

School of Education DRAFT 23-24
Unit of Learning (inc LPs)Students Name: Ian Morrison
Year in NCAD: PME1**Class Name:**
Year group: Second Years
Programme: JC**Total No of lessons in UoL: Eleven****Aim of Unit of Learning :** Students will create lino prints using the theme of submerged. Through drawing aquatic material specifically focusing on fish, students will develop a composition that can be transferred onto their lino prints. Students will be exposed to various support study artists and this will develop their understanding of the print process. Students will collaboratively work together to create a fish shop mural with their single colour prints which should introduce them to line, composition and colour**Theme Development:** unpack remembering National priorities and overall context (Scenario [JC])
Submerged ; each student will create a visual lino print capturing an underwater scene that will come together as a class group as an aquarium. Inspired by artists who have used fish in their work including Winslow Homer and Ithell Colquhoun students will respond through selecting, sketching, observing, composing , cutting and printing. The theme will act as an initial starting point to create a personalised response in a two colour lino print. Over the process of this UOL students will be able to develop their initial sketches into their resolved prints and will use their observational drawing skills when drawing the seaweed.**Literacy (NP)**

- Students will appreciate and express the AEDP they're using in their prints
- Students will verbally respond to support study artists

Entering characteristics**Class & Learners profiles (Streamed or mixed ability / SEND / AEN /Differentiation required /previous knowledge & cognitive link up with what they did in previous UoL)****Mixed ability, 20 students overall who previously completed a UOL on puppets**

2 x ADHD
2 x Dyspraxia
1 x Severe Specific Learning Difficulty
1 x Anorexia
1 x Specific Learning Difficulty
1 x Specific Speech and Language Difficulty
1 x Sensory Processing Difficulty
1 x Autism Spectrum Disorder = task instructions to be communicated in written format, also requires access to quiet spaces at school as needed and advance notice and adjustment for any planned loud noise in the school environment e.g. planned fire drills

Managing behaviours

managing behaviours Issues/ Strategies/ link to School policies

[Oatlands School Policy](#)

Responsibilities of teacher as outlined in code of conduct in dealing with behavioural issues

- Reprimand - during or after class. Frequently, it is only necessary to point out the inappropriate behaviour to the student and the situation is resolved.
- Move the disruptive pupil to another seating position.
- Prescribe an amount of extra subject specific work.
- Contact parents/guardians through use of the homework journal, telephone, email or letter or arrange a meeting with parents/guardians.
- Keep a written account of the incident(s).
- Detain with prior notice given to parents/guardians (Teacher Detention) – giving appropriate work/study for the period of detention.
- Liaise with other staff as appropriate i.e., Year Head, Guidance Counsellor, Deputy Principal, Principal.

In the event of student referrals, the order follows: Subject teacher, Year Head, Deputy Principal and finally School Principal

Learning outcomes for unit of learning

Critical and Visual Language

- 1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge
- 1.2 respond to an artwork using critical and visual language

Drawing

- 1.6 use drawings to communicate their personal outlook or understanding

Visual Culture and appreciation

- 1.7 examine the method of a number of artists and the artwork they created
- 1.8 discuss examples of historical and contemporary visual art

Art Elements and Design Principles (AEDP)

- 1.10 identify the use of art elements and design principles within an artwork
- 1.11 consider the use of the art elements and design principles in their own artwork

Media

- **1.14 use media to create their own artwork**

Lesson No 1 /total in UoL: 1/11

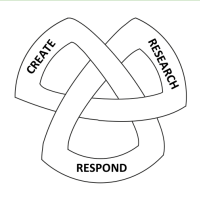
Date: 6th Nov 2023

Lesson type: (S) 40 mins

Time: 10:00

Stage:

[SC]



JC

Think- reflect... (action verbs in wheel)

Learning Content for Pupils and Learning Intentions

WHAT and WHY are you teaching

- Introduction to linocut printing and visual studies research.
- Presentation outlining the “submerged” project this unit of learning will centre on.
- Demonstrating desired outcomes of this UOL with visual aids so that students can recognise the process
- Focusing on line, composition and balance in outlining students desired work.

Support Studies:

Visual Aids

Fish presentation

Learning Intentions

- **Discuss** how artists have used fish as a source of inspiration in art history
- **Examine** the process of creating a lino print from creating a composition, transferring an image, cutting and finally printing
- **Recognise** the use of AEDP in the support studies artists works and how they can incorporate these into their own work

Success criteria (Stage 2 ONLY)

- Students can understand the linocut process and the process that is followed
- Students can visualise previous examples of previous use of fish in support studies work
- Students can analyse AEDP seen in visual aids and support study art works

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Hyper link to Lesson Plan](#) (in Stage 2)

SEQUENTIAL ACCOUNT OF the LESSON - the HOW?

use any and all of these as appropriate and make sure to have a mix of Teacher Tasks (TT) and Student Learning Activities (SLA)

TO INCLUDE SUCCESS CRITERIA and appropriate AFL strategies.

