

Enable Ireland Sandymount

Co-educational school special school for age 4-18 with physical disabilities and complex needs

Theme: Under The Sea

Aim: Students will learn about life under water through sensory painting, construction and printing following the theme of 'Under The Sea'. Artworks will be created using the theme of Under The Sea and this UoL seeks to develop an awareness of shape, form, colour and texture. Each class group will create a suitable paper plate animal and all of these will be combined to create a hanging sea mobile filled with vibrant coloured sea animals, seaweed and coral shapes which will be hung in their GP hall of the school

Entering characteristics

- Enable Ireland Sandymount caters exclusively for students with a primary physical and complex medical disabilities caused by possible brain injuries or genetic conditions which require high physical care need
- Some students present with learning disabilities, while other students are cognitively able and their barriers to learning stem from their physical disabilities/high medical needs
- The range of needs and disabilities present will vary by class group but students are generally in class groups with fellow pupils of similar cognitive ability

Managing behaviours

A samples as outlined in the Code of Behavior policy document, classroom staff should:

- Support and implement the school's code of behaviour
- Create a safe working environment for each pupil
- Prepare school work and correct work done by pupils
- Recognise and provide for individual talents and differences among pupils
- Be courteous, consistent and fair to both fellow staff and students
- Keep opportunities for disruptive behaviour to a minimum
- Deal appropriately with minor problem behaviour
- Keep a record of instances of serious challenging behaviour or repeated instances of problem behaviour
- Provide support for colleagues
- Communicate with parents/guardians when necessary and provide reports on matters of mutual concern
- All staff will adhere to the positive Ethos of the school, in order to maintain a positive learning environment
- Verbal reprimands and/or punishment will be kept to a minimum
- Ensure consistency in implementing behaviour plans
- Judgement and common sense should be exercised by all staff to maintain the Health and Safety of everyone

The school rules outlined as follows:

- Be Safe: I keep my hands and feet to myself.
- Be Ready: I listen and follow directions.
- Be Respectful: I respect myself, others and my environment.
- Be Responsible: I am responsible for myself.
- Be Kind: I use kind thoughts, words and actions.

If school rules aren't followed and undesirable behaviour persists, reductive consequences are used. Reductive consequences refer to specific consequences that are applied contingent upon the occurrence of an undesired behaviour with the purpose of decreasing the likelihood of it recurring in the future. These consequences may include: verbal reprimands, the loss of privileges/ access to preferred items/ activities, a report to a parent/guardian, school principal, the requirement of the completion of an additional task in order to regain access to reinforcement schedules, restitution of the environment following disruptive behaviour, removal of attention from the teacher/ non-exclusionary time-out/exclusionary time out.

Learning outcomes for unit of learning

Awareness of shape

The student should be enabled to

- n feel and look closely at the linear qualities of objects in the surroundings
- n become aware of outline shape, silhouette, and shadow shapes
- n create and work with shapes that have a variety of characteristics.

An awareness of colour

The student should be enabled to

- n become aware of colour in his/her surroundings
- n participate in mixing primary colours
- n distinguish between obviously light and dark colours
- n use colour expressively and to create effects.

An awareness of texture

The student should be enabled to

- ▮ begin to explore the relationship between how things feel and how they look
- ▮ create variety and contrast in surface texture with a variety of materials and tools.

Lesson No 1 Date: 16/9/2024	Learning Content for Pupils • Students observe demonstration on creating a paper plate fish and responding to visual imagery on presentation • Students explore different textures and colours. Engages tactile and visual senses, helping to stimulate sensory processing. • Painting and decorating the paper plates so students practise fine motor skills such as gripping paint brushes or finger painting. • Students are encouraged to communicate their preferences for colours or decorations using various communication methods	Learning Intentions • Engage with different sensory material through interacting with different colours, textures and shapes • Practise their sensory motor skills through interacting and using paintbrushes, mark making tools and the plate itself • Encourage communication through allowing students time to respond to the various materials and time to express their preferences	Success Criteria • Students demonstrate engagement with sensory materials such as the students engaging with different colours • Students apply their fine motor skills to decorate the paper plate such as painting it with a brush or their fingers • Students communicate in an appropriate way their preferences in regards to colours or textures they use for decorating their plate
LESSON PLAN Introduction • Presentation of visual aid and presentation with images of fish to demonstrate to students areas of focus • Present different materials (paint, paper plates, brushes) to the children, allowing them to touch, feel, and observe the colours and textures. • Focus on asking students questions/prompts to engage them in decision making e.g what colour do you like?			

