

Class Name:

Year group: 2nd years

Class Profile: 22 students, mixed ability

1x asd student in learning support,

3x students regularly missing from lessons,

4x students with aggressive behaviour (have been violent in class),

4x students very talented,

2x students with ADHD,

5x students with personal issues

Theme: The surface beneath

Scenario: starting with a primary source

Aim of Unit of Learning

To explore texture, form and colour by replicating creatures on the seafloor with clay processes in the form of a functional sculptural vessel following the theme 'The Surface Beneath'.

Learning outcomes for scheme/unit of learning:

Critical and Visual Language

- 1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge

Drawing

- 1.6 use drawings to communicate their personal outlook or understanding
- 2.4 show they can use their drawings to observe, record and analyse

Visual Culture and Appreciation

- 1.8 discuss examples of historical and contemporary visual art

Art Elements and Design Principles (AEDP)

- 2.12 justify the choice of art elements and design principles in their own or others' craftwork.

Media

- 2.14 use media to create craftwork

Learning Layers

Learning about animals and creatures at the bottom of the sea.

Navigating with Google Earth.

Therapeutic properties with clay modelling. .

Cross Curricular Links

Science - Biology, animal's and creature's skin/scales/spikes/ coral reef textures and forms

SPHE - self reflection and evaluation

Literacy & Numeracy/Oracy

Key Skills/ Statements of Learning

Managing myself

- making considered decisions
- being able to reflect on my own learning

Staying well

- being safe (health and safety)

Communicating

- Listening and expressing myself

(L) AEDP:

- Texture (visual and tactile) words to describe texture (bumpy, smooth, rough, fluffy, soft, wet etc.)
- Form (geometric and organic, 2D and 3D)
- Shape (geometric and organic)
- (youtube clips on AEDP if there is time)

Clay language

- Different types of clay (ceramics, earthenware, stoneware, porcelain, air dry)
- Processes (score, slip, wet, leather hard, bone dry, glaze)
- Tools (kiln, cone, loop tool, kidney)

(O) Discussion in class (cold calling, answering questions, giving opinions on historical and contemporary artworks)

(N) Measuring, designing vessel and potentially a template for vessel

Wellbeing

Appreciation of nature and connection with sea life..

Therapeutic properties of working with clay and moulding forms with hands.

'Play' lesson in first class to make marks in clay and take rubbings.

Art History

History of working with Clay (ancient china)

Ancient pottery and ceramics (ancient china, ancient Egypt, animal forms)

Contemporary culture.

(SS) Contemporary artists of today who work with texture (visual and tactile), form (geometric, organic, 2D and 3D) and clay (detailed textures, interesting forms)

Being creative

- exploring options and alternatives

Working with others

- learning with others

Managing information and thinking

- Gathering, recording, organising, and evaluating information and data

SEN/AEN (Inclusive practice /Differentiation)

Strategies/resources for students with SEN/AEN

Identify sensory/literacy issues and resource appropriately

Differentiation for the high achiever through interesting extension tasks and peer learning opportunities

- Option for students who really want to push themselves to make templates or use wire for their clay forms.
- A large amount of time for students who might take their time/miss days.
- Option for students who want to make something less detailed to focus on the form of vessel.

Managing Behaviours: Areas needs support/ strengths/Strategies

Identify issues - establish strategy to manage behavioral issues

Management of learning environment

Reward, affirm positive behavior

- Acknowledging and thanking students for participation and engagement in discussion.
- Encouragement towards children when experimenting to TRY and just keep testing.
- journals on desks at the start of class (note in journal if student is shouting out, misbehaving or has not brought materials)
- Misuse of ipads (take ipad from student)

<ul style="list-style-type: none"> - 4x students with personal issues and need attention. These students have a bad behavioural record and are often aggressive. Extra support for these students (positive reinforcement and extra encouragement) - 10x students who need extra help: handouts, checklists and video tutorials for these students - start whole class off with work first then check on students who need assistance individually 	<p>covid protocols</p> <ul style="list-style-type: none"> - Do not let students wash clay down the sink. - Bins at the end of each row of tables for students to approach one by one.# - Acknowledging and thanking students for participation and engagement in discussion. - Encouragement towards children when experimenting to TRY and just keep testing. - No congregating (Covid) - Masks on (covid) - Each student has a personal pack with tools. No sharing or borrowing (covid) - students must stay at their desks
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Lesson No. 1/10	Teaching & Learning Content	Learning Intentions
<p>Date: 13th April Lesson type: (S) Time: 60 mins Stage: Explore</p>	<p>AEDP: Texture (visual and tactile), line (drawing textures), shape (drawing textures with shapes)</p> <p>Artistic process/es: Drawing, Printing etc.</p> <ul style="list-style-type: none"> - Drawing: drawing directional lines to show fur, shapes to show lumps/spikes and tone to show form - rubbings: taking rubbings of objects(fruit net, plastic coin)experiment with different colours - Clay sculpting: scratching, pressing, compressing, dragging, rolling <p>Learning Layer/s (LL): Theme The surface beneath cross curricular links (CC) English - adjectives of different textures and how they feel to touch. Geography - learning how clay is formed</p> <p>Support studies (SS)</p> <ul style="list-style-type: none"> ● Olek (Soft texture) ● Koike Shôko (rough, bumpy texture) ● Albrecht Durer (visual coloured texture) ● Chuck close (visual B&W texture) ● Jeff Koons (tactile smooth texture) ● Judy Tadman (tactile rough texture) <p>Health & Safety (H&S) (as appropriate and if NEW)</p> <ul style="list-style-type: none"> - Silica dust: keep areas clean and frequently wiped to avoid build up of silica dust. 	<p>At the end of the lesson learners should be able to ...</p> <p>cognitive</p> <ul style="list-style-type: none"> - To know key terms and language of clay. - To know a brief background of clay and the different types. - To understand what key terms in clay mean eg: coil. <p>affective</p> <ul style="list-style-type: none"> - To appreciate the difference between visual texture and tactile texture. <p>psychomotor</p> <ul style="list-style-type: none"> - To be able to create visual texture through drawing and tactile texture through manipulation of clay.

**Teaching methods
and student learning
activities:**

To include

Resources (SS, VA etc)

**Differentiation/Inclusive
practice**

Evaluation & Assessment.

Entry System:

- greet students, take roll

Introduction & Cognitive link up:

Give details of what the lesson will entail and what they should learn during it (Display Learning Intentions)- link to prior knowledge

- **(5 mins) (TA)** Give a brief introduction of the entire project step by step so students know from day 1 what we will be doing.
- show slide explaining what we will be making with clay.
- - stage 1: researching and exploring texture and form (exploration, rubbings, drawings, creating 2D & 3D texture and form)
- - stage 2: Primary research, virtual tour of google earth oceans, replicate textures and forms (research, drawings)
- - stage 3: Design a functional vessel without a lid inspired by a chosen creature's texture and form. (option for templates)
- - stage 4: Develop and construct your vessel.
- - stage 5: Present a finished piece, evaluate, artist statement.
- ask are there any questions

- **(TA)** Show slide with learning intentions of today's lesson
- ask are there any questions

Body of the Lesson:

(10 mins) Presentation

- **(TA) (VA)(L)** Give introduction to clay with key terms in slides and hold up tools/ visual aids of handmade clay pots.
- Give a brief history of clay, where it comes from and the different types of clay. explain that we will be using air dry clay that will not be fired in a kiln or glazed.
- **(VA)(L)** show slide with clay terms and visual aid examples of techniques/ stages.
- **clay :** <https://drive.google.com/drive/u/1/folders/1e5kiGTAP2sVS7pzNXG2VnHU2fqNB2ePP>
- **Finished piece:** https://drive.google.com/drive/u/1/folders/19UsoUOBp7XVTBinzYI_g6Mz4Qyc6YjZ-
- **(L)** show slide with word bank and let students know that I have emailed it to them to practice the terms.
- **(SS) texture :** https://drive.google.com/drive/u/1/folders/1CogXgKaEb4k0_nPRRNjtkFvVdCrSnSIY
- show slide with two very different textured artworks to discuss differences
answers - left, Olek: soft, fuzzy, cosy - right, Koike shoko:lumpy, bumpy, hard, rough, smooth (in some places)
- **(VA)** Show slide explaining texture (visual and tactile)
- **Support studies:** https://drive.google.com/drive/u/1/folders/1z4Fjp7pGVTmNjaV4v8vwP_Xb2x8TSe5k
- ask are there any questions about texture

(5 mins) Mind-map group task

- **(L)(O)** collaborative mind map on white board different words to describe textures.
- **(CC)** Students give approx. 10 answers: Lumpy, soft, hard, rough etc.
- **(TA) Demo** choose 4x words from whiteboard and demonstrate how to draw (layered multiple directional lines for fur, tops of triangles for spikes, curved lines for lumpy, circles for bumpy) add tone for form (cross hatching)

(10 mins) Drawing task

- 3x examples with rubbings (plastic coins, fruit net, leaves)
- 3x examples of visual representations of texture
- **(TA) photograph artwork**

Evaluation & success criteria

- has the student drawn three different types of texture? line drawn texture (directional line for fur and multiple layers)
- Has the student taken three different rubbings? (showing that they were holding the pencil correctly)