Teaching strategies,

Teaching methods,

Resources (SS, VA etc)

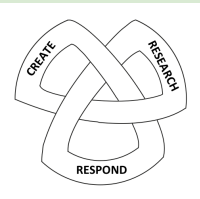
Teaching and Learning resources,

Differentiation,

	Behaviour management, Student learning activities, Evaluation and assessment procedures/assessment method/s and success criteria for pupils such as question banks. Consider: Learning Layer/s: (Theme, Cross Curricular Links (CC) links if relevant and real. Health & Safety (H&S), Literacy, Oracy & Numeracy (L)(O)(N)/. Wellbeing/ Global citizenship education (GCE)
Post class reflection	What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work (reflect using the relevant headings on the SP report form and focus on what you as the teacher did to facilitate learning and what you could do better) What went well and Why (in light of learning intentions)? Fish presentation went well as students were engaging with and giving their opinions on the art pieces throughout history. I think that they understand what the theme is and the outline. Some of the students had done lino print before but I think they all could visualise the process well as the visual aids were useful Even better if (again in light of your learning intentions for the lesson) It would have been even better if maybe students had drawn more examples of fish instead of just focusing on one image, but often I was finding students find it difficult to commit to a single thing and they're very precious with their notebooks Possible Areas for Discussion: As with other classes students are trying to 'show off' ways in which they can be funny when choosing a research image on their ipads. I had to constantly go around the room telling them what not to use as a source image. Also issues with students not drawing from observational drawings instead choosing to draw from other peoples drawings Professional Teaching skills and ability.) I think the terminology I used was pitched at their level and it was understandable for them. Students asked questions which demonstrated their engagement with the tasks and I think my communication was good while doing the presentation and visual aids Presentation of learning content). Visual aids were incredibly useful for outlining the lino print process as the vast majority of students had not previously done it. The lesson generally followed the lesson plan and there was appropriate timing for each section of the class. Effectiveness of planning.) More work needs to be done in engaging students with their AEDP vocab as I'm finding it hard to get the AEDP organically coming up in the class. Presentation I thought was well received due to its visual nature and them liking the theme.

Lesson No 2 /total in UoL: 2/11
Date: 7th Nov 2023
Lesson type: (S) 40 mins
Time: 13:30
Stage:

[SC]



JC
Think- reflect... (action verbs in wheel)

Learning Content for Pupils and Learning Intentions

WHAT and WHY are you teaching

- Drawing composition of chosen fish focusing on line, texture and composition
- Focus on line as a critical element as students will use cutters creating their lino prints
- Drawing seaweed as a primary object so that students develop observational skills
- Outlining timeframe for composition creation so that students understand what has to be done and for when

Learning Intentions

- **Identify** a fish that they would like to create a lino print based on focusing on how they can capture line in this drawing
- **Develop** a composition that will be transferred onto the lino that is influenced by their primary drawings
- **Evaluate** their seaweed drawings while using AEDP and reflect on the nature of observational drawing

Success criteria (Stage 2 ONLY)

- Students can create primary source drawing of seaweed
- Students can begin to create the composition that will be transferred onto the lino
- Students can understand the timeframe for completing their composition

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Hyper link to Lesson Plan](#) (in Stage 2)

SEQUENTIAL ACCOUNT OF the LESSON - the HOW?

use any and all of these as appropriate and make sure to have a mix of Teacher Tasks (TT) and Student Learning Activities (SLA)

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Teaching strategies,

Teaching methods,

Resources (SS, VA etc)

Teaching and Learning resources,

Differentiation,

Behaviour management,

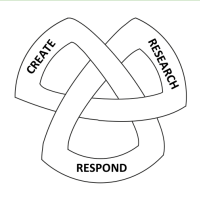
Student learning activities,

Evaluation and assessment procedures/assessment method/s and success criteria for pupils such as question banks.

	Consider: Learning Layer/s: (Theme, Cross Curricular Links (CC) links if relevant and real. Health & Safety (H&S), Literacy, Oracy & Numeracy (L)(O)(N)/. Wellbeing/ Global citizenship education (GCE)
Post class reflection	What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work (reflect using the relevant headings on the SP report form and focus on what you as the teacher did to facilitate learning and what you could do better) What went well and Why (in light of learning intentions)? The observational drawing element went well with the students as I think they are so used to drawing from their ipads and so it's a nice change for them. They got better when doing discussing AEDP inn their drawings which I think ties back into getting them to discuss and identify why they were using primaries sources Even better if (again in light of your learning intentions for the lesson) The primary observational drawings were successful but I think it would have been even better if students again had completed more drawings. As previously mentioned there's issues with students being too precious with their sketchbooks and not wanting to start drawing incase of doing something wrong Possible Areas for Discussion: Very slight issue with some students throwing the seaweed around. This was a reduced class in size due to a school trip overlapping, so in a larger class it might have been more of an issue. Professional Teaching skills and ability. Communication was clear and effective with students. I had prepared the room first so that all of the seaweed was placed on paper so that it was easy to clean up. Also I distributed the seaweed so that students couldn't react negatively to it right away. I also tried engaging them with their AEDP when discussing their drawings with them which was successful Presentation of learning content). Seaweed was a great resource to have in the class as I had collected it the night before. I'm going to continue imposing the importance of observational drawings with the junior cert cycle years especially as I find them the most hesitant to use it. The observational drawings also tied back into their background creation of the composition for their lino prints which was good. Effectiveness of planning)I think the outcomes and intentions of this lesson were clearly explained to the students and they followed them well. It seemed from my perspective an engaging class and they all completed at least one drawing specifically focusing on line and composition.