Main Activity

- Give out paper plates to each child and encourage them to paint their fish using different colours, textures and materials.
- Promote fine motor skills by offering various painting tools (brushes, sponges, or finger-painting).
- Once the paint is dry or semi-dry, introduce different decorative materials (googly eyes, glitter, pre-cut fins/tails).
- Encourage the children to make choices about what they want to add to their fish. Assist in glueing or attaching the items.

Conclusion

- Encourage children to share their creations with the group. This can be done verbally or nonverbally through gestures or using their communication tools.
- Offer praise and positive reinforcement, highlighting each child's unique contribution to the activity and how their combined work comes together to create the installation

Post class reflection

What went well and Why (in light of learning intentions)? I think I was happy with how the students engaged with the different textured material. I had supplied students different textures and paint additives when creating their fish and I think they used these in the creation of their final fish paper plate pieces to the best of their ability

Even better if (again in light of your learning intentions for the lesson) I think students don't engage with the sponges and printmaking tools as much as I had hoped for. The next time I'll demonstrate them at the start of class. Maybe the set up could have been better altered if it was evenly distributed too

Possible Areas for Discussion: I think with the SNAs there's a fine balance between them helping the students create the work and them dictating the work. I wish today I had maybe tried to influence and allow for students to have time to make their own independent decisions in their own time.

Professional Teaching skills and ability. I think my communication was clear to the group. They all understood what we were making and the visual aids helped support this. I think the demonstration was good and I had a good response from the students

Presentation of learning content. I think the delivery of this lesson was logical and easily followed. I had all my resources and visual aids made ahead of time and the images of the support study artist helped

Effectiveness of planning. Learning intentions I believe were attainable and realistic to the children's cognitive ability. I think the learning content was supported by the support study artist, presentation, visual aids and laminated photos

Lesson No 2 Date: 17/9/2024	Learning Content for Pupils • Children will engage with various textures and sensory experiences by touching and exploring different materials, including the smoothness of shaving foam and the roughness of salt-mixed paint. • Children will observe the process of mixing paint with shaving foam and mixing salt with paint and the texture changes • Students will paint with brushes, fingers, or sponges and interact with shaving foam and poster paint through mixing them • Students will be encouraged to choose their own colours for both the marbling and salt-textured painting activities	Learning Intentions • Engage with sensory materials eg shaving foam and paint • Develop fine motor skills through painting textured paint and marbling with shaving foam • Express choice and decisions making through communicating what colours and textures they'd like to use to decorate the plate	Success Criteria • Students demonstrate engagement with sensory materials such as the students engaging with the shaving foam and paint • Students apply their fine motor skills to marble the paint in the shaving foam • Students communicate in an appropriate way their preferences in regards to colours or textures they use for decorating their plate
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LESSON PLAN

Introduction

- Presentation of visual aid and **presentation with images of crabs** to demonstrate to students areas of focus
- Present different materials (paint, paper plates, brushes) to the children, allowing them to touch, feel, and observe the colours and textures.
- Focus on asking students questions/prompts to engage them in decision making e.g what colour do you like?

Main Activity

- Demonstration on marbling paint in shaving foam
- Give out paper plates to each child and encourage them to paint after they have marbled .
- Promote fine motor skills by offering various painting tools (brushes, sponges, or finger-painting).
- Once the textured paint is dry or semi-dry, introduce different decorative materials (googly eyes, glitter, pre-cut legs/pinchers).
- Encourage the children to make choices about what they want to add to their crab. Assist in glueing or attaching the items.