	<p>-</p> <p>(15 mins) Textured mark making with clay</p> <ul style="list-style-type: none"> - (TA) Hand out golf ball sized amount of clay along with 1x plastic coin, 1x leaf and 1x piece of plastic fruit net - (AP) Demo show students how to gently roll clay out into a small slab - (VA) show visual aid of textured clay, scratching, pressing, dragging clay tools - roll fruit net over clay and show marks (talk about relief) - (SLA) Students play with adding texture to their piece of clay - (TA) photograph artwork <p>Evaluation & success criteria</p> <ul style="list-style-type: none"> - has the student made a wide range of textures made with different objects and processes (dragging, poking holes etc) <p>(5 mins) Tidy up + conclusion</p> <ul style="list-style-type: none"> - (TA) ask students to wipe down table surfaces and any tools used for making texture - leave textured clay tile on the table <p>Conclusion:</p> <p>Summary, questioning, recap & Homework</p> <ul style="list-style-type: none"> - While students are tidying up, congratulate them on work done today and set homework <p>Exit strategy:</p> <p>Give details of how you want the pupils to clean up, store their work and exit the room</p> <ul style="list-style-type: none"> - (TA) allow students to leave in single file
<p>Student Teacher personal reflection (see template)</p>	<p>What went well and Why (in light of learning intentions)?</p> <ul style="list-style-type: none"> - classroom management - 4 students in this class are extremely loud, aggressive and disruptive. I dealt with these students very well. I was assertive and did not let them get away with shouting across the class or not doing any work. I also focussed in on work that was done with positive reinforcement, congratulating those who worked hard as well. - students showed understanding of textures by answering questions and creating visual & tactile texture - Misbehaving students were silent as therapeutic elements of clay <p>Even better if (again in light of your learning intentions for the lesson).....</p> <ul style="list-style-type: none"> - My presentation failed, so I verbally went through what I had planned to show them. I would have liked to show the presentation. <p>Possible Areas for Discussion:</p> <ul style="list-style-type: none"> - Delivering the presentation with physical visual aids instead of relying on a powerpoint. - Further improvement and practice with classroom management. (Engage the students who are easily distracted with encouragement). <p>Professional Teaching skills and ability. (Communication, voice, terminology, personal qualities, pupil responses).</p>

- Pupils responded brilliantly in the lesson.
- I projected my voice as the room is large and full of students so everyone could hear me.
- I carried out clear demonstrations and showed students what I was doing.
- Students told me at the end of the lesson that they really enjoyed it.

Presentation of learning content. (Delivery of lesson, use of resources, visual aids, support studies).

- Introduction went well, clearly labelling each stage of the project verbally. Showing visual aids for texture, coil pot, pinch pot, interesting forms and finished piece.
- Demonstration was clear, holding up tools and clay each time (would have been better with visualiser) will be larger next lesson.
- Unfortunately, support studies could not be shown. I will try fit these in next week.

Effectiveness of planning. (Clarity of intentions, quality of learning content, presentation)

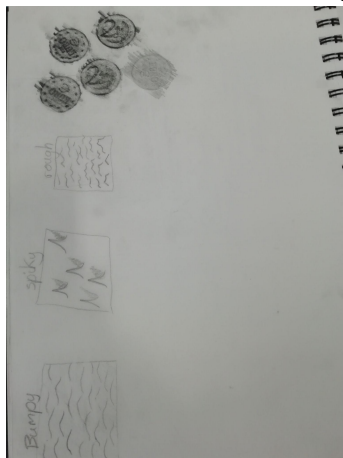
- My intentions with exploring texture were fulfilled.
- Clay terms were learned as students were using terminology by the end of the lesson.
- Stages of lesson that were planned were carried out in sequence.
- A fault in my planning was preparing for no presentation. (I improvised here and asked the students to create one final texture to dry and keep as a sample).

Assessment and evaluation of pupil's work in the class. (cross ref to images of the work)

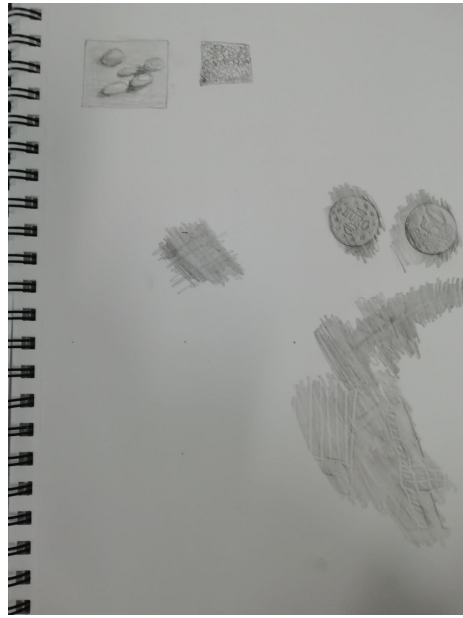
**Nonexistent - Poor - Fair - Good - Great
rubbings & visual texture:**



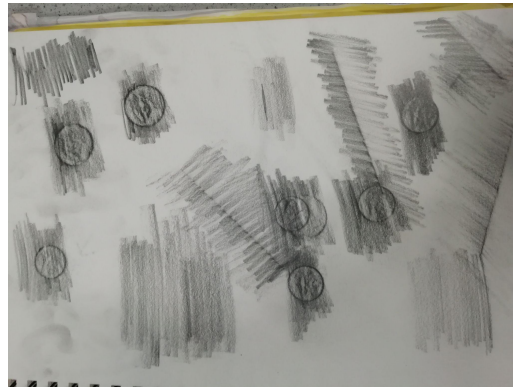
great-use of different colour added to well done rubbings



**great-rubbings clear and evidence of experimentation with
pressure**



good- evident student was holding the pencil correctly, student could have taken more rubbings



great-evidence of experimentation with rubbings

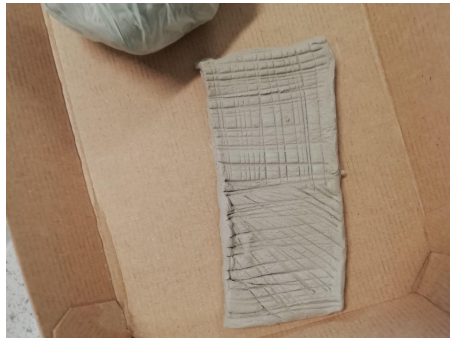
clay:



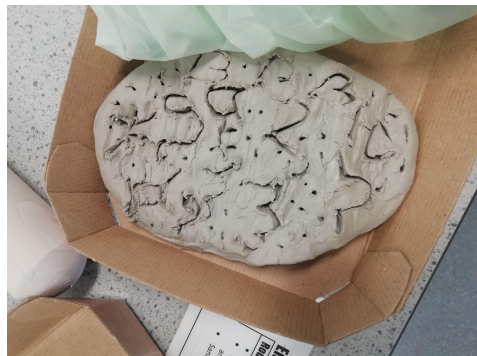
**great- student has demonstrated a variety of different textures using different tools
good- student has added texture but with only one tool**



Great- student has demonstrated pressing and dragging techniques to make repeated textures



good- student has made a marks in different directions using a dragging technique, more exploration advised



good- student has added texture but with only one tool, more exploration advised

Overall Recommendations:

- Have a back up plan in case presentation fails.
- Set up lesson in the class before/at break.
- Set up visualiser for each demonstration.
- Make sure to give attention to those who are doing the work and not focus all attention to those who are bold.

<p>Lesson No. 2/10 Date: 16th April Lesson type: (S) Time: 60 mins Stage: Explore</p>	<p>Teaching & Learning Content</p> <p>AEDP: form (drawing geometric and organic forms), shape (drawing geometric forms with shapes), line (drawing structure of forms), tone (adding depth to drawings of form)</p> <p>Artistic process/es: Drawing, Printing etc. Drawing (line, contour), shading</p> <p>Learning Layer/s (LL): Theme the surface beneath</p> <p>cross curricular links (CC) Maths - geometric shapes and forms</p> <p>Support studies (SS)</p> <ul style="list-style-type: none">● Escher (2D geometric form)● Edgar Mullen (2D organic form)● Antony Gormley (3D geometric form)● Wade Kavanagh and Stephen B. Nguyen (3D organic form) <p>Health & Safety (H&S) (as appropriate and if NEW)</p>	<p>Learning Intentions</p> <p>At the end of the lesson learners should be able to ...</p> <p>(Cog)</p> <ul style="list-style-type: none">- To know the two types of form, geometric and organic.- To understand the difference between shape and form. <p>(Psy)</p> <ul style="list-style-type: none">- To explore and prove how 3D organic form can be drawn in 2D with contour line- To be able to add tone to drawings to show depth <p>(Aff)</p> <ul style="list-style-type: none">- To feel certain about the different tones of a form when drawing (light, mid, core, shadow)
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**Teaching methods
and student learning
activities:**

**Visual Aids
&
Support Studies used
(if desired)**

Entry System:

- Allow students to enter one at a time
- Welcome all students
- Take roll

Introduction:

- **5 min (TA)** Show slide with learning intentions of today's lesson
- ask are there any questions

Body of the Lesson:

(15 mins) Presentation

- **(TA) (VA)(L)** Show slide explaining form (3D geometric and organic shapes)
- **(VA)(L)** have visual aid example of different geometric shapes (with names) and organic shapes
- **(L) form:** https://drive.google.com/drive/u/1/folders/1DvTAG0j2iiPICjojxlkC_V36zZ0n8Nw9
- show slide on 2D geometric and organic form
- show slide on 3D geometric and organic form
- **Support studies:** https://drive.google.com/drive/u/1/folders/1NZANa_a6X0jRQm_PDVTdT0McagIqxMf-
- **(VA)** Show slide on how to draw geometric forms
- **(VA)** Show slide on how to draw organic forms (contour lines)
- **tone:** https://drive.google.com/drive/u/1/folders/1mH6r4HTXv2NJeB2NKiGdaaEy_jokYRy4

(30) Drawing task

- **(TA)** ask students to write numbers 1-6 evenly spaced all down the page (take up whole page)
- **demo** teacher draws cube and cylinder on the board showing light source and shadow. (students have done tone, this will jog their memory)
- **15 mins (SLA)(VA)** Students must do 6x drawings of 3D objects (I will email a range of images to students for them to look at and choose to draw)
2x must be geometric forms (cuboid, sphere, cylinder, cone) (1x w/line and 1x w/tone)
- **(VA)** Ask students to refer to hand out on how to draw geometric cube
- **demo** teacher draws banana and apple using contour line technique
2x must be organic (digital still life) (1x w/line and 1x w/tone)
- **(TA)** tell students to take up space on the page
- **15 mins (SLA)** Students draw structures and lines for 10 mins and add tone for homework.
- **Differentiation:** hand out for students with needs
https://drive.google.com/drive/u/1/folders/1mH6r4HTXv2NJeB2NKiGdaaEy_jokYRy4

Drawing task prompts:

- **geometric forms:** <https://drive.google.com/drive/u/1/folders/1vDsMYkTS8H9ilQNvfiUxVvyQxL7uWJut>
- **organic forms:** <https://drive.google.com/drive/u/1/folders/1vDsMYkTS8H9ilQNvfiUxVvyQxL7uWJut>
- **(TA) photograph artwork**

Evaluation & success criteria

- has the student used both contour and cross contour line?
- Has the student drawn two geometric forms with tone?
- Has the student drawn two organic forms and used tone?
- has the student drawn objects that fill the page?