Lesson No 3 /total in UoL: 3/11
Date: 13th Nov 2023
Lesson type: (S) 40 mins
Time: 13:30
Stage:

[SC]



JC
Think- reflect... (action verbs in wheel)

Learning Content for Pupils and Learning Intentions

WHAT and WHY are you teaching

- Assess students lino design compositions and offer help so that students can progress
- Demonstrate how to transfer design onto lino so that students can replicate this
- Outlining timeframe of project so students know what has to be done
- Focusing on line, composition and balance in student self- evaluations of work.

Learning Intentions

- **Discuss** their individual design choices in smaller groups
- **Complete** a transferring of their final composition onto the lino
- **Evaluate** the different AEDP that they will aim to demonstrate in their finished print

Success criteria (Stage 2 ONLY)

- Students can resolve lino print composition that incorporates their fish drawing as well as seaweed composition
- Students can transfer resolved image onto lino print using transfer paper
- Students can plan out their remaining time so as to understand their timeframe for this project

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Hyper link to Lesson Plan](#) (in Stage 2)

SEQUENTIAL ACCOUNT OF the LESSON - the HOW?

use any and all of these as appropriate and make sure to have a mix of Teacher Tasks (TT) and Student Learning Activities (SLA)

TO INCLUDE SUCCESS CRITERIA and appropriate AFL strategies.

Teaching strategies,

Teaching methods,

Resources (SS, VA etc)

Teaching and Learning resources,

Differentiation,

Behaviour management,

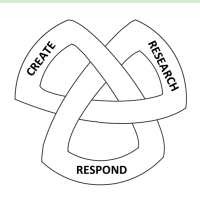
Student learning activities,

Evaluation and assessment procedures/assessment method/s and success criteria for pupils such as question banks.

	Consider: Learning Layer/s: (Theme, Cross Curricular Links (CC) links if relevant and real. Health & Safety (H&S), Literacy, Oracy & Numeracy (L)(O)(N)/. Wellbeing/ Global citizenship education (GCE)
Post class reflection	What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work (reflect using the relevant headings on the SP report form and focus on what you as the teacher did to facilitate learning and what you could do better) No class due to storm Debi, this class will be amalgamated with next weeks

Lesson No 4 /total in UoL: 4/11
Date: 14th Nov 2023
Lesson type: (S) 40 mins
Time: 13:30
Stage:

[SC]



JC
Think- reflect... (action verbs in wheel)

Learning Content for Pupils and Learning Intentions

WHAT and WHY are you teaching

- Focusing on line and how students will build up their design through subtractive means
- Demonstrate how to cut into the lino safely and the set up when using the lino cutters
- Outline the health and safety precautions when using the cutters so as to avoid injury
- Organising stations for students to practise cutting into lino to allow best practice

Learning Intentions

- **Identify** what working subtractively is and how the lino process differs from drawing in 2d
- **Understand** health and safety precautions and why they're necessary in the classroom
- **Evaluate** what different cutter heads they will need in their designs focusing on AEDP in their drawings

Success criteria (Stage 2 ONLY)

- Students can explain what working subtractively is
- Students can demonstrate a following of safety protocols when using the cutting tools
- Students can analyse their cuttings and identify any concerns

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Hyper link to Lesson Plan](#) (in Stage 2)

SEQUENTIAL ACCOUNT OF the LESSON - the HOW?

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Teaching strategies,

Teaching methods,

Resources (SS, VA etc)

Teaching and Learning resources,

Differentiation,

Behaviour management,

Student learning activities,

Evaluation and assessment procedures/assessment method/s and success criteria for pupils such as question banks.

Consider: Learning Layer/s: (Theme, Cross Curricular Links (CC) links if relevant and real.

Health & Safety (H&S), Literacy, Oracy & Numeracy (L)(O)(N)/. Wellbeing/ Global citizenship education (GCE)

Post class reflection

What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work

(reflect using the relevant headings on the SP report form and focus on what you as the teacher did to facilitate learning and what you could do better)

What went well and Why (in light of learning intentions)? Students are engaging well with the theme and have all generally completed nice compositions of fish with a background that have been influenced by their observational drawings. Some of the class had missed last week's lesson so they had a quick catch and I allowed them to source their own seaweed images as it would have been a distraction to dish out the seaweed again when others had moved on. Generally students who had missed a class caught up well due to clear instructions.

Even better if (again in light of your learning intentions for the lesson) It would have been even better if students moved beyond only doing one of something when it comes to drawings. Students generally can't fully resolve their drawings as they don't commit to anything beyond their first idea. I encourage them to complete more drawings but they'd rather continue forward with their first drawing no matter how it appears.