Conclusion

- Encourage children to share their creations with the group. This can be done verbally or nonverbally through gestures or using their communication tools.
- Offer praise and positive reinforcement, highlighting each child's unique contribution to the activity and how their combined work comes together to create the installation

Post class reflection

What went well and Why (in light of learning intentions)? I think I was happy with how the students engaged with the shaving foam crabs. It was a new activity for the students and it's pretty simple and hassle free. I think it was an effective way of making a cool unique design and it also got good feedback from the cooperating teachers and SNAs

Even better if (again in light of your learning intentions for the lesson) I think the salt texture for the paint was good but because it thinned the paint a lot it requires quite a lot of brushing to build up layers so students would have had to work quite hard to build up an even application. I probably should have used less salt in the demonstration of mixing the paint but the results are very nice anyway

Possible Areas for Discussion: In one of the sessions I had with the class groups I felt like there weren't enough SNAs there for the facilitation of this lesson. I'm not really qualified for much interaction with students especially any moving of them so I was quiet frustrated when at certain points there was only one SNA and myself with students with complex and high support needs

Professional Teaching skills and ability. I think my communication was clear to the group. They all understood what we were making and the visual aids helped support this. I think the demonstration was good and enjoyable and I had a great response from the students

Presentation of learning content. I think the delivery of this lesson was logical and easily followed. I had all my resources and visual aids made ahead of time and the images of the support study artist helped. Also I had a better set up today in terms of materials

Effectiveness of planning. Learning intentions I believe were attainable and realistic to the children's cognitive ability. I think the learning content was supported by the support study artist, presentation, visual aids and laminated photos

Lesson No 3 Date: 18/9/2024	Learning Content for Pupils • Students will engage in textured printing by pressing different textured objects (e.g., bubble wrap or sponges) onto paint-covered paper plates to create texture for the starfish. • Students will print textures onto the paper plates with a focus on creating patterns using various colours and surface textured • Students press textured objects onto the plates and manipulating materials like paint brushes or sponges • Students decide what textures they would like to print with and colours they use for their starfish	Learning Intentions • Explore tactile experiences through sensory engaging activities such as printing with bubble wrap • Develop fine motor skills through grasping, pressing and using various materials when printing onto their starfish • Demonstrate creative decision making through expressing materials, colours and textures they'd like to print with	Success Criteria • Students demonstrate engagement with sensory materials such as the students engaging with the lentils and paint • Students apply their fine motor skills to mix the lentils and paint or to press down the bubble wrap • Students communicate in an appropriate way their preferences in regards to colours or textures they use for decorating their plate
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LESSON PLAN

Introduction

- Presentation of visual aid and **presentation with images of starfishes** to demonstrate to students areas of focus
- Present different materials (paint, paper plates, brushes) to the children, allowing them to touch, feel, and observe the colours and textures.
- Focus on asking students questions/prompts to engage them in decision making e.g what colour do you like?

Main Activity

- Demonstration on printing with bubble wrap
- Give out paper plates to each child and encourage them to mix paint with lentils for a new textured paint
- Promote fine motor skills by offering various painting tools (brushes, sponges, or finger-painting).

- Once the textured paint is dry or semi-dry, introduce different decorative materials (googly eyes, glitter, pre-cut legs/pinchers).
- Encourage the children to make choices about what they want to add to their crab. Assist in glueing or attaching the items.

Conclusion

- Encourage children to share their creations with the group. This can be done verbally or nonverbally through gestures or using their communication tools.
- Offer praise and positive reinforcement, highlighting each child's unique contribution to the activity and how their combined work comes together to create the installation

Post class reflection

What went well and Why (in light of learning intentions)? I think this lesson was really successful and was really happy with how the cooperating teachers helped me deliver this. I had pitched them the lesson before the students came in so they had a total understanding of the project and they bought into it. I was massively happy with the textured painting and the bubble wrap printing as I believe it's really nice and simple way to help develop fine motor skills

Even better if (again in light of your learning intentions for the lesson) I think maybe sometimes it would be better if students were given an outline of what they should include so that they can experience the most. I usually leave it all up to their discretion in terms of what they can do but actually it might be more effective to have more things readily set up and get them to apply all of these

Possible Areas for Discussion: With the second group today I had got them after their swim class so they were exhausted. They were good at articulating back what colours and textures they wanted to use and printing the bubble wrap with their hands. I think it would have been great if they had brushed with the textured paint but this can be a focus for the next day

