they didn't collect anything in the park ie. leaves

Ritual tasks:

- Sort coloured building blocks into colours or shapes [if dexterity skills don't allow for picking up cardboard pieces]
- Match cardboard shapes to make pairs. [talk about pairs as connections]

Conclusion:

Add to the memory board, talk about the connections between park, shapes, colours and the prints.
Review of learning Intentions.

Today we learnt about: shape, colour, connections, print

Follow on class: Print collagraph and mark making with a studded ball.

Exit Strategy:

Tidy up 5 mins prior to bell ringing

Management of storage of Pupils work

Delegation & organization of tidy up & student exit





Evaluation and Assessment

Procedures:

Success Criteria and Assessment Method

Question and observe

- Observe the response to questions about the park - did the students remember it?
- Can students identify shapes and colours from photos of the trip to the park
- Can students match/sort shapes
- Do students understand the term connection
- Did students make a collagraph?
- Did students make a monoprint?

<p>Lesson No. ⅞ [Jack] Date: TBD Lesson type: Flexible to change Time: TBD Stage: Print collagraph and mark making with studded ball.</p>	<p>Teaching & Learning Content</p> <p>AEDP: Line, Shape, Colour, Texture, Space, Movement Theme: Connection Support Study: Rebecca Horn Health & Safety(H&S): PPE, frequent hand washing, ensure materials are sanitised, safe environment for students, wheelchair access, provide assistance with printing and sticking Cross Curricular(CC): Working across multiple PLUs Process: This class will be a follow on from the last. The students will use their collagraphs to create prints, before a fun activity using mark making in a cup and then observing the effects of shadow</p>	<p>Learning Intentions</p> <p>At the end of this lesson, students should be able to...</p> <ul style="list-style-type: none"> ● Use their collagraph to make a print ● Understand relationship of an object's shape/form and its print ● Create a cup filled with marks which will be used to create shadows ● Understand the relationship between shadow and shape
<p>Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation</p>	<p>Entry System: Greet students, review the previous class and revisit the trip memory board, specifically reminding them of shapes they found in previous work. Introduce idea of printing. Key Words: Print, Shape, Colour, Mark, Relief Materials: Collagraph, Paper, Roller, Paint, Gloves, Found Items, , Sellotape, Coloured Paper, Aprons, Sponges, Torch, Cups Support Study: Anila Quayyum Agha</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Visual Aid:</p> <p>Body of Lesson: Task One: Printing Collagraphs</p> <ul style="list-style-type: none"> ● Use collagraphs prepared in last class to create prints, using white ink on coloured paper 	

- Alternatively, use found materials to do monoprints
- Discuss/identify shapes found in their prints

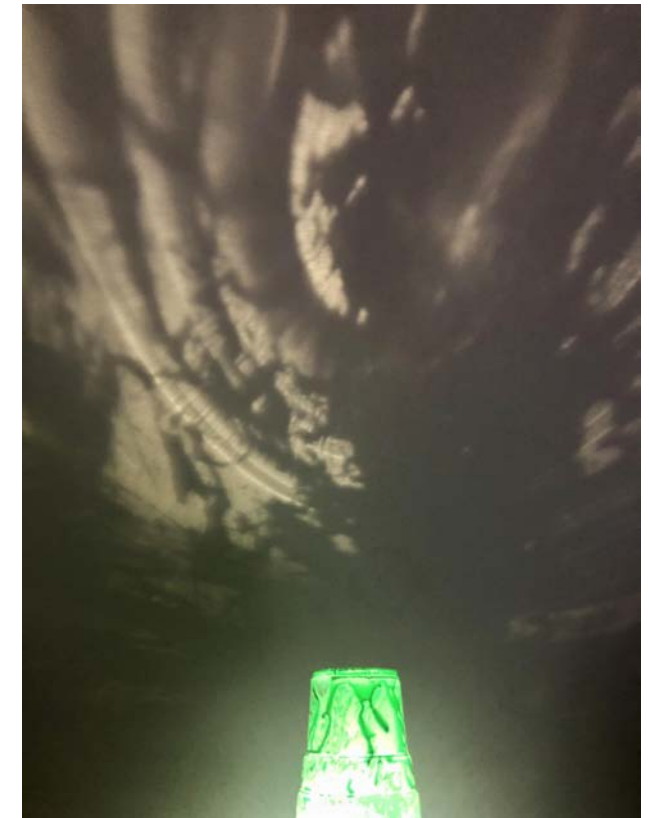
Task Two: Mark making with cup (related to movement)