Possible Areas for Discussion: Students are having inappropriate conversations and shouting across the room at other groups. The student generally responsible for this has AEN and I'm concerned others are using his naivety to make him cause these interruptions for their enjoyment.

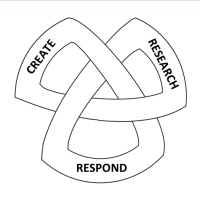
Professional Teaching skills and ability. Communications has been clear and firm with this class as it's one of my largest groups and I know they could be quite disruptive. There's a large AEN group in this class so I'm trying to keep any terminology accessible to the students and mostly students are communicating effectively with me .

Presentation of learning content. (Delivery of lesson, use of resources, visual aids, support studies). Lesson was well pitched but possibly moved too slow in accommodating students who had been out the week before. All students began transferring their image so everyone progressed forward

Effectiveness of planning. As this class had been amalgamated with another one, all of the original learning intentions were not achieved but I've effectively run one class behind my original plan template. I've to cover safety and cutting in the next class but students have an understanding of what working subtractively is.

Lesson No 5 /total in UoL: 5/11
Date: 21st Nov 2023
Lesson type: (S) 40 mins
Time: 13:30
Stage:

[SC]



JC
Think- reflect... (action verbs in wheel)

Learning Content for Pupils and Learning Intentions

WHAT and WHY are you teaching

- Managing students continued work with the cutting of their linos
- Outlining what a relief print is so that students understand the process
- Identifying any common and mistakes and offering corrections
- Encouraging students to identify AEDP in their work so that they get used to describing what they see

Learning Intentions

- **Visualise** what they have to do complete their print in regards to cutting
- **Understand** what a relief print is and what steps are involved in creating one
- **Evaluate** their own ability to use the cutter and what could be improved if necessary

Success criteria (Stage 2 ONLY)

- Students can describe the remaining process involved in creating their prints
- Students can outline what a relief print is through analysing their lino prints
- Students can safely use the cutter and set up a workstation with cutting boards

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Hyper link to Lesson Plan](#) (in Stage 2)

SEQUENTIAL ACCOUNT OF the LESSON - the HOW?

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Teaching strategies,

Teaching methods,

Resources (SS, VA etc)

Teaching and Learning resources,

Differentiation,

Behaviour management,

Student learning activities,

Evaluation and assessment procedures/assessment method/s and success criteria for pupils such as question banks.

Consider: Learning Layer/s: (Theme, Cross Curricular Links (CC) links if relevant and real.

Health & Safety (H&S), Literacy, Oracy & Numeracy (L)(O)(N)/. Wellbeing/ Global citizenship education (GCE)

Post class reflection

What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work

(reflect using the relevant headings on the SP report form and focus on what you as the teacher did to facilitate learning and what you could do better)

What went well and Why (in light of learning intentions)? Demonstrations on transferring images onto the lino block and cutting into the block went well. Before anyone began I had shown them the desired setup with the tools and the wooden board underneath. I had gaged how many students had done lino before and I asked them to discuss as a class they're experiences with lino which outlined to students how some had gotten injured last year. This was positive as it gave students who weren't familiar with a lino a first hand peer account of using lino cutters.

Even better if (again in light of your learning intentions for the lesson) It would have been great to show them printing an inked lino block using the printing press but I couldn't get it into a functional state today so I'm just going to engage the cooperating teachers help with this.

Possible Areas for Discussion: Students management of their work is sometimes issue full. I'm having students either completely forget their sketchbook or else they've lost random sheets that they were doing their work on. There is a constant need to redistribute materials for students as they're not managing their materials well. If there was more space in the art room I would collect their sketchbooks when they didn't need to work on them but unfortunately i only have space to manage their lino blocks

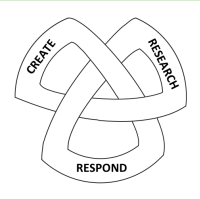
Professional Teaching skills and ability. Communication was firm and effective. I've been working on engaging students by name this past week and I really think it's making a difference with this class as I have a mix between very introverted and incredibly extroverted students and I don't want anyone to feel unnoticed. The terminology that I'm using I'm keeping to a minimum and I'm explaining anything in their terms as best as I can

Presentation of learning content. Delivery of lesson was well paced and students have generally all started cutting their lino blocks which has only been done when they've completed initial sketches. I think most students have grasped the whole process of creating a lino print and they're enjoying the tactile subtractive way of working

Effectiveness of planning. I think I was clear with students what I wanted them to achieve in this class and how they should go about doing this. The demonstrations make it visually clear to the students what they have to do and I've planned for students to be at this point with their work so I feel it's effective.