Professional Teaching skills and ability. I think my communication was clear to the group and to the cooperating teachers/SNAs. They all understood what we were making and the visual aids helped support this. I think the demonstration was good and enjoyable and I had a great response from the students

Presentation of learning content. I think the delivery of this lesson was logical and easily followed. I had all my resources and visual aids made ahead of time and the images of the support study artist helped. Also I had a better set up today in terms of materials

Effectiveness of planning. Learning intentions I believe were attainable and realistic to the children's cognitive ability. I think the learning content was supported by the support study artist, presentation, visual aids and laminated photos

Lesson No 4 Date: 19/9/2024	Learning Content for Pupils • Students will engage in a tactile way through painting, manipulating and touching paper plates and bubble wrap • Students will paint various colours onto the bubble wrap which can then be used to print onto the body of the jellyfish which are the paper plates • Students develop their fine motor skills through painting the varied textures of paper plates and bubble wrap and also through printing the bubble wrap or cutting the bubble wrap into the tentacles • Children will express choice through identifying what colours and textures they will use for their jellyfish	Learning Intentions • Engage with painting on various materials such as paper plates and bubble wrap • Develop fine motor skills through gripping brushes, finger painting and printing bubble wrap • Focus on decision making in regards to what colour they'll use and what textures they will use	Success Criteria • Students demonstrate engagement with sensory materials such as the students engaging with the bubble wrap and paint • Students apply their fine motor skills to mix the texture materials and paint or to press down the bubble wrap • Students communicate in an appropriate way their preferences in regards to colours or textures they use for decorating their plate
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LESSON PLAN

Introduction

- Presentation of visual aid and **presentation with images of jellyfish** to demonstrate to students areas of focus
- Present different materials (paint, paper plates, brushes) to the children, allowing them to touch, feel, and observe the colours and textures.
- Focus on asking students questions/prompts to engage them in decision making e.g what colour do you like?

Main Activity

- Demonstration on printing with bubble wrap and marbling with shaving foam
- Give out paper plates to each child and encourage them to mix paint with lentils for a new textured paint
- Promote fine motor skills by offering various painting tools (brushes, sponges, or finger-painting).

- Once the textured paint is dry or semi-dry, introduce different decorative materials (googly eyes, glitter, pre-cut legs/pinchers).
- Encourage the children to make choices about what they want to add to their crab. Assist in glueing or attaching the items.

Conclusion

- Encourage children to share their creations with the group. This can be done verbally or nonverbally through gestures or using their communication tools.
- Offer praise and positive reinforcement, highlighting each child's unique contribution to the activity and how their combined work comes together to create the installation

Post class reflection

What went well and Why (in light of learning intentions)? I think this lesson was successful and was really happy with how the student interacted with the bubble wrap for the tentacles. Across all classes I've noticed that students love the tactile nature of bubble wrap and they love printing with it so I think it was a really good use for the tentacles. Also the shaving foam marbling worked great

Even better if (again in light of your learning intentions for the lesson) I think I probably could have found a better way for students to attach the legs on the glueing them as that was a bit pernicity. I gave one class a staple but because it wasn't mine I had to give it back and it warped the tentacles anyway. The glue meant that they had to be very careful when painting as they didn't want to pull the legs off with the brushes

Possible Areas for Discussion: Maybe a wide use of colour would have been better. I don't fully know why but across two classes we've ended up with a few that are very similar. Just for when the final piece is hung up and the students want to identify which one is theirs it would be better if they had more identifiable colour choices

Professional Teaching skills and ability. I think my communication was clear to the group and to the cooperating teachers/SNAs. They all understood what we were making and the visual aids helped support this. I think the demonstration was good and enjoyable and I had a great response from the students

Presentation of learning content. I think the delivery of this lesson was logical and easily followed. I had all my resources and visual aids made ahead of time and the images of the support study artist helped. Also I had a better set up today in terms of materials

Effectiveness of planning. Learning intentions I believe were attainable and realistic to the children's cognitive ability. I think the learning content was supported by the support study artist, presentation, visual aids and laminated photos