Teacher Activity

- Lay large sheet on ground
- Pour different paints into small bowls
- Give each student a cup and a pair of gloves
- Ask student to take out/provide students with found materials
- Demo of student activity

Student activity

- Dip their found materials into the paint and make sure fully coated
- Transfer the coated items into the cups
- Tape paper to the top of the cups and shake
- Remove items (keep items on page to the side)
- Shine light through the cups to show the shapes created, Draw around shapes created



Differentiation:

- Fill the cups with provided items such as pasta, rice, kernels, or their own found items
- Tape paper over top of cup
- Shake the cups to create sounds
- Which sounds remind them most of the sounds in the park such as the water, the wind, and animals

	<p>Conclusion: Clean up. Discuss shapes created throughout the lesson. Ask students to identify their favourite work. Add to the memory board.</p> <p>Follow on Lesson: Next lesson we'll be using balls to create a large marked board.</p>
<p>Evaluation and Assessment Procedures:</p> <p>Success Criteria and Assessment Method</p>	<p>Success Criteria</p> <p>Assessment methods/tools: Questioning and Observing</p> <p>Did the students use their collagraph to make a print?</p> <p>Did the students understand the relationship of an object's shape/form and its print?</p> <p>Did the students create a mark making cup?</p>

<p>Lesson No. 4/8 [Jack]</p> <p>Date: TBD</p> <p>Lesson type: Flexible to change</p> <p>Time: TBD</p> <p>Stage: Mark Making with ball</p>	<p>Teaching & Learning Content</p>	<p>Learning Intentions</p>
	<p>AEDP: Line, Shape, Colour, Texture, Space, Movement</p> <p>Theme: Connections</p> <p>Support Study: Karina Smigla Bobinska, Rebecca Horn</p> <p>Health & Safety(H&S): PPE, frequent hand washing, ensure materials are sanitised, safe environment for students, wheelchair access, glue use supervised.</p> <p>Cross Curricular(CC): Working across multiple PLUs</p> <p>Process: Experimental class focusing on Mark Making to create a communal piece which will become the base of the installation. The ability to isolate shapes and colour within the mark making is the key outcome.</p> <p>Ritual Task: Using shadows to create and identify shape.</p>	<p>At the end of this lesson, students should be able to...</p> <ul style="list-style-type: none"> ● Create marks using found materials inside a number of different containers. ● Contribute to a communal piece using mark making. ● Demonstrate the ability to cooperate/work alongside their peers. ● Isolate shapes and patterns from their mark making. ● Understand the relationship between shape and mark making.

Teaching methods
and student learning
activities:
including
Resources (SS, VA etc)
Differentiation
Evaluation

Entry System: Greet students, review the previous class and revisit the memory board, specifically reminding them of shapes they found in previous work.

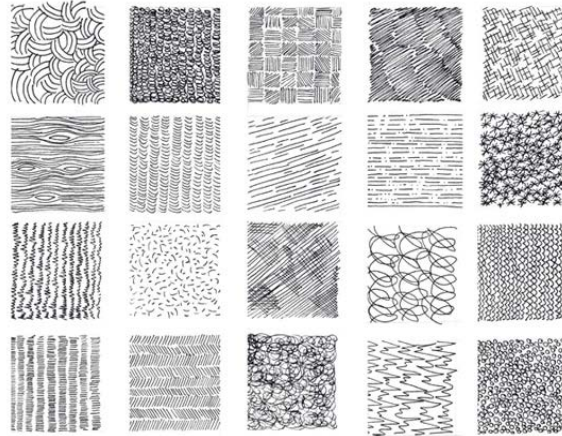
Introduce idea of loose mark making.