Lesson No 6 /total in UoL: 6/11
Date: 27th Nov 2023
Lesson type: (S) 40 mins
Time: 10:00
Stage:

[SC]



JC
Think- reflect... (action verbs in wheel)

Learning Content for Pupils and Learning Intentions

WHAT and WHY are you teaching

- Demonstrating how to roll lino ink onto the print so that students can apply this onto their own cut linos
- Demonstrating how to use the press roller so that students can do this when supervised
- Evaluations regarding cutting and if students need to do more so that their design works better
- Discussing as a group how the students work is progressing so that they can identify what has worked for others

Learning Intentions

- **Decide** what colour ink they want to use for their design considering colour combinations
- **Understand** how to roll ink as well as use the press roller
- **Evaluate** how well their work presents compared to other students in the class

Success criteria (Stage 2 ONLY)

- Students know how to set up a space for printing
- Students apply the demonstration the ink rolling demonstration and ink their print up
- Students can discuss their work and the work of others in groups so that they can give peer feedback

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

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Health & Safety (H&S), Literacy, Oracy & Numeracy (L)(O)(N)/. Wellbeing/ Global citizenship education (GCE)

Post class reflection

What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work

(reflect using the relevant headings on the SP report form and focus on what you as the teacher did to facilitate learning and what you could do better)

What went well and Why (in light of learning intentions)? Students are enjoying the process of lino printing, they've been enthusiastic about working with the medium and have all generally achieved good outcomes so far. I did a demonstration for inking the lino block and then printing it with the rubbing tools and that was effective as students followed this by applying it themselves.

Even better if (again in light of your learning intentions for the lesson) I probably thought that the students working with rolling ink would be a bit more staggered and in reality the students printing their fish images was actually quite hectic and generally uncontrolled. I'm trying to help streamline this by setting up printing stations, but because there's not enough space in the room there's no clear separation between where the students are printing and where others are cutting

Possible Areas for Discussion: I observed a few students are putting their hands in front of the cutters when using their cutting tools to carve into their lino blocks. One student cut themselves with their cutter and I had to deal with this using the first aid kit. It would probably be a good idea before the majority of students start cutting again to reiterate the health and safety rules when lino cutting.

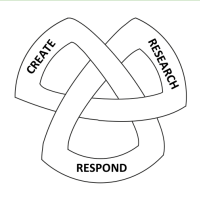
Professional Teaching skills and ability. Communication was strong but this class was louder than other ones previously due to students getting up to print their linos. I think students have been clear in approaching me for help which is good and none of them have used any materials inappropriately.

Presentation of learning content. Lesson followed a clear outline starting with the demonstration and then moving forward with their application of the demo. Visual aids were used to show students how I printed my image which was good as they had a technical reference.

Effectiveness of planning. (Clarity of intentions, quality of learning content, presentation) I think the learning intentions were achieved by the class group as they followed the demonstration well and were able to create their own prints. Students could compare their prints to others when they had both printed their linos and this was good as they could see common mistakes such as lines not deep enough.

Lesson No 7 /total in UoL: 7/11
Date: 28th Dec 2023
Lesson type: (S) 40 mins
Time: 13:30
Stage:

[SC]



JC
Think- reflect... (action verbs in wheel)

Learning Content for Pupils and Learning Intentions

WHAT and WHY are you teaching

- Production of completed first layer of lino prints so that students see the resolved process
- Evaluation how the prints are looking so that students can modify techniques for best results
- Discuss AEDP present in individual students prints so that they can self identify these AEDP
- Discuss how the printed images differ from their original drawings so that students can identify the traits of relief print

Learning Intentions

- **Produce** a resolved one colour lino print of their composition to show that they can apply the observed demonstrations from last class
- **Critique** how their print has resolved itself focusing on technical corrections they need to make
- **Select** the AEDP that they seen in their own work and discuss how they're working together

Success criteria (Stage 2 ONLY)

- Students will have created their first prints in one colour of their choosing
- Students will be able to identify any issues they are having with the printing process and can resolve them
- Students can recognise the AEDP used in their work and the work of others

LESSON PLAN

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[Hyper link to Lesson Plan](#) (in Stage 2)

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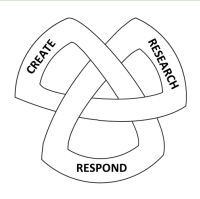
Evaluation and assessment procedures/assessment method/s and success criteria for pupils such as question banks.

Consider: Learning Layer/s: (Theme, Cross Curricular Links (CC) links if relevant and real.