Conclusion:

- congratulate students on work done and let students with unfinished work that they may finish their drawings for homework

Exit strategy:

- (TA) allow students to leave in single file

**ST PERSONAL REFLECTION
(see template)**

What went well and Why (in light of learning intentions)?

I showed and presented my presentation well.

The visual aids and powerpoint really worked for me today, as well as my demonstrations on the board.

A last minute decision was to take the students outside to draw different organic and geometric forms using contour lines. This was lovely with sunshine and fresh air.

Even better if (again in light of your learning intentions for the lesson).....

I think I should have emphasised shape more in my demonstration. It seemed some students were unsure of what to do/how to draw the forms using only line.

Some students were reluctant to do the work. I feel I need to improve on my technique of approaching them and asking them to do the work.

Possible Areas for Discussion:

More clarity with Demos. Clear explanation of what we are doing, encouraging students to try new techniques.

Techniques with motivating students to continue and produce work.

Professional Teaching skills and ability. (Communication, voice, terminology, personal qualities, pupil responses).

I spoke clearly. I used the AEDP terminology.

I think I should have emphasised shape more with contour line drawings.

I think I should have described contour line drawings in more detail.

My voice was calm and steady.

I questioned the students on what we learned in the last class (evaluation).

Presentation of learning content. (Delivery of lesson, use of resources, visual aids, support studies).

My powerpoint was clear, although I found myself getting flustered and not going through what I had written down as much as I had hoped..

My visual aids and support studies described the techniques really well. The students liked the images I was showing.

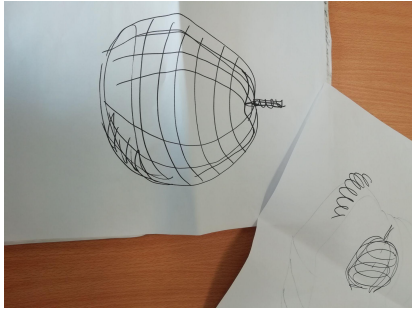
Effectiveness of planning. (Clarity of intentions, quality of learning content, presentation)

I had planned the class in stages, drawing a demonstration and allowing the students to try the technique. Finally allowing them to collect primary research using the technique.

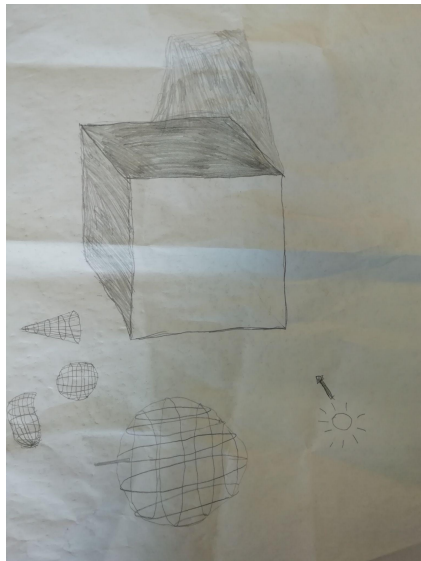
The students were revising line, shape, form and tone and they practiced all four.
I think I have successfully planned out stages of introduction and applying technique in this lesson.

Assessment and evaluation of pupil's work in the class. (cross ref to images of the work)

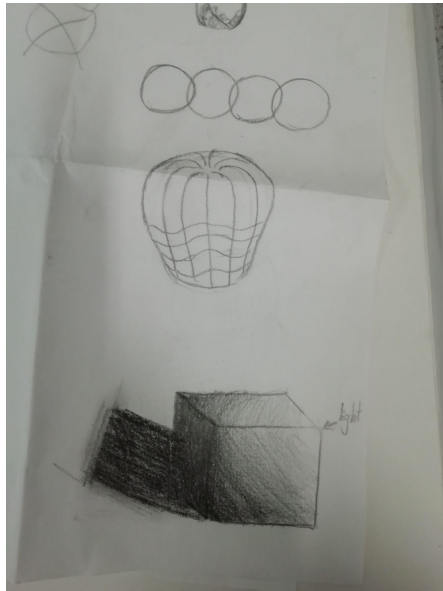
Nonexistent – Poor – Fair – Good – Great



fair - student shows understanding of the technique but drawings are simple

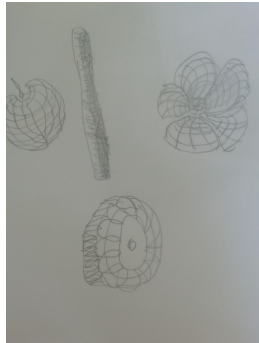


Great - student has demonstrated technique of recording form with geometric and organic forms. Student has also added tone.



great-good tonal drawing with light source, good

contour drawing



great-good use of contour line to show organic form observing outside.

Tone could be more explored

Overall Recommendations:

- Explain task as clearly as possible. Double check and ask does anyone have any questions.
- handout for different types of contour line

<p>Lesson type: (S) Time: 50 mins Stage: Research</p>	<p>AEDP: Form (organic) texture (smoothing surface of pots, scoring)</p> <p>Artistic process/es: Drawing, Printing etc. pinch, smooth, roll, attach clay</p> <p>Learning Layer/s (LL): Theme The surface beneath cross curricular links (CC) history (history of working with clay)</p> <p>Support studies (SS)</p> <ul style="list-style-type: none"> - (SS) Mary Rogers (porcelain pinch pot inspired by underneath octopus) - (SS) Amanda Bitetti (pinch pot with pinch marks left on for character) - (SS) Teresa Brooks (interesting geometric coil pot form) - (SS) Zhu Ohmo (interesting organic coil pot form) <p>Health & Safety (H&S) (as appropriate and if NEW)</p> <ul style="list-style-type: none"> - See lesson 1 for clay H&S 	<p>At the end of the lesson learners should be able to ...</p> <p>(Cog)</p> <ul style="list-style-type: none"> - To know the terms in clay that we will be using today (pinch, coil, slab) - To understand the techniques of pinching and coiling <p>(Aff)</p> <ul style="list-style-type: none"> - To differentiate between coiling and pinching techniques - To relate to those from ancient times and use traditional clay techniques <p>(Psy)</p> <ul style="list-style-type: none"> - To be able to create an organic 3D form out of clay (pinch + coil pots) - To be able to use smoothing techniques - To be able to attach clay together using scoring and slipping
<p>Teaching methods and student learning activities:</p> <p>Visual Aids & Support Studies used (if desired)</p>	<p>Entry System:</p> <ul style="list-style-type: none"> - Allow students to enter one at a time - Welcome all students - Take roll <p>Introduction:</p> <ul style="list-style-type: none"> - (TA) Show slide with learning intentions of today's lesson - ask are there any questions <p>Body of the Lesson: (10 mins)P resentation</p> <ul style="list-style-type: none"> - (TA) (VA) Show slide explaining history of pottery in ancient china - (VA)show slide with ancient egyptian pottery and video on technique - Visual aids:https://drive.google.com/drive/u/1/folders/1absaGpMiTlvwNhOu-5-5b9USplxvhOHB - video clip on ancient egyptian pottery technique: https://www.youtube.com/watch?v=B_1JafLWFLw&ab_channel=ghasler - Support studies: https://drive.google.com/drive/u/1/folders/1b_pSOIaDSEg7bXozSsM9EDN7xSHKCTLU - Remind students that Powerpoint is uploaded to microsoft teams if they wish to refer back to this <p>(35 mins) Create Pinch and Coil Pots</p> <ul style="list-style-type: none"> - (2 mins aprox.)(AP)(VA) show visual aid of pinch pot and coil pot. confirm this is what we will be making today - Demo show students how to make pinch pots (go slowly, bringing up clay around dominant hand with supporting hand twisting) - (TA) Hand out golf ball sized amount of clay. - 10 mins(SLA) Students create pinch pot 	

- **(2 mins aprox.)(AP)(VA)** show visual aid of coil pot. explain coils
- **Demo** show students how to make coil pots (have circle of slab ready, talk about scoring, add a few coils to pot)
- **(TA)** Hand out tennis ball sized amount of clay.
- **25 mins(SLA)** Students create coil pot
- **(TA)** teacher helps individuals who need it
- **NB** make sure students write their initials on the bottoms of their artworks
- **(TA) photograph artwork**

pinch pot Evaluation & success criteria

- student creates a balanced standing pinch pot
- student shows strong understanding of smoothing technique with little cracks on top

Coil pot Evaluation & Success Criteria

- student creates standing coil pot, connecting each coil in a different place each time
- experienced student creates standing coil pot with staircased coils
- students try smoothing coils and surface of clay vessel

(5 mins)Tidy up

- **(TA)** ask students to wipe down table surfaces and any tools used for making texture
- leave clay vessels on the table

Conclusion:

- congratulate students on work done, remind them that the powerpoint is on the teams if they wish to refer back to it

Exit strategy:

- **(TA)** allow students to leave in single file

**ST PERSONAL REFLECTION
(see template)**

What went well and Why (in light of learning intentions)?