On board: Variety of marks

Key Words: Marks, Shapes, Colour, Movement, Loose, Random

Materials: Found

Items(leaves, twigs, grass),
Paint, Balls (variety of sizes),
Pre-Painted Boards, Acetate,
Sellotape, Scissors, Gloves,
Plastic Sheet, Aprons, Basin,



Support Study: Karina Smigla-Bobinska, Rebecca Horn



Task One: Create Mark Making Ball

Teacher Activity:

- Supply students with a variety of balls
- Set up table with found objects and tape
- Give demonstration of how to create ball
- Assist students throughout process

Student Activity:

- Choose a ball and a collection of found materials
- Decide a pattern which will create an interesting mark
- Tape items to the ball to create the mark making tool (get assistance if needed)
- Dip ball in paint and shake around in a closed box to see the marks it makes



Task Two: Mark Making with Balls

Teacher Activity

- Lay large pre-painted board on floor, with plastic sheet underneath
- Surround the board with cardboard and/or acetate
- Alternatively, students can work on a smaller individual board
- Prepare several bowls of paint
- Remove surroundings at the end

Student Activity:

- Take turns dipping their ball into the paint
- Take turns throwing the ball across the board, passing to a student on the other side
- Continue process until board is covered in a variety of marks
- Same process for individual board



Task 3: Isolating Shapes and Patterns in the Mark Making

Teacher Activity

- Take pictures of the board and give each student a print out
- Provide students with acetate/clear plastic
- Prepare several bowls of paint and paintbrushes
- Demo of student activity

Student Activity:

- Place acetate onto a portion of the print out the student likes and tape in place
- Using a paintbrush and paint, identify shapes or patterns in the marks
- Alternatively, or as well, isolate a chosen colour
- When dry cut the acetate into shapes



Ritual Task: Playing with Shadows

Teacher Activity

- Fill basin with water
- Set up basin under light source

Student Activity:

- Place found objects on the water
- Observe shadows created

Teacher Activity

- Stand found object up on a page using tape
- Place near strong light source

Student Activity:

- Observe shadows created
- Trace around shadow



	<p>Conclusion: Clean up. Review connection between mark making and shapes. Ask students to identify their favourite work. Add work to the memory board.</p> <p>Follow on Lesson: Next lesson we'll be using shapes to create a painted board.</p>
<p>Evaluation and Assessment Procedures:</p> <p>Success Criteria and Assessment Method</p>	<p>Success Criteria</p> <p>Assessment methods/tools: Questioning and Observation</p> <p>Did the students create marks using found materials?.</p> <p>Did the students contribute to a communal piece using mark making?</p> <p>Did the students demonstrate the ability to cooperate/work alongside their peers?</p> <p>Did the students isolate shapes and patterns from their mark making?</p> <p>Did the students understand the relationship between shape and mark making.?</p>

<p>Lesson No. 5/8 [Naomi B.]</p> <p>Date: TBD</p> <p>Lesson type: Flexible to change</p> <p>Time: TBD</p> <p>Stage: Mark making on a larger scale (on the boards and acetates)</p>	<p>Teaching & Learning Content</p> <p>AEDP: Shape, Colour, Pattern and Line</p> <p>Process: Introducing the basics of colour theory and mixing to students and applying this knowledge to their painted boards</p> <p>Teacher Activity: Guide the students through a basic introduction of the colour theory. Show the students how to apply this knowledge in their painting/mark making on either the collaborative board or individual boards</p> <p>Theme: Connections</p> <p>Health & Safety(H&S): PPE, frequent hand washing, ensure materials are sanitised, ensure all hazardous materials are pre-cut/handled by teachers, safe environment for students</p> <p>Cross Curricular(CC): Working across multiple PLUs</p>	<p>Learning Intentions</p> <p>At the end of this lesson, students should be able to...</p> <ul style="list-style-type: none"> ● Identify primary/secondary colours from the boards ● Understand basic colour theory (and terminology, such as primary, secondary, etc:) ● Use shapes identified from their trip to the park for their mark making ● Understand the process of mark making on a larger scale, using colours and shapes ● Layer colours and experiment with colour theory/mixing and different grounds for their mark making
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**Teaching methods
and student learning
activities:
including
Resources (SS, VA etc)
Differentiation
Evaluation**

Entry System: Greet students, Get feedback and review lesson 4 (last lesson), outline learning objectives and today's tasks.

On board: Shapes from their trip to the park, and some color wheels and definitions (see images to the right) and a variety of layered marks,

Support studies: Des Kenny, James Kirwan and Henri Matisse

Key Words: Primary, Secondary, Complementary, Pattern, Regular, Irregular

Classroom setup: Protective covering for floors and tables, tables, aprons, premixed paints, preprepared individual/collaborative boards, precut shapes, easels.