Post class reflection	Health & Safety (H&S), Literacy, Oracy & Numeracy (L)(O)(N)/. Wellbeing/ Global citizenship education (GCE) What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work (reflect using the relevant headings on the SP report form and focus on what you as the teacher did to facilitate learning and what you could do better) What went well and Why (in light of learning intentions)? Students have all worked well in completing their first lino block colour print. Students have engaged well with the whole process and have followed instructions well. It was also effective where I had set the students up to do their printings. I isolated one table away from the rest of the group so that students had a clean work area that wouldn't be overly crowded. This in turn led to smoother printing Even better if (again in light of your learning intentions for the lesson) It would have been even better if I had more space to store the prints that the students were making as the drying rack is getting too full between all the classes and there's no other space in the room Possible Areas for Discussion: I have issues with not having enough equipment at times for students to use specifically regarding the plastic sheets we use to roll lino ink on. This is stifling student choice of ink as although we have a wide variety of colours we only have so many sheets to roll the ink onto Professional Teaching skills and ability. (Communication, voice, terminology, personal qualities, pupil responses). Communication and management of the classroom were much more effective than in the previous classroom. As mentioned, setting up a defined printing station worked much better than what was happening in the previous class. One issue I'm having is that students are not finding an independent method of working and are constantly asking me for papers even though I outlined at the start of the class where the paper was. Presentation of learning content. (Delivery of lesson, use of resources, visual aids, support studies). Lesson plan was followed and students engaged well with the learning content of today's class. The students are using more of their AEDP terms when completing this project and when they are evaluating their prints which I'm happy about. I'm also glad that they've come to understand the process of lino printing and how its a different type of working method from drawing Effectiveness of planning. It was clear what I hoped students would achieve in this class and the students worked well in achieving these goals. Students were challenged in creating their lino prints and I think they enjoyed rectifying issues that arose usually regarding not cutting deep enough. Students visually analysed what changes needed to be made for the prints so this was good in terms of them self evaluating. I'm also happy with this set up for lino printing which I had changed for this class so I'll continue on with this set up.
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Lesson No 8 /total in UoL: 8/11
Date: 4th Nov 2023
Lesson type: (S) 40 mins
Time: 10:00
Stage:

[SC]



JC
Think- reflect... (action verbs in wheel)

Learning Content for Pupils and Learning Intentions

WHAT and WHY are you teaching

- Demonstration on carving for the second layer of colour in their lino prints
- Continued production of lino prints so that students see the resolved process focusing on carving second layer
- Evaluation how the prints are looking so that students can modify techniques for best results
- Discuss AEDP present in individual students prints so that they can self identify these AEDP

Learning Intentions

- **Carve** a secondary layer into their lino blocks focusing on their colour combinations
- **Critique** how their print has resolved itself reflecting on their initial drawings
- **Select** the AEDP that they seen in their own work and establish changes they could make when carving their lino blocks

Success criteria (Stage 2 ONLY)

- Students can begin carving the second layer of their lino blocks
- Students can identify AEDP in their prints
- Students can reflect on how their original design work has progressed

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Hyper link to Lesson Plan](#) (in Stage 2)

SEQUENTIAL ACCOUNT OF the LESSON - the HOW?

use any and all of these as appropriate and make sure to have a mix of Teacher Tasks (TT) and Student Learning Activities (SLA)

TO INCLUDE SUCCESS CRITERIA and appropriate AFL strategies.

Teaching strategies,

Teaching methods,

Resources (SS, VA etc)

Teaching and Learning resources,

Differentiation,

Behaviour management,

Student learning activities,

Evaluation and assessment procedures/assessment method/s and success criteria for pupils such as question banks.

Consider: Learning Layer/s: (Theme, Cross Curricular Links (CC) links if relevant and real.

Health & Safety (H&S), Literacy, Oracy & Numeracy (L)(O)(N)/. Wellbeing/ Global citizenship education (GCE)

Post class reflection

What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work

(reflect using the relevant headings on the SP report form and focus on what you as the teacher did to facilitate learning and what you could do better)

What went well and Why (in light of learning intentions)? The demonstration of carving the second layer onto the lino went well as it outlined to students how we would print the second layer of colour onto their lino prints. Also it was a good idea to quantify to students how many lino prints I wanted them to have made before they started carving again as it gave students a clear outline to follow for releasing their outcomes

Even better if (again in light of your learning intentions for the lesson) Most students are engaging well with critiquing their own work, but often I'm finding students aren't applying any corrections in terms of fixing any issues they're making. In general students don't apply enough lino ink onto their blocks and thus their prints come out a bit patchy. I go over their prints with them but often I find they don't recognise what the plate should look like before they print with it.

Possible Areas for Discussion: Slight issue with students not listening to my instructions or them trying to constantly challenge them. When students were carving the second layer into their lino blocks I didn't want them to cut out the background using a scissors (just leaving the fish) as I thought it would be harder to line up the block when they were printing over again. Students decided that this was untrue and some of them butchered their lino blocks by cutting out their fish using a lino cutter. Others constantly pushed back against this but begrudgingly did it.

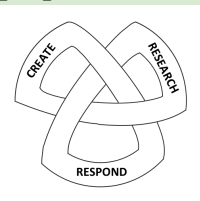
Professional Teaching skills and ability. Communication was clear with the demonstrations and helping students with printing their linos. I've found this class group is very engaged with the project and they've worked well in moving through this project which I hope reflects that they've found the project manageable and clear.

Presentation of learning content. I used my visual aids for demonstrating what I was carving out for the second colour print which was effective. Lesson plan was followed as it gave room for students to focus on what they needed to do in this class and not overly focus on what the quicker students were doing

Effectiveness of planning. I think my learning intentions were clear to the class and they were generally achieved by the classgroup. I think students have been challenged as they haven't completed a two tone colour lino print before so they are learning constantly with this project.