- My classroom management is definitely improving. I developed strategies today that have aided my classroom management hugely.
- I used a visualiser to show demos on the board which really worked for me.
- I had pre-made visual aids that show the clay process very well
- Students were able to relate to history and talk about ancient egyption traditions that involved clay vessels

Even better if (again in light of your learning intentions for the lesson).....

- two students found it hard to keep up with coil pots. They refused to do the work I set for them. I think if I had stood over them they may have done the work
- I had hoped to show a video of ancient egyptian clay techniques but unfortunately it wouldn't work, I would have liked the students to see this video

Possible Areas for Discussion:

- maybe repeat steps so that those who are falling behind can catch up
- check in classroom to see if video will play

Professional Teaching skills and ability.

- Classroom management strategy - 'If your hand is not up, I can not hear you'

- classroom management - using journals to record behaviour

Presentation of learning content.

- history of clay pinch pots went really well
- support studies of pinch pots and coil pots went really well
- demonstrations worked really well on the visualiser

Effectiveness of planning.

- planning for each stage went really well
- sections of the lessons flowed into each other very successfully

Assessment and evaluation of pupil's work in the class. (cross ref to images of the work)

Nonexistent - Poor - Fair - Good - Great



good - student has created a successful pinch and coil pot and smoothed the outsides. More coils could have been added to the coil pot



fair - student produced pinch and coil pot. More care in the pinch pot to avoid cracks and smoothing on the coil pot.



great - student has created pinch and coil pot and pushed form with coil pot, more smoothing could have made the coil pot look finished



fair-coiling technique achieved, smoothing needed and smaller coils to balance pot

Overall Recommendations:

- give more attention to those who won't do the work, try to help them and show them how it's done
- prepare videos and check that they work before the lesson begins

Lesson No. 4/10 Date: 23rd April Lesson type: (S) Time: 50 mins Stage: Research	Teaching & Learning Content	Learning Intentions
	<p>AEDP: texture (visual), line (contour line drawing, blind contour drawing), shape (organic shapes in the sea) tone (shading forms) colour(optical mixing)</p> <p>Artistic process/es: Drawing, Printing etc.</p> <ul style="list-style-type: none"> - Drawing (blind drawing, line drawing, drawing textures, scribbling, drawing primary research from google earth, layering, mirroring, experimenting with scale, optical mixing) <p>Learning Layer/s (LL):</p> <ul style="list-style-type: none"> - navigating: locating areas using google earth <p>Theme: My local town</p> <p>cross curricular links (CC), geography-navigating oceans around the world</p> <p>Support studies (SS)</p> <ul style="list-style-type: none"> • liz y Ahmet (abstract scribble drawing) • Monet (colour, optical mixing) <p>Health & Safety (H&S) (as appropriate and if NEW)</p>	<p>At the end of the lesson learners should be able to ...</p> <p>(Cog)</p> <ul style="list-style-type: none"> - To know how to gather primary research by making quick line drawings and detailed sketches - To know various drawing techniques that may inspire a creative thought process - To understand the theme 'The surface beneath' and how forms and textures from the sea floor might influence a final result <p>(Aff)</p> <ul style="list-style-type: none"> - To present a wide range of experimental drawings - To identify different textures and forms found through pathways on a visual mindmap <p>(Psy)</p> <ul style="list-style-type: none"> - To be able to use media for primary research and make drawings of the oceans using google earth - To locate areas in Google Earth
<p>Teaching methods and student learning activities:</p> <p>Visual Aids & Support Studies used (if desired)</p>	<p>Entry System:</p> <ul style="list-style-type: none"> - greet students - Take roll <p>Introduction:</p> <ul style="list-style-type: none"> - (TA) Show slide with learning intentions of today's lesson - ask are there any questions <p>5 Mins Blind drawing Exercise(warmer)</p> <ul style="list-style-type: none"> - (TA) Make sure students have paper and pen/pencils ready - DEMO (VA) do quick demo of blind drawing on board while looking at left hand - explain the term blind drawing (drawing without looking) - explain to students that we do not lift our pens off the page and we really focus on looking at what we are drawing encourage quick drawings - (TA) as all students to try this exercise, allow a few minutes - (SLA) students carry out task 	

Success Criteria for blind drawing (drawing without looking at the page or taking pen off the paper)

- has the student filled the page?
- has the student used expressive lines? (not taking the line off the page)
- has the student attempted the drawing without looking? (continuous line to show shape with little resemblance to object)

Body of the Lesson:

(15 mins) Presentation

- **(TA QUESTIONING) slide 1:** 'Can you describe how this might feel?' (rough, smooth, bumpy, sharp)
- **(TA) (VA)(L)** Show slides on drawing techniques (blind drawing, layering, scribbling)
- **(SS)** show 2x artists who draw line and tone, pencil and pen
- **(SS)** show 3x artists who draw expressively (Liz y Ahmet, Paul Klee and david hockney)
- **Support studies:** <https://drive.google.com/drive/u/1/folders/1EfdLO9M7UiQP59kaMGoKKC3z3W6Mckfl>
- **(TA QUESTIONING)** 'can you describe the difference between these two artworks?' (one is purely line and of a woman, the other has tone and is of a landscape)

10 mins Drawing demonstration (group teaching)(google earth resource)

- **(TA) demo** show students google earth of coral reef in indian ocean
- **Material:** hand out tracing paper and printer paper a few sheets of each
- **Demo** Layering: show how I might layer line drawings over each other on the board/ on paper (possible different colours) (possibility of different angles)
- **Demo** Mirroring: introduce tracing paper and trace over line drawing, flipping tracing paper and tracing again to show mirroring technique
- **Demo** scale experimentation: invite students to draw image up close and far away, to layer the same image in different sized scale (reducing, increasing) try with textures too
- **(SLA)** students try techniques
- **Visual aids:** <https://drive.google.com/drive/u/1/folders/1w4a-R5J5jzgxEtoQgDFiAvUv0olyU1io>

20 mins Experimental Drawing Task

- **(TA)** allocate students to discover an area on google earth
- **(SLA)** allow students to make drawings of what they can find (fish, coral, textures, plants creatures)
- encourage all students to make at least one drawing with each technique and to record interesting textures
- Help any students who are stuck (can't find their area, lacking motivation, unable to grasp the idea of abstract drawing)
- **(TA) photograph artwork**

Success Criteria

- student is trying out all the techniques demonstrated
- student is showing expression (many lines), exaggerated scale and interesting textures
- student is filling the page

Conclusion:

- congratulate students on work done, remind them that the powerpoint is on the teams if they wish to refer back to it
- **homework:** mind map for final design of clay vessel
- Set homework: draw your mindmap for design for your finished piece

Homework Success Criteria

- Student produces different pathways of thought
- student adds visual representations of forms and textures along with adjectives

Exit strategy:

- **(TA)** allow students to leave in single file

ST PERSONAL REFLECTION
(see template)

what went well and why

- I had to threaten 4 students who were not doing work that I would phone home or leave a note in the VS Ware if they did not do the work (confidence and classroom management)
- the google earth resource worked really well
- mindmap task worked really well

even better if

- students took screenshots of google earth for drawings
- class was outside (difficult for classroom management)
- asked students to record colour while outside

Possible Areas for Discussion:

- maybe repeat steps so that those who are falling behind can catch up
- check in classroom to see if video will play

Professional Teaching skills and ability.

- Classroom management strategy - 'If your hand is not up, I can not hear you'
- classroom management - using journals to record behaviour
- need strategy for classroom management

Presentation of learning content.

- presentation worked really well, SS were appropriate
- demo was outside so difficult for everyone to see

Effectiveness of planning.

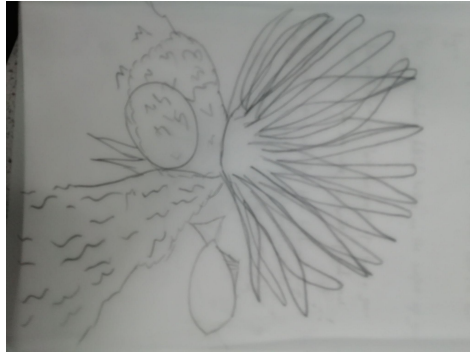
- planning was disrupted but presentation, demonstration and tasks were carried out

Assessment and evaluation of pupil's work in the class. (cross ref to images of the work)

Nonexistent – Poor – Fair – Good – Great

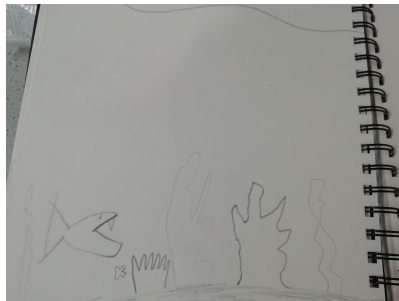


fair-recording of glimpse of colour under the sea (expressive), student could have been more specific and worked on shape as well with this, great start