Materials:

- Prepainted Plywood Boards,
- Pre-cut shapes from cardboard/foam sheets
- Preprepared/premixed Paints and Inks with PVA
- Preprepared paints and pouring medium for paint swiping
- Canvas for paint swiping
- Paint Brushes/Sponges
- Containers for paints and water and ziploc bags
- Gloves, Aprons, Protective covering for tables

Support Study: Des Kenny, James Kirwan and Henri Matisse

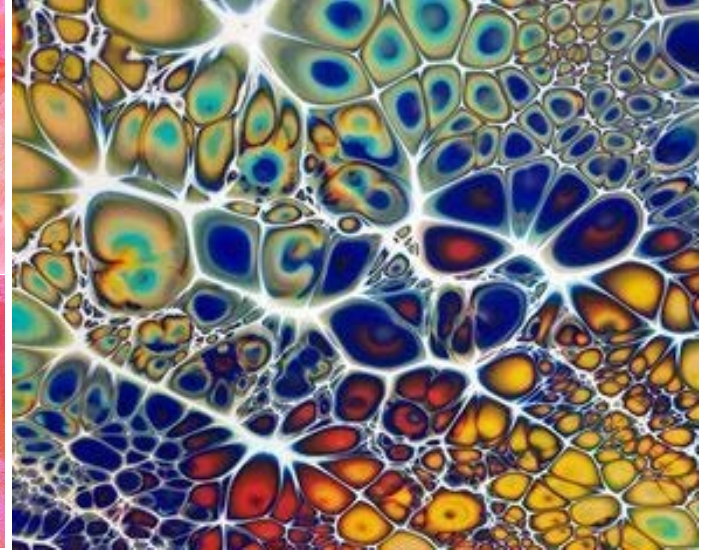




Henri Matisse collages from wheelchair



Visual Aid: Images of the Colour Wheel and Support Study Artists, Des Kenny, James Kirwin and Henri Matisse
 Small examples of painted boards with different colour schemes/marks/layers of colour
 For Ritual Task: Show examples of Paint Swiping



Classroom Setup (Revised): Have this prepped before the class begins!

- Add pictures of the colour wheel, support studies artists and write definitions on the memory board
- Have different tables or stations arranged in the classroom
- Protect the floor and tables with a covering and arrange a large space for the pre prepped collaborative board
- Place gloves, aprons and masks at one station
- Place the selection of pre cut stencils (from shapes the students identified from their



school trip) and the smaller pre prepped individual boards at a second station

- At the third station, place the premixed paints and inks, paintbrushes, sponges and other mark making tools (such as bamboo or found sticks) and cups to contain the inks, paints and water, and ziploc bags for colour mixing

Body of Lesson:

Task One: Create Colour Wheel From Objects

Teacher Guided Activity:

- Ask students to find objects of different colours from the classroom/school to make a colour wheel out of these found objects.

Student Activity:

- Will use their surroundings to find different coloured objects and arrange in a colour wheel.

Task Two:

Teacher Guided Activity:

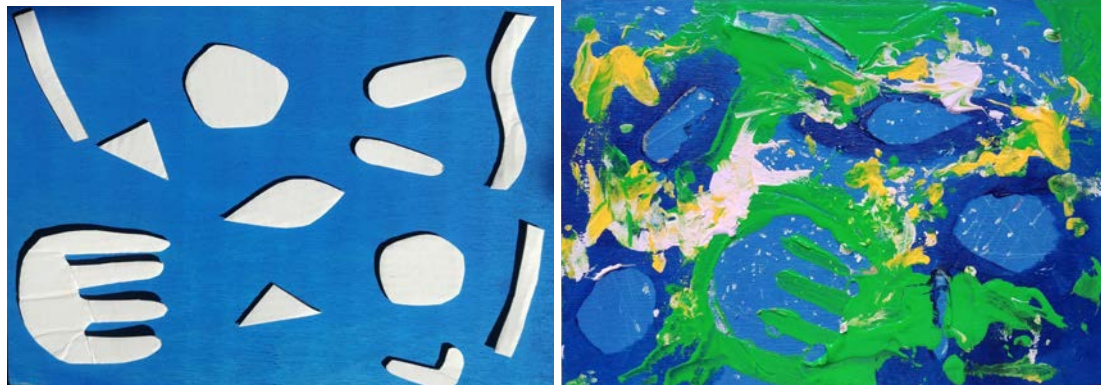
- Introduce colour theory/mixing
- Ask students to call out their favourite colours, and place the colours in a ziploc bag (one bag per student)
- Demo some colour mixing with paint in ziploc bags

Student Guided Activity:

- Tell teachers what their favourite colours are
- Mixing colours contained in ziploc bags with their hands