Lesson No 9 /total in UoL: 9/11
Date: 5th Dec 2023
Lesson type: (S) 40 mins
Time: 13:30
Stage:

[SC]



JC
Think- reflect... (action verbs in wheel)

Learning Content for Pupils and Learning Intentions

WHAT and WHY are you teaching

- Demonstration of printing the second layer over existing prints
- Interpret the success and stumbling blocks in their own work through self evaluations
- Discuss AEDP present in individual students prints so that they can self identify these AEDP
- Compare their finished prints to the original inspirations and compositions

Learning Intentions

- **Discuss** the print process and how their work has moved from their original sketches
- **Critique** their own work in a constructive way focusing on AEDP terms
- **Recognise** what they would do differently if they were to do another relief print project considering their outcomes with this project

Success criteria (Stage 2 ONLY)

- Students can print their second layer over their original print
- Students can reflect on their work in a constructive way
- Students can evaluate how successful their work has been and what they would do differently the next time

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Hyper link to Lesson Plan](#) (in Stage 2)

SEQUENTIAL ACCOUNT OF the LESSON - the HOW?

use any and all of these as appropriate and make sure to have a mix of Teacher Tasks (TT) and Student Learning Activities (SLA)

TO INCLUDE SUCCESS CRITERIA and appropriate AFL strategies.

Teaching strategies,

Teaching methods,

Resources (SS, VA etc)

Teaching and Learning resources,

Differentiation,

Behaviour management,

Student learning activities,

Evaluation and assessment procedures/assessment method/s and success criteria for pupils such as question banks.

Consider: Learning Layer/s: (Theme, Cross Curricular Links (CC) links if relevant and real.

Health & Safety (H&S), Literacy, Oracy & Numeracy (L)(O)(N)/. Wellbeing/ Global citizenship education (GCE)

Post class reflection

What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work

(reflect using the relevant headings on the SP report form and focus on what you as the teacher did to facilitate learning and what you could do better)

What went well and Why (in light of learning intentions)? The demonstration of printing the second layer over the existing prints went very well. I gathered all the students around the printing area and using my visual aids I printed my second lino block colour over my previously made print. Before the class started I had already produced three other lino blocks with two colour prints and this showed students the end result as well as how different colours interacted with each other. I was happy with how my visual aids looked and students responded well to this demonstration by applying it to their work

Even better if (again in light of your learning intentions for the lesson) I'm having some students race through their work at a speed that does not allow for proper reflection of their work. I think these students have in their mind that the students who complete the work the quickest are doing the best work which is not the case. In the future I'll monitor that these students are finding time to reflect on their work before starting the printing process again as they can learn from each print.

Possible Areas for Discussion: Tidying up with this class group is painful. They have no self responsibility to clean up after themselves and usually I've been left to do it during the last few minutes of class. In the future I might set an alarm in class and when it rings students have to clean up the workstation and they won't be able to leave til this is done.

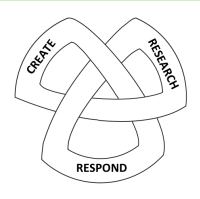
Professional Teaching skills and ability. (Communication, voice, terminology, personal qualities, pupil responses). Communication and my use of terminology were clear. The demonstration was pitched at a level they could understand and it focused back on what they've already learned with the printing process. Pupils have responded really well with this project and I'm happy that they have found it engaging.

Presentation of learning content. (Delivery of lesson, use of resources, visual aids, support studies). My visual aids were very useful in this class as I used them to demonstrate the two colour printing which is something they haven't done before. I was happy that my visual aids outlined and supported my demonstration and students could reflect back on them. I'm also happy that my visual aids addressed a problem in last week's class of students' challenging the method as they could see why we didn't cut out the fish using scissors.

Effectiveness of planning. (Clarity of intentions, quality of learning content, presentation) Learning content was clear and challenging for the students as they were working from the start of class to the end. Students have become better at reflecting on their printing process and realising why things haven't worked out. Intentions and what I wanted students to achieve was clear to students and they worked well in achieving them,

Lesson No 10 /total in UoL: 10/11
Date: 11th Nov 2023
Lesson type: (S) 40 mins
Time: 10:00
Stage:

[SC]



JC
Think- reflect... (action verbs in wheel)

Learning Content for Pupils and Learning Intentions

WHAT and WHY are you teaching

- Finishing lino print fish for the mural so students see the resolved process
- Evaluation how the prints are looking collectively so students can give peer feedback
- Discuss AEDP present in individual students prints so that they can self identify these AEDP
- Connect designs so that students see what AEDP other students achieved in their own prints

Learning Intentions

- **Compose** the fish shop mural on the wall outside the classroom focusing on how students lino colours interact with each other
- **Analyse** how the collective mural looks focusing on AEDP terms
- **Recognise** AEDP present in their own as well as in the work of others

Success criteria (Stage 2 ONLY)

- Students can finish printing their two tone lino prints
- Students have hung up their work outside the classroom to create a mural
- Students can evaluate their work reflecting on the printing process

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Hyper link to Lesson Plan](#) (in Stage 2)

SEQUENTIAL ACCOUNT OF the LESSON - the HOW?

use any and all of these as appropriate and make sure to have a mix of Teacher Tasks (TT) and Student Learning Activities (SLA)

TO INCLUDE SUCCESS CRITERIA and appropriate AFL strategies.