Lesson No 5 Date: 20/9/2024	Learning Content for Pupils • Students will engage with various sensory materials, such as paint with different textures (e.g., smooth), and tools (e.g., brushes, sponges). • Students will create whales using paper plates, they will work with basic shapes and patterns • Students will use brushes, sponges, or their hands to apply paint to the paper plates, and manipulate materials to add details like fins or a tail • Students will have the opportunity to choose colours and painting techniques for their whales, and decide how to decorate their paper plates to represent different whale features.	Learning Intentions • Engage with various sensory materials through interacting with different textures and materials focused on painting • Develop fine motor skills through painting with various tools and assembling whale features • Encourage creative expression and decision-making focused on colours, textures, and the decoration of their whales	Success Criteria • Students demonstrate engagement with sensory materials such as the students engaging with the texture tools and paint • Students apply their fine motor skills to mix the texture materials and paint or to press down the bubble wrap • Students communicate in an appropriate way their preferences in regards to colours or textures they use for decorating their plate
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LESSON PLAN

Introduction

- Presentation of visual aid and **presentation with images of whales** to demonstrate to students areas of focus
- Present different materials (paint, paper plates, brushes) to the children, allowing them to touch, feel, and observe the colours and textures.
- Focus on asking students questions/prompts to engage them in decision making e.g what colour do you like?

Main Activity

- Demonstration on texture painting with salt and lentils
- Give out paper plates to each child and encourage them to mix paint with textured materials for a new textured paint
- Promote fine motor skills by offering various painting tools (brushes, sponges, or finger-painting).

- Once the textured paint is dry or semi-dry, introduce different decorative materials (googly eyes, glitter, pre-cut legs/pinchers).
- Encourage the children to make choices about what they want to add to their crab. Assist in glueing or attaching the items.

Conclusion

- Encourage children to share their creations with the group. This can be done verbally or nonverbally through gestures or using their communication tools.
- Offer praise and positive reinforcement, highlighting each child's unique contribution to the activity and how their combined work comes together to create the installation

Post class reflection

What went well and Why (in light of learning intentions)? I think this lesson was really successful and was really happy with how the cooperating teachers helped me deliver this. I had the first group before so it was good trying out the new things with them such as the shaving foam marbling. I got good feedback from the cooperating teacher to which was great about the range of activities

Even better if (again in light of your learning intentions for the lesson) I think there was a small lack of communication on my end at some point when I had the visual aids out on the table as one of the students and SNAs vegan making a jellyfish which was yesterday's activity. I think the visual aid all together are helpful for relaying final installation but I should have been more specific on what was being made today

Possible Areas for Discussion: There was a lot of coming and going with today's morning session which isn't great for the class flow. Obviously its nothing I can control and it's not really my business but students can get distracted if one of their classmates exits the room. The SNAs and teachers have all been so helpful so this is very nitpicky but I think sometimes the students aren't all receiving the same art experience because they are being removed too quickly

Professional Teaching skills and ability. I think my communication was clear to the group and to the cooperating teachers/SNAs. Besides the aforementioned confusion regarding what sea creature was being made They all understood what we were making and the visual aids helped support this. I think the demonstration was good and enjoyable and I had a great response from the students

Presentation of learning content. I think the delivery of this lesson was logical and easily followed. I had all my resources and visual aids made ahead of time and the images of the support study artist helped. Also I had a better set up today in terms of materials

Effectiveness of planning. Learning intentions I believe were attainable and realistic to the children's cognitive ability. I think the learning content was supported by the support study artist, presentation, visual aids and laminated photos

Lesson No 6 Date: 23/9/2024	Learning Content for Pupils - Students will experience different textures by applying and interacting with textured paint on paper plates to create shark teeth - Students will create shark teeth using textured paint, which they will observe and understand how different textures can be used to form specific shapes and patterns - Students will apply textured paint to paper plates and creating the details of shark teeth involves fine motor skills - Students will have the opportunity to choose colours and textures for their shark teeth and decide how to arrange them on the paper plates	Learning Intentions Engage with various textures throughout this class through creating the shark teeth using textured paint Practise using brushes and adaptive tools to mix the textured paint and apply it to the plates Decide what colours, textures and the overall design composition for their shark creations	Success Criteria - Students demonstrate engagement with sensory materials such as the students engaging with the texture tools and paint - Students apply their fine motor skills to mix the texture materials and paint or to press down the bubble wrap - Students communicate in an appropriate way their preferences in regards to colours or textures they use for decorating their plate
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LESSON PLAN

Introduction

- Presentation of visual aid and **presentation with images of sharks** to demonstrate to students areas of focus
- Present different materials (paint, paper plates, brushes) to the children, allowing them to touch, feel, and observe the colours and textures.
- Focus on asking students questions/prompts to engage them in decision making e.g what colour do you like?