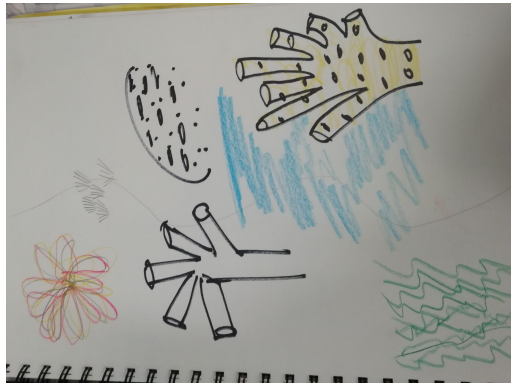
great-evidence of layering and mirroring with tracing

paper

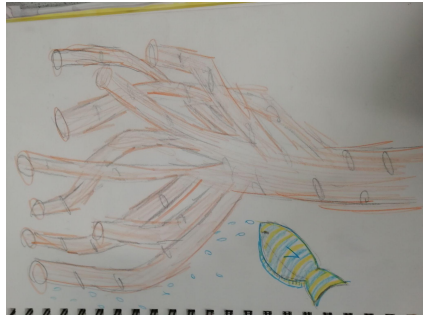


fair-simple drawing, more texture/colour/shape

experimentation needed

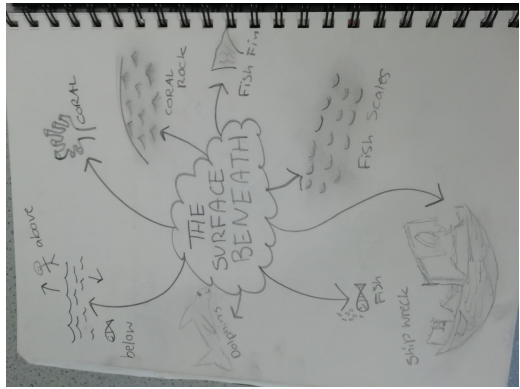


great-recording shape, colour and texture

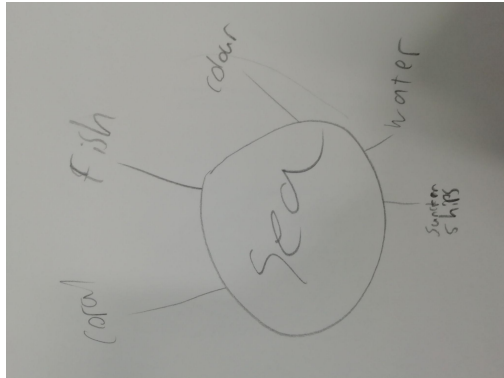


good-more drawings/experimentation needed

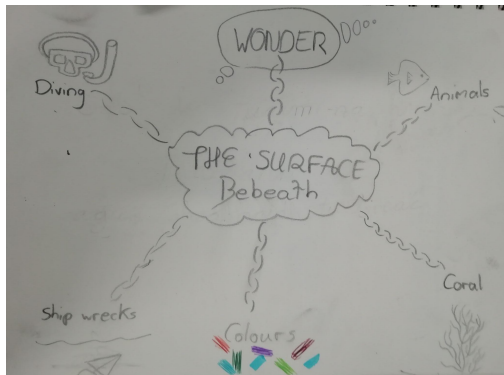
mindmap:



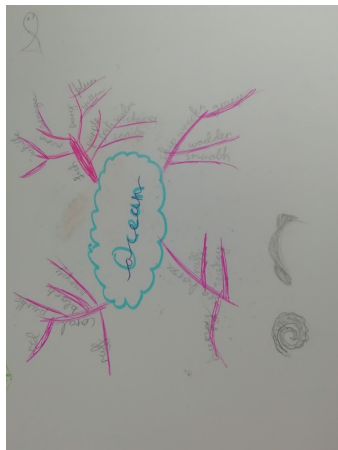
great-visuals added to mindmap, good examples/samples for AEDP, pathways could be explored more



fair-rough mind map, little pathways, no visuals



good-good visuals, different pathways, aedp could be incorporated and pathways could be explored more



great-pathways explored, more visual representations would have worked

Overall Recommendations:

- give more attention to those who won't do the work, try to help them and show them how it's done
- have a strategy in place that is realistic for classroom management and follow through

Lesson No. 5/10 Date: 27th April Lesson type: (S) Time: 50 mins Stage: Design	Teaching & Learning Content	Learning Intentions
	<p>AEDP: line (line drawing design of vessel), form (designing form of vessel) tone (Adding depth to vessel)</p> <p>Artistic process/es: Drawing, Printing etc. Drawing (contour line, colouring, annotating)</p> <p>Learning Layer/s (LL): Theme The surface beneath cross curricular links (CC)</p> <p>Support studies (SS)</p> <ul style="list-style-type: none"> ● Courtney Matterson (clay coral forms and textures) ● Angela Schwer (clay coral forms and textures) ● Judy Tavill (texture) ● Christopher Dresser (form) ● Merran Esson (form and texture) ● Olivia Walker (texture) <p>Health & Safety (H&S) (as appropriate and if NEW)</p>	<p>At the end of the lesson learners should be able to ...</p> <p>(COG)</p> <ul style="list-style-type: none"> - To know what is expected from their final piece in terms of dimensions and requirements - To know various works of different artists whose work relates the theme - To understand how the work of these artists relates to the theme <p>(AFF)</p> <ul style="list-style-type: none"> - To label and annotate drawings with required dimensions and success criteria <p>(PSY)</p> <ul style="list-style-type: none"> - To be able to design a vessel inspired by the texture and form of those under the sea - To be able to apply techniques learned in previous lessons to the design of their final piece

- No congregating (Covid)
- Masks on (covid)

Teaching methods and student learning activities:

Visual Aids & Support Studies used (if desired)

Entry System:

- greet students
- Take roll

Introduction:

- **(TA)** Show slide with learning intentions of today's lesson
- ask are there any questions

Body of the Lesson:

(15 mins) Presentation

- **(TA)** Explain to the class that in this lesson we will be designing our vessels using research that we gathered and drawing techniques that we tried in previous lessons
- Your final piece must be a balanced functional vessel that can hold liquid.
- You must include textured detail on the surface of your vessel.
- You must attach at least one piece of clay to your vessel relief (this can be a handle, or a lump, or a fin etc.)
- Your vessel must be at least 10cm in height and 5cm in width and at most 20cm in height and 15cm in width.
- You must add paint to your vessel inspired by colours that we find at the bottom of the sea

differentiation

- One to one feedback on designs.
- Option for absent students to research for 10 mins and create design during class/finish for homework.
- Get whole class working before tending to students with needs.
- recommend to every student to use coiling to build form

- **(SS)** Show slides with support studies of artists who work with forms and textures that we are looking at for inspiration

- **Support Studies:** https://drive.google.com/drive/u/1/folders/10uFEAbpDuSVwjuV_DJ-gK2c0kO_LG97H

- **(TA QUESTIONING)** 'Can you describe how this might feel?' (rough, smooth, bumpy, sharp)

35 mins Design Task

- **(TA)** encourage students to look at previously gathered research and to explore different drawings and designs in this class to figure out which one they will carry out
- **(SLA) (AP)** Allow students to begin designing their vessel
- Offer one to one feedback (if student is drawing an unrealistic vessel in terms of gravity, offer them a similar outcome or technique)
- **(TA) photograph artwork**

Success Criteria

- Has the student designed a realistic vessel in terms of balance and gravity?
- Has the student designed the vessel within the desired measurement?
- Has the student added forms, texture and colour to their design?

Conclusion:

- congratulate students on work done, remind them that the powerpoint is on the teams if they wish to refer back to it

Exit strategy:

- **(TA)** allow students to leave in single file

ST PERSONAL REFLECTION
(see template)

what went well and why

- I had to threaten 4 students who were not doing work that I would phone home or leave a note in the VS Ware if they did not do the work (confidence and classroom management)
- the google earth resource worked really well
- mindmap task worked really well

even better if

- students took screenshots of google earth for drawings
- class was outside (difficult for classroom management)
- asked students to record colour while outside

Possible Areas for Discussion:

- maybe repeat steps so that those who are falling behind can catch up
- check in classroom to see if video will play

Professional Teaching skills and ability.

- Classroom management strategy - 'If your hand is not up, I can not hear you'
- classroom management - using journals to record behaviour
- need strategy for classroom management

Presentation of learning content.

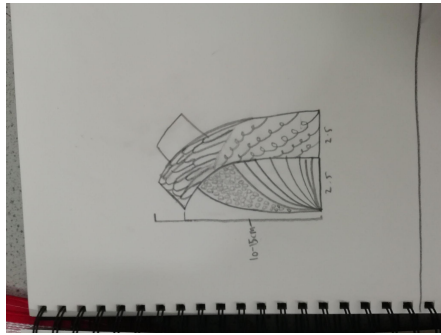
- presentation worked really well, SS were appropriate
- demo was outside so difficult for everyone to see

Effectiveness of planning.

- planning was disrupted but presentation, demonstration and tasks were carried out

Assessment and evaluation of pupil's work in the class. (cross ref to images of the work)

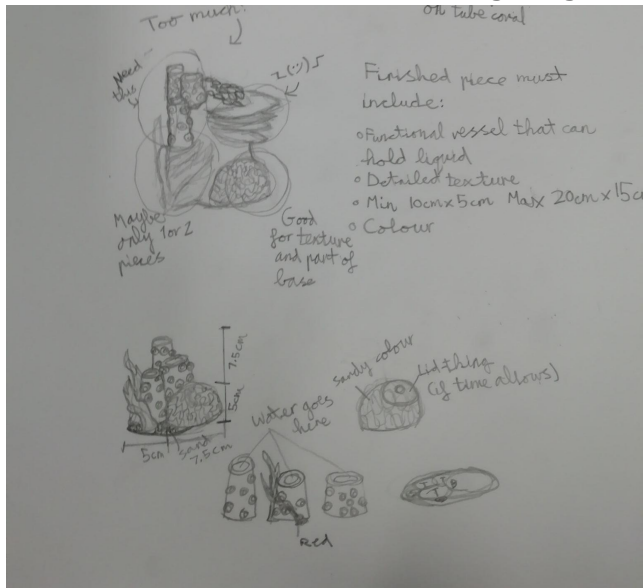
Nonexistent – Poor – Fair – Good – Great