Task Three:**Teacher Activity:**

- Ask the students to pick 5 shapes and to stand around the big collaborative board
- Instruct them to throw the shapes onto the board

**Differentiation:**

- Individual Painting: Ask these students to pick smaller shapes so they can fit them on their smaller boards, or that they don't need to and can go ahead painting abstract shapes from the memory board

Student Activity:

- Students will pick up to 5 shapes and throw them onto the big board

Task Four: Sticking shapes on the board and assembling the materials**Teacher Activity:**

- After the students threw their shapes onto the board, ask them to go and gather their materials (gloves, aprons, paints, mark making tools of their choice)
- With the help of one other student teacher, secure the shape stencils onto the board, and the third teacher will supervise the students as they assemble their materials.

Differentiation

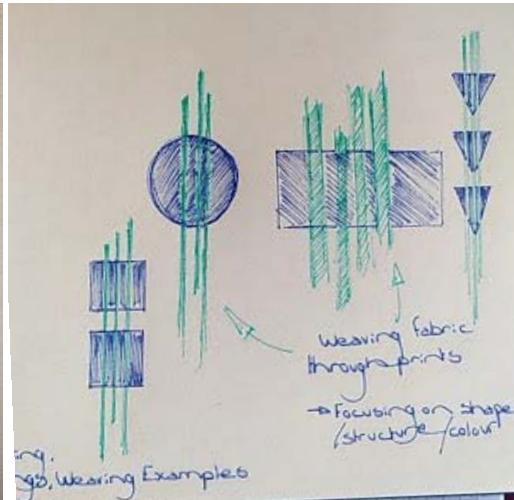
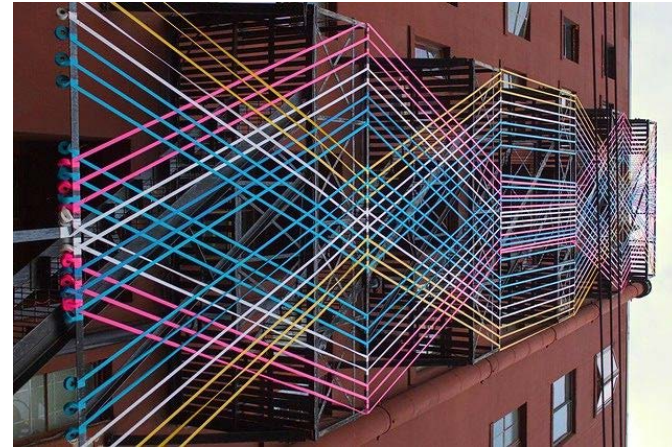
	<p>Check on the students who want to work individually, and help them set up their spaces (putting their boards on easels etc;)</p> <p>Student Activity:</p> <ul style="list-style-type: none"> ● Gather their materials with the help of a supervising adult, and maybe even help the teachers sticking the stencils on the board. <p>Task Five:</p> <p>Teacher Activity:</p> <ul style="list-style-type: none"> ● Supervise the students as they experiment and play with painting and mark making individually or collaboratively on the big board <p>Student Activity:</p> <ul style="list-style-type: none"> ● Painting on either the big board, individual boards. (using sponges, paintbrushes, dripping paints, finger paint/hand paint wearing gloves) <p>Ritual Tasks: Paint Swiping</p> <p>Conclusion:</p> <ul style="list-style-type: none"> ● Leave Half an Hour for the Clean up ● After the cleanup, ask the students for feedback (what did they like, what they didn't like, why they chose the shapes they did, what did the shapes/colours remind them of?) ● Do a quick review on the colour theory (what are the primary/secondary colours, give me examples of complementary colours) <p>Exit Strategy: Congratulate the students on their work today, say goodbye, gather our belongings, leave the school!</p> <p>Follow on Lesson: Weaving through pre cut acetate shapes</p>
<p>Evaluation and Assessment Procedures:</p> <p>Success Criteria and Assessment Method</p>	<ul style="list-style-type: none"> ● Evaluation (Teacher led/Peer/Group) ● Teacher Observation ● Questioning /feedback <ul style="list-style-type: none"> ➔ Do students understand colour theory? Do they know the primary/secondary colours? Do they understand what a complementary colour is? Give examples? ➔ Do they have a basic understanding of colour mixing? What colour does red and blue make? red and yellow? yellow and blue? white and ___? ➔ Describe and talk about their work? Did they like the exercise? Why didn't they like the exercise? ➔ Can they connect the process of seeing shapes and translating them in their mark making?