Main Activity

- Demonstration on texture painting with salt and lentils to make shark teeth
- Give out paper plates to each child and encourage them to mix paint with textured materials for a new textured paint
- Promote fine motor skills by offering various painting tools (brushes, sponges, or finger-painting).
- Once the textured paint is dry or semi-dry, introduce different decorative materials (googly eyes, glitter, pre-cut legs/pinchers).

- Encourage the children to make choices about what they want to add to their crab. Assist in glueing or attaching the items.

Conclusion

- Encourage children to share their creations with the group. This can be done verbally or nonverbally through gestures or using their communication tools.
- Offer praise and positive reinforcement, highlighting each child's unique contribution to the activity and how their combined work comes together to create the installation

Post class reflection

What went well and Why (in light of learning intentions)? I think this lesson was great and the students' work was very strong. They have engaged well with bubble wrap throughout and adding the teeth was very enjoyable

Even better if (again in light of your learning intentions for the lesson) I think I could have explained it better to the cooperating teacher and SNAs how to cut out the mouth space for the teeth as there was confusion in both classes regarding this

Possible Areas for Discussion: I think when making the visual aids I have to be more cognizant that sometimes cooperating teachers and SNAs can try to exactly replicate this to the point of little exploration for the students. I need to better convey a sense of exploration and individuality

Professional Teaching skills and ability. I think my communication was clear to the group but could have been better with the cooperating teachers/SNAs. The students understood what we were making and the visual aids helped support this. I think the demonstration was good and enjoyable and I had a great response from the students

Presentation of learning content. I think the delivery of this lesson was logical and easily followed. I had all my resources and visual aids made ahead of time and the images of the support study artist helped. Also I had a better set up today in terms of materials

Lesson No 7 Date: 24/9/2024	Learning Content for Pupils • Students will use oranges and lemons to print textures onto paper plates and cardboard which will engage them various textures and scents • Students can observe and respond to how printing with natural materials such as oranges creates organic textures and patterns • Students will develop their fine motor skills through handling the fruit, dipping them into the paint and pressing them down onto the cardboard to print • Students will explore choice and decision making through deciding where they will print their oranges or lemons onto their octopuses	Learning Intentions • Explore the sensory aspects of fruit such as texture and scent when printing with them • Develop fine motor skills through the acts of printing with fruit • Engage with choice and decision making when focusing on where to print their fruit for their octopuses	Success Criteria • Students demonstrate engagement with sensory materials such as the students engaging with the fruit and paint • Students apply their fine motor skills to print using the oranges/limes • Students communicate in an appropriate way their preferences in regards to colours or textures they use for decorating their plate
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LESSON PLAN

Introduction

- Presentation of visual aid and **presentation with images of octopus** to demonstrate to students areas of focus
- Present different materials (paint, paper plates, brushes) to the children, allowing them to touch, feel, and observe the colours and textures.
- Focus on asking students questions/prompts to engage them in decision making e.g what colour do you like?

Main Activity

- Demonstration on printing using oranges
- Give out paper plates to each child and encourage them to mix paint with fruit juices to explore sensory aspects of the materials
- Promote fine motor skills by offering various painting tools (brushes, sponges, or finger-painting).
- Once the textured paint is dry or semi-dry, introduce different decorative materials (googly eyes, glitter, pre-cut legs/pinchers).
- Encourage the children to make choices about what they want to add to their crab. Assist in glueing or attaching the items.