Teaching strategies,

Teaching methods,

Resources (SS, VA etc)

Teaching and Learning resources,

Differentiation,

Behaviour management,

Student learning activities,

Evaluation and assessment procedures/assessment method/s and success criteria for pupils such as question banks.

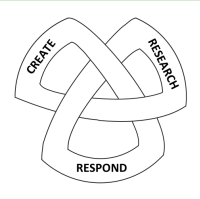
Consider: Learning Layer/s: (Theme, Cross Curricular Links (CC) links if relevant and real.

Health & Safety (H&S), Literacy, Oracy & Numeracy (L)(O)(N)/. Wellbeing/ Global citizenship education (GCE)

Post class reflection	What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work (reflect using the relevant headings on the SP report form and focus on what you as the teacher did to facilitate learning and what you could do better) What went well and Why (in light of learning intentions)? Students were able to complete the printing process of their two tone lino prints. I'm really happy that they all reached this stage as I feel like they've all worked hard with this project and it's nice for them to have a resolved outcome from this project Even better if (again in light of your learning intentions for the lesson) Maybe it would have been better if some students had reflected more on their printing process before they had printed all of their prints. Some students seem to not apply enough ink to their linos but they don't take the time to analyse why things don't work perfectly Possible Areas for Discussion: Again as in other year groups this class is having issues with the loss of materials. It's frustrating when students can't find their materials needed for printing because they have been misplaced somewhere in the classroom. The cooperating teacher is aware of this issue but there's not much improvement in terms of the designation of space for students work Professional Teaching skills and ability. Communication was clear and effective. I had outlined to students at the start of class what I wanted them to have done by the end, and how they would do this. They engaged well in response and achieved the outcomes I hoped they would . Presentation of learning content. Lesson plan was followed as it outlined sufficient time for students to spend printing their lino prints. Students as well were able to discuss their own work using AEDP when they had finished printing which was good as it allowed them time to reflect. Effectiveness of planning. I think the learning intentions were clear and achievable and the learning content built on the previous work from the past few weeks.
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Lesson No 11 /total in UoL: 11/11
Date: 12th Nov 2023
Lesson type: (S) 40 mins
Time: 13:30
Stage:

[SC]



JC
Think- reflect... (action verbs in wheel)

Learning Content for Pupils and Learning Intentions

WHAT and WHY are you teaching

- Presentation on fish printing Gytaku
- Demonstration of creating monoprints using seaweed
- Discuss AEDP present in their monoprint explorations
- Discussions regarding how they've found the last few weeks of this print project

Support Studies

Gytaku presentation

Learning Intentions

- **Identify** what a gytaku print is looking through the historical and cultural background
- **Analyse** how they can use sea material when creating monoprints and why this could be a good idea
- **Recognise** AEDP present in their monoprints and compare/contrast that with their lino prints

Success criteria (Stage 2 ONLY)

- Students can reflect on their experiences with this project
- Students can create a monoprint using natural materials
- Students can discuss what a gytaku print is

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Hyper link to Lesson Plan](#) (in Stage 2)

SEQUENTIAL ACCOUNT OF the LESSON - the HOW?

use any and all of these as appropriate and make sure to have a mix of Teacher Tasks (TT) and Student Learning Activities (SLA)

TO INCLUDE SUCCESS CRITERIA and appropriate AFL strategies.

Teaching strategies,

Teaching methods,

Resources (SS, VA etc)

Teaching and Learning resources,

Differentiation,

Behaviour management,

	Student learning activities, Evaluation and assessment procedures/assessment method/s and success criteria for pupils such as question banks. Consider: Learning Layer/s: (Theme, Cross Curricular Links (CC) links if relevant and real. Health & Safety (H&S), Literacy, Oracy & Numeracy (L)(O)(N)/. Wellbeing/ Global citizenship education (GCE)
Post class reflection	What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work (reflect using the relevant headings on the SP report form and focus on what you as the teacher did to facilitate learning and what you could do better) What went well and Why (in light of learning intentions)? Students were enthusiastic about working on a mural piece together which was good as beyond having them discuss their work with each other, I hadn't really facilitated any collaborative work so I think they enjoyed something new Even better if (again in light of your learning intentions for the lesson) Better management of how students were printing maybe could have been better but I didn't want to overly dictate how they were working together Possible Areas for Discussion: Still issues persist with the students cleaning up after themselves. This was probably the time they cleaned up the best after themselves but still I did the bulk of the cleaning. This can't happen if I have another class straight after so I need to get better at allocating time for students to clean up after themselves. Professional Teaching skills and ability. Communication was clear about what they were going to do in this class. Students were more relaxed with this class as they were working together in a way that was fairly loose. They still had to observe the rules of the classroom which they did and they were focused on contributing to the class print Presentation of learning content. Presentation was good, it showed students a different application for printing which I think they thought was cool. It tied the whole project back to the theme which was good and it also allowed me to have a support study artist whose work isn't focused on European traditions Effectiveness of planning. Learning intentions were clear for the students as they have been developed with their previous class experiences in mind. Learning content focused on tying the students back to the theme of the project so that they are reminded what this project was about