<p>Lesson No. 6/8 [Naomi]</p> <p>Date: TBD</p> <p>Lesson type: Flexible to change</p> <p>Time: TBD</p> <p>Stage:</p>	<p>Teaching & Learning Content</p> <p>AEDP: Shape, Colour, Line, Harmony</p> <p>Process: Weaving materials through the previously painted acetate.</p> <p>Ritual tasks: make pom poms</p> <p>Theme: Connections and</p>	<p>Learning Intentions</p> <p>At the end of this lesson, students should be able to...</p> <ul style="list-style-type: none"> ● Understand and apply some weaving techniques and terminology ● Create a small weaving samples for themselves to keep ● Create a "stream" of mixed media weaving, using ribbon to weave through pre cut coloured acetates
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Support Studies: Francis Kéré and the Lee Building Ribbons
Health and Safety: PPE, frequent hand washing, ensure materials are sanitised, safe environment for student, try maintain social distancing practices
Cross Curricular: Working across multiple PLUs

Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation

Support Studies: Francis Kéré and the Lee Building Ribbons



Keywords: Loom, Warp, Weft:

	<ul style="list-style-type: none"> ● Loom: A loom is the structure that you use to give your weave support and tension as you work ● Warp thread: This is the thread that is strung over the loom vertically, and holds the tension while you weave. ● Weft thread: This is the thread that you weave between the warp threads, creating your patterns and structure in the weave <p>Body of Lesson:</p> <p>Task One: Weaving Demo</p> <p>Teacher Guided Activity:</p> <ul style="list-style-type: none"> ● Demo how to weave on a smaller scale using traditional materials (yarn and a loom made from the tops of plastic cups) ● After giving the students time to make these small samples of weaving for themselves, move on to mixed media weaving: weaving through acetate shapes using ribbon or cord ● Gather the acetate weavings for assembling the installation mobile! <p>Student Activity:</p> <ul style="list-style-type: none"> ● Make small weaving samples using traditional materials alongside the teachers guidance ● Scaffolding Lesson task: Weave using unconventional materials: acetate and ribbons for the installation mobile <p>Differentiation:</p> <ul style="list-style-type: none"> ● If acetate is too difficult, weaving using softer materials, such as using coffee cups or sellotape rings <p>Ritual tasks:</p> <ul style="list-style-type: none"> ● Make pom poms <p>Conclusion: Leave time for a clean up, and lesson review. Ask for definitions and feedback.</p>
<p>Evaluation and Assessment Procedures:</p> <p>Success Criteria and Assessment Method</p>	<p>What is a loom?</p> <p>What is a warp/weft?</p> <p>How did you find weaving? Was it enjoyable? Was there anything you didn't like?</p>

<p>Lesson No. 7/8</p> <p>Date: TBD</p> <p>Lesson type: Flexible to change</p> <p>Time: TBD</p>	<p>Teaching & Learning Content</p>	<p>Learning Intentions</p>
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Stage: Curating and assembling mobile, finish the murals (on board)

AEDP: Composition, balance, colour, shape, movement, space.

Process

Cut out and arrange parts for the mobile in collaboration with the group of students. Choose pieces for hanging, assemble the mobile and add any finishing touches. Finish the board paintings, and prep them for hanging.

Learning Layer/s: (Theme, CC links, SS, H&S)

Weaving/finishing boards/mobile assembly

At the end of this lesson, students should be able to...

- Collect all items that were painted/printed on and cut them up as required (help from teacher)
- Assemble/layout the pieces of the mobile
- Communicate with teachers and peers where they want pieces of the mobile to go.
- Work on finishing their personal painted board
- Contribute to the completion of the collaborative painting/printed board