Conclusion

- Encourage children to share their creations with the group. This can be done verbally or nonverbally through gestures or using their communication tools.
- Offer praise and positive reinforcement, highlighting each child's unique contribution to the activity and how their combined work comes together to create the installation

Post class reflection

What went well and Why (in light of learning intentions)? I think this lesson was really successful and was really happy with how the cooperating teachers helped me deliver this. The oranges were a great sensory stimulant to the students and I think they were really successful in translating the texture of the tentacles to the students

Even better if (again in light of your learning intentions for the lesson) I think some of the students found printing with the large oranges too much as you needed a very wide grip which they don't possess. The limes were great as they were smaller so they better fit into the students hand and they could more easily print with them

Possible Areas for Discussion: I think prior to beginning this UoL i had hoped there would be more peer feedback or discussion/show and tell between the students but it's not really been developed in most class groups. Obviously theres a wide need profile so some students aren't physically capable of doing this but I think with some specific groups it would have been great

Professional Teaching skills and ability. I think my communication was clear to the group and to the cooperating teachers/SNAs. They all understood what we were making and the visual aids helped support this. I think the demonstration was good and enjoyable and I had a great response from the students

Presentation of learning content. I think the delivery of this lesson was logical and easily followed. I had all my resources and visual aids made ahead of time and the images of the support study artist helped. Also I had a better set up today in terms of materials

Effectiveness of planning. Learning intentions I believe were attainable and realistic to the children's cognitive ability. I think the learning content was supported by the support study artist, presentation, visual aids and laminated photos

Lesson No 8 Date: 25/9/2024	Learning Content for Pupils • Students will interact with various materials and textures, including bubble wrap, textured paint, marbling inks and seaweed • Students will use bubble wrap and different types of paint to create seaweed and coral, they will observe how various textures produce different visual effects • Students will engage in tasks such as applying paint, pressing bubble wrap onto paper, and cutting or manipulating cardboard to form seaweed and coral shapes • Students will have the opportunity to choose colours, textures, and patterns for their seaweed and coral creations	Learning Intentions • Explore and engage with a variety of textures and sensory materials such as bubble wrap, textured paint, ice paint, and cardboard • Develop fine motor skills through the manipulation of materials and application techniques (e.g., applying paint • Encourage creative expression and decision-making in art, choices about colours, textures, and patterns while creating seaweed and coral	Success Criteria • Students demonstrate engagement with sensory materials such as the students engaging with the seaweeds texture • Students apply their fine motor skills to print using the bubble wrap • Students communicate in an appropriate way their preferences in regards to colours or textures they use for decorating their plate
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LESSON PLAN Introduction • Presentation of visual aid and presentation with images of seaweed, coral and shells to demonstrate to students areas of focus • Present different materials (paint, paper plates, brushes) to the children, allowing them to touch, feel, and observe the colours and textures. • Focus on asking students questions/prompts to engage them in decision making e.g what colour do you like?
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Main Activity

- Demonstration on marbling ink
- Give out paper plates to each child and encourage them to apply textured paint eg with sand
- Promote fine motor skills by offering various painting tools (brushes, sponges, or finger-painting).
- Once the textured paint is dry or semi-dry, introduce different decorative materials (googly eyes, glitter, pre-cut legs/pinchers).
- Encourage the children to make choices about what they want to add to their crab. Assist in glueing or attaching the items.

Conclusion

- Encourage children to share their creations with the group. This can be done verbally or nonverbally through gestures or using their communication tools.
- Offer praise and positive reinforcement, highlighting each child's unique contribution to the activity and how their combined work comes together to create the installation

Post class reflection

What went well and Why (in light of learning intentions)? I think this lesson was good today as the seaweed was a great stimulant for the sensory and creating taking place today. The students loved the texture feeling the seaweed and I think this helped engage them with the art making through the printing of bubble wrap

Even better if (again in light of your learning intentions for the lesson) If there was a way to bring the seaweed more forward into the art making it would have been even better but I found that its not the most suitable texture for printing as its very slimy and degrade paper very easily

Possible Areas for Discussion: Shorter school day so only had one class group

Professional Teaching skills and ability. I think my communication was clear to the group and to the cooperating teachers/SNAs. They all understood what we were making and the visual aids helped support this. I think the demonstration was good and enjoyable and I had a great response from the students

Presentation of learning content. I think the delivery of this lesson was logical and easily followed. I had all my resources and visual aids made ahead of time and the images of the support study artist helped. Also I had a better set up today in terms of materials