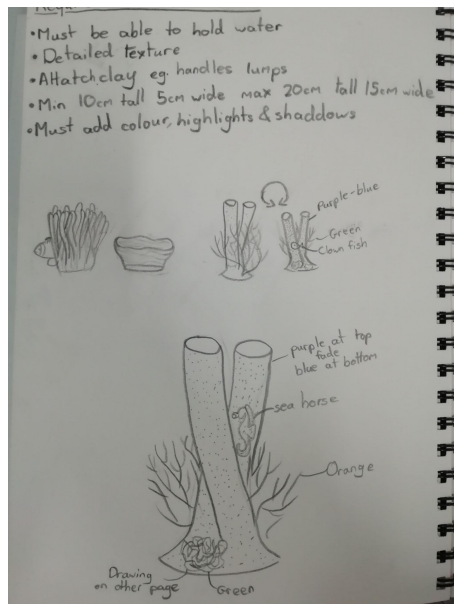
good-dimensions, texture, form great.....colour could be added



great-good, realistic design



great-precise detailed planning and design, could have been coloured in instead of annotated colour



great-designed texture, form and colour

Overall Recommendations:

- give more attention to those who won't do the work, try to help them and show them how it's done
- have a strategy in place that is realistic for classroom management and follow through

Lesson No. 6/10 Date: 30th April Lesson type: (S) Time: 50 mins Stage: Develop	Teaching & Learning Content	Learning Intentions
	<p>AEDP: Form (creating form and attaching piece) Texture (smoothing, adding texture to clay vessel) Artistic process/es: Drawing, Printing etc. Sculpting, coiling, pinching, slip and score, smoothing, wedging Learning Layer/s (LL): Theme the surface beneath cross curricular links (CC) Support studies (SS)</p> <p>Health & Safety (H&S) (as appropriate and if NEW)</p> <ul style="list-style-type: none"> - See lesson 1 for clay H&S 	<p>At the end of the lesson learners should be able to ...</p> <p>(COG)</p> <ul style="list-style-type: none"> - To know the different techniques to build their clay forms - To understand how to create forms using clay <p>(AFF)</p> <ul style="list-style-type: none"> - To feel certain about what is expected from their final piece in terms of dimensions and requirements <p>(PSY)</p> <ul style="list-style-type: none"> - To be able to build a clay form structure based on a design - To manage to attach forms to clay using score and slip technique - To be able to use score and slip techniques to join pieces of clay

**Teaching methods
and student learning
activities:**

**Visual Aids
&**

**Support Studies used
(if desired)**

Entry System:

- greet students, take roll

Introduction:

- **(TA)** Show slide with learning intentions of today's lesson
- ask are there any questions
- **5 min (TA)** recap on what was done last week with design for clay vessel
- confirm that we will build our base for our clay vessel today

Differentiation

- students who have not started base structure for final piece will begin now
- students who have started base structure for final piece will continue and finish in this lesson
- students who have finished clay base structure can smooth and add slip forms/ begin to add texture

Body of the Lesson:

40 mins Task

HANDOUT: checklist for all students to follow the project

DIFFERENTIATION: handout with step by step how to build coil pot for students with needs

worksheets/handouts: https://drive.google.com/drive/u/1/folders/1_WdDJYaxPOQ-IavO6NKy-I0yYOyaML1D

- **5 mins (TA)** tell students to refer to their planned stages of creating their clay vessel (today: structure, day 2: finish structure, smooth and add slip, day 3: add texture, day 4: finish texture)
- **(TA)** ask students to have their design in front of them to look at for reference
- **(SLA) (AP)** Allow students to begin their task at what stage they are at
- see each student for one to one feedback throughout (if student is finding it difficult to keep up, assist them and encourage them, we have approx 4x classes to do this)
- **(TA) photograph artwork**

Success Criteria

- Has the student produced a base clay structure that is balanced and resembles their design?
- Has the student used the score and slip method to join pieces of clay?

Conclusion:

Evaluation every class till end of project

- students must fill out evaluation

Success Criteria

- Student has filled in required boxes
- Student has given answers that relate to success criteria given by teacher

(10 mins) Tidy up

- **(TA)** ask students to wipe down table surfaces and any tools used for making texture
- spray, wrap and leave clay vessels on the table
- ask does anyone have any questions
- congratulate students on work done today

Exit strategy:

- **(TA)** allow students to leave in single file

ST PERSONAL REFLECTION
(see template)

what went well and why

- good classroom management
- good recap questioning (asking students to direct demo really worked)
- good demonstration with visualiser
- visual aids were really useful

even better if

- higher demo quality
- give students a reason when asking them to do things
- be specific with success criteria (what does good look like?)

Possible Areas for Discussion:

- specific success criteria
- more questions in terms of evaluation (write questions on the board, students right down agree/disagree)
- link up know - teach - evaluate in planning

Professional Teaching skills and ability.

- good communication with students
- good description throughout demo
- good tone of voice, clear speech and appropriate language

Presentation of learning content.

- good clear demo
- quality of demo should be higher standard

Effectiveness of planning.

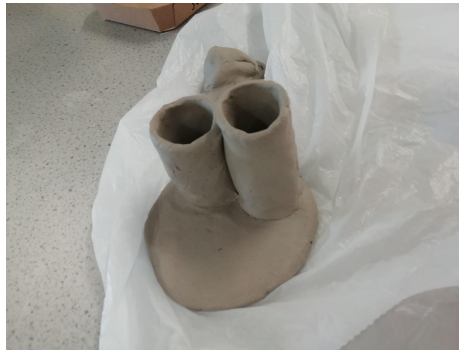
- planning stages and timing went really well (warnings for clean up, 10 mins to clean up)
- learning intentions were appropriate

Assessment and evaluation of pupil's work in the class. (cross ref to images of the work)

Nonexistent - Poor - Fair - Good - Great



good-successful coiling technique, piece resembles design, more smoothing needed



great-successful coiling technique and smoothing, piece resembles design



great-student has created base structure that resembles design and successfully used



good-balanced base structure achieved, smoothing needed

Overall Recommendations:

- really push to finish texture by next class so pieces are finished

Lesson No. 7/10
Date: 4th May
Lesson type: (S)
Time: 60 mins

Teaching & Learning Content

Learning Intentions

<p>Stage: Develop</p>	<p>AEDP: Form (creating form and attaching piece)Texture (smoothing, adding texture to clay vessel)</p> <p>Artistic process/es: Drawing, Printing etc. Drawing (line, contour), shading</p> <p>Learning Layer/s (LL):</p> <p>Theme the surface beneath</p> <p>cross curricular links (CC)</p> <p>Support studies (SS)</p> <ul style="list-style-type: none"> • <p>Health & Safety (H&S) (as appropriate and if NEW)</p> <ul style="list-style-type: none"> - See lesson 1 for clay H&S 	<p>At the end of the lesson learners should be able to ...</p> <p>(Cog)</p> <ul style="list-style-type: none"> - To know different tools that can make texture in clay - To understand how to make various marks to create texture on clay <p>(Aff)</p> <ul style="list-style-type: none"> - To organise procedure on to next stage of creating and how to go about it - To combine knowledge on creating textures into final piece <p>(Psy)</p> <ul style="list-style-type: none"> - To confidently be able to add texture to clay vessel
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**Teaching methods
and student learning
activities:**

**Visual Aids
&
Support Studies used
(if desired)**

Entry System:

- greet students
- Take roll

Introduction:

- **(TA)** Show slide with learning intentions of today's lesson
- ask are there any questions
- **5 min (TA)** recap on what was done last week with smoothing and attaching clay to form using slip
- confirm that we will be beginning to add texture to our clay vessels today

Differentiation

- students who have not added attachment/s will begin now
- students who have not finished adding attachment/s will begin texture
- students who have finished adding forms and began to add texture will complete texture today

Body of the Lesson:

40 mins Task

- **5 mins (TA)** tell students to refer to planned stages of creating their clay vessel (today: structure, day 2: finish structure, smooth, day 3: add texture, day 4: finish texture and add slip)
- **(TA)** ask students to have their design in front of them to look at for reference
- **(SLA) (AP)** Allow students to begin their task at what stage they are at
- see each student for one to one feedback throughout (if student is finding it difficult to keep up, assist them and encourage them, we have approx 4x classes to do this)
- **(TA) photograph artwork**

Success Criteria

- Student has created balanced base structure that resembles design
- Student has used smoothing and adding attachment techniques
- student has used score and slip technique

Conclusion:

(10 mins) Tidy up

- **(TA)** ask students to wipe down table surfaces and any tools used for making texture
- spray, wrap and leave clay vessels on the table
- ask does anyone have any questions
- congratulate students on work done today
- students fill out evaluation

Exit strategy:

- **(TA)** allow students to leave in single file

ST PERSONAL REFLECTION
(see template)

what went well and why

- good classroom management
- task based lesson, good feedback to each student
- good differentiation

even better if

- better time management
- give students a reason when asking them to do things
- be specific with success criteria (what does good look like?)

Possible Areas for Discussion:

- specific success criteria
- more questions in terms of evaluation (write questions on the board, students right down agree/disagree)
- keep an eye on time

Professional Teaching skills and ability.

- good communication with students
- good use of aedp when giving feedback to students
- good tone of voice, clear speech and appropriate language

Presentation of learning content.

- Asking recap questions worked well, use of aedp when offering individual feedback

Effectiveness of planning.