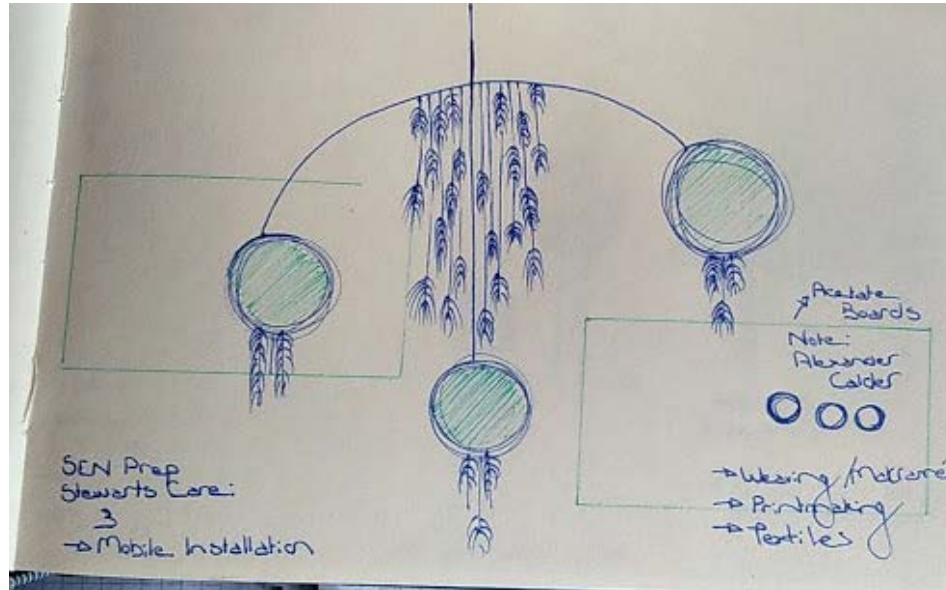
Teaching methods
and student learning
activities:
including
Resources (SS, VA etc)
Differentiation
Evaluation


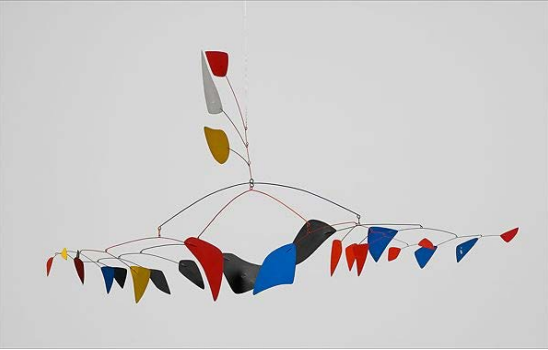
Support Study:



Alexander Calder, Des Kenny

Visual Aid:



<p>Lesson No. 8/8[jack] Date: TBD Lesson type: Flexible to change Time: TBD Stage: Last lesson, party, launch</p>	<p>Teaching & Learning Content</p> <p>AEDP: Space, Scale, Balance, Structure, Unity Theme: Connection and Support Study: Alexander Calder, Des kenny Health & Safety(H&S): PPE, frequent hand washing, ensure materials are sanitised, safe environment for students, wheelchair access, only teachers using dangerous tools such as hammer and nails, glue use supervised Cross Curricular(CC): Working across multiple PLUs Process: 'Finale' class comprised of reviewing all the work done over the lessons, installing the final piece, and celebrating the success.</p>	<p>Learning Intentions</p> <p>At the end of this lesson, students should be able to...</p> <ul style="list-style-type: none"> ● See their work displayed proudly on the mobile ● See the development of their work through the memory board ● Understand how they got from the first week to the final week ● Celebrate and recognise the success of their work from the last few lessons ● Understand how separate work can come together to form one piece
<p>Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation</p>	<p>Key Words: Communal, Installation, Mobile, Celebrate, Balance, Hang, Present, Pride Materials: Work from Previous Lessons, Wire, Hammer and Nails(not for students), Glue, Fabric, Sweets and Drink(for party) Support Study: Alexander Calder, Des Kenny</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Visual Aid:</p>	



Body of Lesson:

- Boards are installed into the space, mounted on the wall, or free standing in a semicircle, depending on the school's wishes
- Mobile is safely and securely mounted
- Students are encouraged to interact with the installation and enjoy the space
- Students look at memory board and a discussion is had about each stage and step towards the final project
- Students should discuss how they got from lesson 1 to the final project
- Sweets and drinks will be taken out and we will celebrate the success and achievement of the students hard work

Conclusion: Referencing the memory board, reflect on all the hard work the students have done and thank them for their participation.

Evaluation and Assessment Procedures:
Success Criteria and Assessment Method

Success Criteria

Assessment methods/tools: Questioning and Observation

- Did the students see their work displayed proudly on the mobile?
- Did the students see the development of their work through the memory board?
- Did the students understand how they got from the first week to the final week?
- Did the students celebrate and recognise the success of their work from the last few lessons?
- Did the students understand how separate work can come together to form one piece?