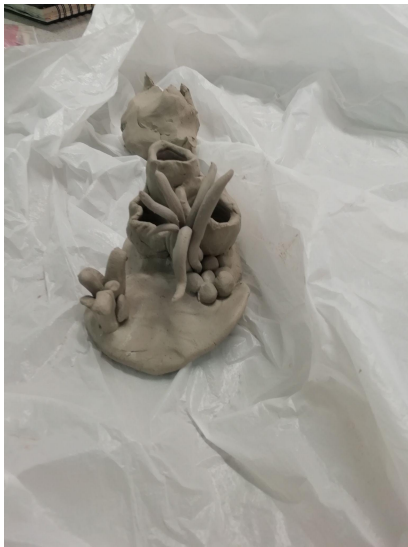
- learning intentions were appropriate

Assessment and evaluation of pupil's work in the class. (cross ref to images of the work)

Nonexistent – Poor – Fair – Good – Great



great-student has used score and slip method successfully, smoothing was very successful



great-student has successfully attached forms using score and slip, smoothing successful, more smoothing needed to keep balls in place



great-student has created coil pots, carried out smoothing and added forms, more smoothing should be carried out to ensure forms stay on pots



Good-successful and balanced clay vessel, forms must be added and texture

Overall Recommendations:

- better time management

Lesson No. 8/10

lesson cancelled

Date: 7th May

Lesson type: (S)

Time: 50 mins

Stage: Realise

Teaching & Learning Content

Learning Intentions

	<p>AEDP: Form (creating form and attaching piece) Texture (smoothing, adding texture to clay vessel) colour (colour mixing and adding colour to finished clay piece)</p> <p>Artistic process/es: Drawing, Printing etc.</p> <p>Drawing (line, contour), shading</p> <p>Learning Layer/s (LL):</p> <p>Theme</p> <p>the surface beneath</p> <p>cross curricular links (CC)</p> <p>Support studies (SS)</p> <ul style="list-style-type: none"> • Judy Tavill (video on textured clay) <p>Health & Safety (H&S) (as appropriate and if NEW)</p> <ul style="list-style-type: none"> - See lesson 1 for clay H&S 	<p>At the end of the lesson learners should be able to ...</p> <p>(Cog)</p> <ul style="list-style-type: none"> - To know different tools that can make texture in clay - To understand how to make various marks to create texture on clay <p>(Aff)</p> <ul style="list-style-type: none"> - To organise procedure on to next stage of creating and how to go about it - To combine knowledge on creating textures into final piece - To self evaluate on relation to design <p>(Psy)</p> <ul style="list-style-type: none"> - To be able to add texture to clay vessel
<p>Teaching methods and student learning activities:</p> <p>Visual Aids & Support Studies used (if desired)</p>	<p>Entry System:</p> <ul style="list-style-type: none"> - greet students - Take roll <p>Introduction:</p> <ul style="list-style-type: none"> - (TA) Show slide with learning intentions of today's lesson - ask are there any questions - 5 min (TA) recap on what was done last week with designing vessel - confirm that we will attach forms with slip and beginning to add texture to our ur clay vessels today <p>Differentiation</p> <ul style="list-style-type: none"> - students who have started detailed texture will finish in this class - students who have started adding texture will finish - students who have finished texture will begin paint <p>Body of the Lesson:</p> <p>40 mins Task</p> <ul style="list-style-type: none"> - Youtube clip on Judy Tavill adding texture to her forms: https://www.youtube.com/watch?v=li5W8d7KTDg&t=27s&ab_channel=Insider - 5 mins DEMO (TA) demonstrate colour mixing to get desired colours, applying paint to clay - 5 mins (TA) tell students to roughly plan out stages of creating their clay vessel (today: structure, day 2: finish structure, smooth, day 3:add texture, day 4: finish texture and add slip) - (TA) ask students to have their design in front of them to look at for reference - (SLA) (AP) Allow students to begin their task at what stage they are at - see each student for one to one feedback throughout (if student is finding it difficult to keep up, assist them and encourage them) - (TA) photograph artwork <p>Success Criteria: add at least one type of texture to your piece (holes, scratches)</p> <ul style="list-style-type: none"> - Has the student added texture with different tools? - Has the student added texture that resembles the design? <p>Conclusion:</p>	

	<p>(5 mins) Tidy up</p> <ul style="list-style-type: none"> - (TA) ask students to wipe down table surfaces and any tools used for making texture - leave clay vessels on the table - ask does anyone have any questions - congratulate students on work done today <p>Exit strategy:</p> <ul style="list-style-type: none"> - (TA) allow students to leave in single file
<p>ST PERSONAL REFLECTION (see template)</p>	<p>lesson cancelled</p>

<p>Lesson No. 9/10 Date: 11th May Lesson type: (S) Time: 60 mins Stage: Realise and evaluate</p>	<p>Teaching & Learning Content</p> <p>AEDP: Form (creating form and attaching piece) Texture (smoothing, adding texture to clay vessel)</p> <p>Artistic process/es: Drawing, Printing etc. Drawing (line, contour), shading</p> <p>Learning Layer/s (LL): Theme the surface beneath</p> <p>cross curricular links (CC)</p> <ul style="list-style-type: none"> - sphe-self reflection and evaluation <p>Support studies (SS)</p> <p>Health & Safety (H&S) (as appropriate and if NEW)</p>	<p>Learning Intentions</p> <p>At the end of the lesson learners should be able to ...</p> <p>(Cog)</p> <ul style="list-style-type: none"> - To know the key techniques and language of clay - To understand how their clay artwork relates to the theme <p>(Aff)</p> <ul style="list-style-type: none"> - To identify and practice achieving different colours and tints to add to final piece <p>(Psy)</p> <ul style="list-style-type: none"> - To be able to fill out an artist's statement and evaluate their work and the overall project - to be able to present a finished piece along with a description of the techniques and materials used
<p>Teaching methods and student learning activities:</p> <p>Visual Aids & Support Studies used (if desired)</p>	<p>Entry System:</p> <ul style="list-style-type: none"> - greet students - Take roll <p>Introduction:</p> <ul style="list-style-type: none"> - (TA) Show slide with learning intentions of today's lesson - ask are there any questions - 5 min (TA) recap on what was done last week with finishing texture on vessel - confirm that we will be presenting and evaluating our clay vessels today - (TA) ask students to upload photos of their work to onedrive so that teacher can print them for students to stick into booklet on page 9 <p>Differentiation</p>	

- students who have not started adding paint will finish this in this class
- students who have not finished adding paint to clay vessels with finish in this class
- students who finish adding paint will write out artist's statement

Body of the Lesson:

40 mins Task

NB make sure all students know not to use too much water with clay, not to let air bubbles into clay and to continuously smooth cracks

- **5 mins DEMO (TA)** demonstrate colour mixing to get desired colours, applying paint to clay
-
- **5 mins (TA)** tell students to refer to planned stages of creating their clay vessel (stage 1: begin adding forms, stage 2: adding texture, further smoothing, stage 3: add paint, stage 5: evaluation)
- **(TA)** ask students to have their design in front of them to look at for reference
-
- **(SLA) (AP)** Allow students to begin their task at what stage they are at
- see each student for one to one feedback throughout (ask student what they are planning ,if student is making something simple, encourage them to go far with highlights and shadows)
- **(TA) photograph artwork**

Success Criteria

- Has the student added colour to the final piece /is ready to add paint next lesson?
- Has the student used colours/created a clay vessel that resembles design?

Conclusion:

(5 mins)Tidy up

- **(TA)** ask students to wipe down table surfaces and any tools used for making texture
- ask does anyone have any questions
- congratulate students on work done over entire project and thank them for their participation

Exit strategy:

- **(TA)** allow students to leave in single file

**ST PERSONAL REFLECTION
(see template)**

What went well and why

- good classroom management
- task based lesson, good feedback to each student
- good differentiation

even better if

- students cleaned pallets properly and put them away

Possible Areas for Discussion:

- clean up with paints needs more encouragement

Professional Teaching skills and ability.

- good rapport with students
- approachable to students

Presentation of learning content.

- task based lesson , individual tutorials/feedback was appropriate

Effectiveness of planning.

- learning intentions were appropriate
- writing success criteria on board really worked

Assessment and evaluation of pupil's work in the class. (cross ref to images of the work)

Nonexistent – Poor – Fair – Good – Great



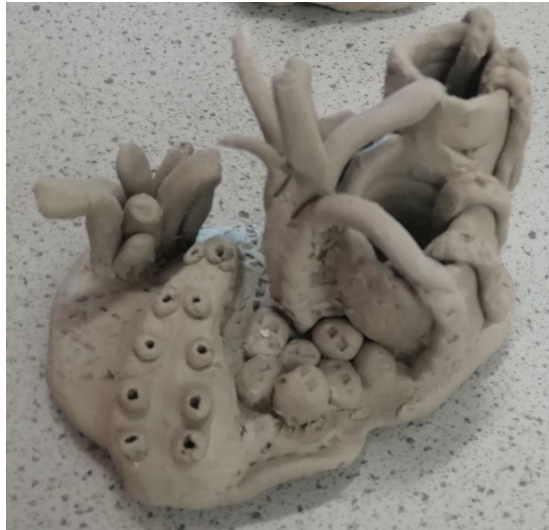
great-student's vessel resembles design, student has begun painting



good-clay vessel really resembles design, no added texture yet, paint must be added during next class



good-piece resembles design, smoothing needed on inside, paint must begin next lesson



great-great forms and textures added, piece resembles design, painting must be added next lesson



fair-does not resemble design, forms added with score and slip but not smoothed, little texture added (student with needs eager to paint, differentiation: allow her to paint for a longer period)
evaluation:

Names	Building structure	Adding forms	Adding texture	Adding colour
What went well today?	Accomplished what I wanted to a high standard			
Even better if...	I had finished all the forms	I had finished the basic textures	I had been able to make even more intricate textures	
Next class, I will...	Finish the structure and begin adding texture	Finish the texture	Paint	

great-detailed answers, boxes filled in

Overall Recommendations:

- have pallets ready for paint
- more encouragement to clean up paint supplies

Lesson No. 10/10
Date: 14th May
Lesson type: (S)
Time: 50 mins

Teaching & Learning Content

Learning Intentions

<p>Stage: Realise and evaluate</p>	<p>AEDP: Form (creating form and attaching piece)Texture (smoothing, adding texture to clay vessel) Artistic process/es: Drawing, Printing etc. Drawing (line, contour), shading Learning Layer/s (LL): Theme the surface beneath cross curricular links (CC) - sphe-self reflection and evaluation</p> <p>Support studies (SS)</p> <p>Health & Safety (H&S) (as appropriate and if NEW)</p>	<p>At the end of the lesson learners should be able to ...</p> <p>(Cog)</p> <ul style="list-style-type: none"> - To know the key techniques and language of clay - To understand how their clay artwork relates to the theme <p>(Aff)</p> <ul style="list-style-type: none"> - To label and discuss relevant AEDP, terminology and techniques used - To explain how their final piece relates to the theme <p>(Psy)</p> <ul style="list-style-type: none"> - To be able to fill out an artist’s statement, evaluating their work and the overall project - to be able to present a finished piece along with a description of the techniques and materials used
<p>Teaching methods and student learning activities:</p> <p>Visual Aids & Support Studies used (if desired)</p>	<p>Entry System:</p> <ul style="list-style-type: none"> - greet students - Take roll <p>Introduction:</p> <ul style="list-style-type: none"> - (TA) Show slide with learning intentions of today’s lesson - ask are there any questions - 5 min (TA) recap on what was done last week with finishing texture on vessel - confirm that we will be presenting and evaluating our clay vessels today - (TA) ask students to upload photos of their work to onedrive so that teacher can print them for students to stick into booklet on page 9 <p>Differentiation</p> <ul style="list-style-type: none"> - students who have not finished adding paint to clay vessels with finish in this class - students who have finished adding paint will write out artist’s statement - students finished artist’s statement can assist me with adding a coat of spray to finished pieces <p>Body of the Lesson: 40 mins Task NB make sure all students know not to use too much water with clay, not to let air bubbles into clay and to continuously smooth cracks</p> <ul style="list-style-type: none"> - 5 mins DEMO (TA) demonstrate colour mixing to get desired colours, applying paint to clay - - 5 mins (TA) tell students to refer to planned stages of creating their clay vessel (stage 1: begin adding forms, stage 2: adding texture, further smoothing, stage 3: add paint, stage 5: evaluation) - (TA) ask students to have their design in front of them to look at for reference - - (SLA) (AP)Allow students to begin their task at what stage they are at - see each student for one to one feedback throughout (ask student what they are planning ,if student is making something simple, encourage them to go far with highlights and shadows) - (TA) photograph artwork <p>Success Criteria for finished piece</p> <ul style="list-style-type: none"> - Does the finished piece relate to the theme? - Does the finished piece resemble the design? - Is the finished piece balanced? 	

- Does the finished piece fit with all requirements?

Artist's Statement Task

- **(SLA)** Students who complete work will write artist's statement:
 - What is the project
 - what materials were used?
 - what techniques were used?
 - what went well with the work?
 - what might you do differently if you were to do it again?
 - any feedback on the overall project, what you enjoyed/didn't enjoy

Success Criteria

- Has the student answered each of the questions?
- Has the student labelled the appropriate aedp, terminology and techniques?
- Has the student self evaluated, outlining the positives of their work and what they might do differently?

Mini exhibition

- **(TA)** pieces that are finished can be placed together by me and I will take photos (students can curate while I maneuver)
- **(SLA) (O)**students can present their artist's statement and talk about their piece to the class

Conclusion:

(5 mins) Tidy up

- **(TA)** ask students to wipe down table surfaces and any tools used for making texture
- ask does anyone have any questions
- congratulate students on work done over entire project and thank them for their participation

Exit strategy:

- **(TA)** allow students to leave in single file

**ST PERSONAL REFLECTION
(see template)**

What went well and why

- good classroom management, making sure all students are working a their stage
- distributing paint in a covid safe system
- Clean up very successful
- writing success criteria on board in line with learning intentions to aid evaluation
- asking students to read out success criteria from board to ensure everyone is aware of it

even better if

- students did not have time to fill out artist's statement, are doing for homework
- more time for certain students to finish their clay pieces

Possible Areas for Discussion:

- allocating time at the end of the lesson for each student to fill out artist's statement

Professional Teaching skills and ability.

- good rapport with students
- approachable to students

Presentation of learning content.

- task based lesson , individual tutorials/feedback was appropriate

Effectiveness of planning.

- learning intentions were appropriate
- writing success criteria on board really worked

Assessment and evaluation of pupil's work in the class. (cross ref to images of the work)

Nonexistent - Poor - Fair - Good - Great



good-student's vessel resembles design, student is enhancing texture with paint, unfortunately unfinished



good-clay vessel really resembles design, Paint unfortunately not finished



great-piece really resembles design, excellent textures enhanced with paint and added textures with paint



good - student has created interesting form inspired by a turtle, textures added and paint finished, more texture could have been added, less blending could have been done with paint

evaluation:

Name: Jwa J Blout

Evaluation	Building structure	Adding forms	Adding texture	Adding colour
What went well today?	it was easy and fun	it was a challenge	it was fun and looks good	It was fun
Even better if...	I have it smooth	I coiled the vessel	I try different textures	I add highlights and shadows
Next class, I will...	try to get my vessel smooth	I will smooth it out	add new textures	add shadows and highlights

great-detailed answers, boxes filled in

Name:

Evaluation	Building structure	Adding forms	Adding texture	Adding colour
What went well today?	I think that I smoothed it well	I made it more realistic, not in look but my ability to do it	I made it more detailed with I think makes it look look better	The colours were bright & went well together. I think I made the orange well
Even better if...	I had made the tube bits slightly skinnier	I joined the pieces before adding them on	I had made it more detailed or added more forms	I had been more accurate
Next class, I will...	I will try separate the two tubes, make them taller, and add on some other forms	Finish adding forms and add textures	Paint	

Great- all boxes filled in, sentence long answers

Evaluation	Building structure	Adding forms	Adding texture	Adding colour
What went well today?	I had no problems		no problem	no problem
Even better if...				
Next class, I will...	start adding forms		start painting	Just need to finish a small bit of painting

poor - not all boxes filled in, short answers

Name: _____

Evaluation	Building structure	Adding forms	Adding texture	Adding colour
What went well today?	Accomplished what I wanted to a high standard			
How better if...	I had finished all the forms	I had finished the basic textures	I had been able to make even more intricate textures	I had been more successful in my painting
What I will...	Finish the structure and begin adding texture	Finish the texture	Paint	

Great - all boxes filled in, good answers in line with success criteria

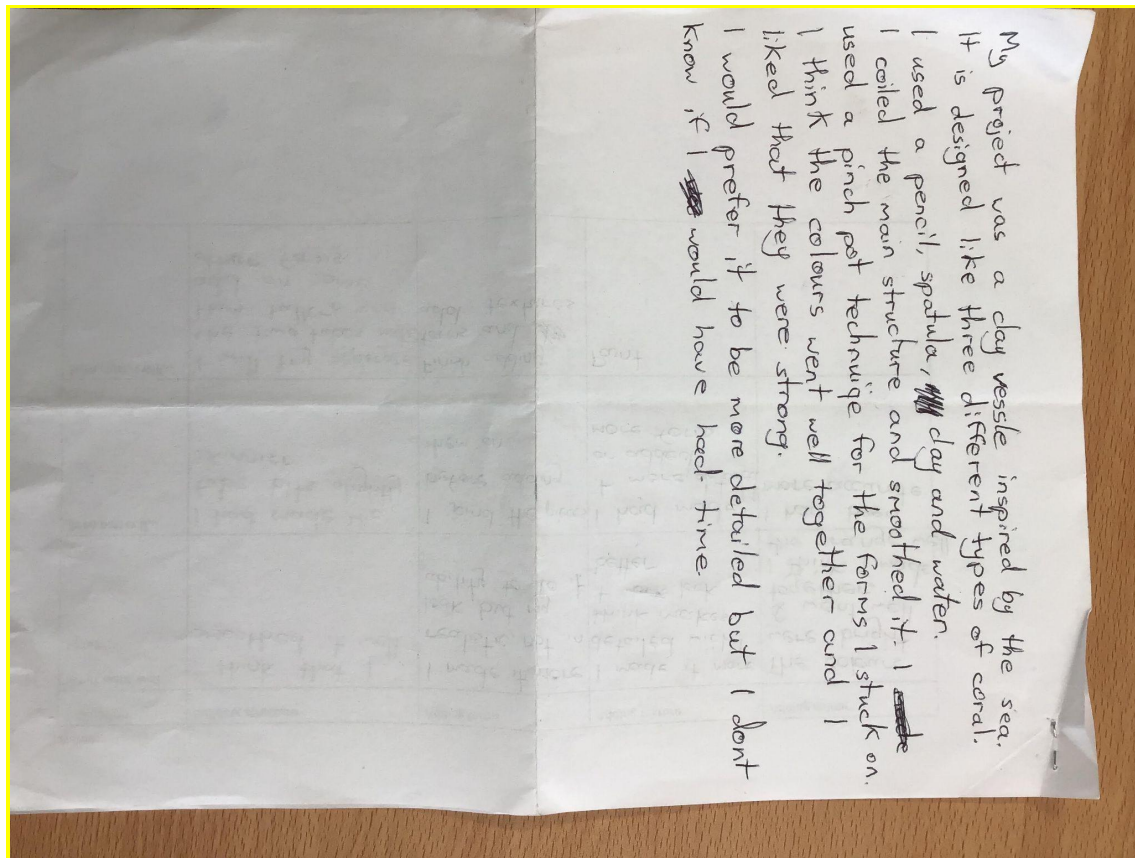
Artist's statement:

Art HW Sarah Osherdy.

1. Clay vessel based on forms found at the bottom of the ocean.
2. Clay, paint, water, wooden knives.
3. Rubbing, moulding.
4. Everything, it looks good.
5. Even better if I made the sides thicker.
6. No, just make it thicker next time.

good- all questions answered,

no mention of aedp or relevant techniques used



great-every point mentioned and elaborated on good evidence of learning with reference to language of clay

WAITING ON REMAINING ARTIST'S STATEMENTS FOR HOMEWORK DUE TUESDAY AT 1.45

Overall Recommendations:

- allocate time for artist's statement
- allocate time for each student to write homework (write artist's statement) into their homework journals