

## School of Education DRAFT 23-24

### Unit of Learning (inc LPs)

Students Name: Ciara Hennessy  
Year in NCAD: 3

**Class Name:** Bliain 2  
**Year group:** 2nd  
**Programme:** Junior  
**Total No of lessons in UoL:** 3  
(2 Single - 40 mins, 1 Double - 80 mins)

#### Aim of Unit of Learning

Students will **research** the work of an **Irish Artist** that relates to the styles, techniques and aesthetics that they (the student) developed throughout CBA1 and create a **biographical poster inspired by the artists' artstyle**. Focusing on **line, shape and variety** students are encouraged to use **their choice of materials** to create their realised artefact.

(Processes | Techniques/Materials | Theme | AEDP | Outcome/Realised Artefact)

#### Theme Development:

**Ireland in the wider world - Posters of Irish Artists and Artworks**

Taking influence from the Visual Studies area of focus Ireland and Its Place in the Wider World, I want to introduce Junior Cycle students to the works of historical and contemporary Irish artists.

#### Entering characteristics

mixed class  
mixed ability  
2 dyslexia  
1 ASD (suggested to go to him first and set up a plan of action with him to avoid interruptions)  
1 hearing impaired (has a microphone and connecting earpiece, but refuses to give it to teachers)  
1 heat condition  
1 medical bathroom allowance (allowed to leave classroom at any time)  
(2 students are being monitored for ASD/Additional Needs, unconfirmed)

#### Managing behaviours

Cód Iompar  
VSWare point system  
Yondr phone pouches

## Learning outcomes for unit of learning

- 1.7 examine the method of a number of artists and the artwork they created
- 1.10 identify the use of art elements and design principles within an artwork
- 1.2 respond to an artwork using critical and visual language
- 1.14 use media to create their own artwork
- 3.15 justify design concepts and the use of media in their own or others' work

**Lesson No/total in UoL: 1/3**

**Date: 15/05/2024**

**Lesson type: (single - 40 mins)**

**Time: 10:05-10:45**

**Stage: JC**

**Think**  
**Reflect**  
**Explore**




## Learning Content for Pupils and Learning Intentions

**What:** Students will choose an artist from the given examples that relates to the work/style they developed during their CBA1, they will create a short artist bio about them, with reference to their techniques/ AEDP/ Themes and style (etc) to put on their poster.

**Why:** Students will choose artists that relate to their CBA1 to form their identity as artists. They will develop their research skills through active practice, avoiding unreliable sources such as wikipedia.

**AEDP:** Identifying AEDP individual to the artists - listing - research

**Artistic Process:** Researching

**Support Studies (SS):**  **Irish Artists**

- Jack B. Yeats (1871-1957)
- Mainie Jellett (1897-1944)
- Sean Scully (born 1945)
- Norah McGuinness (1901 - 1980)
- Harry Clarke (1889-1931)
- William Crozier (1930-2011)
- John Kindness (born 1951)
- Paul Henry (1876-1958)
- Sarah Purser (1848-1943)






**Differentiation:**

- ASD: Assist 'C' in picking an artist that connects to his style, consider John Kindness for him if he is indecisive (S.C.ASD)
- DYSLEXIA: - Clear and Clean writing

1.7  
1.2  
1.10

- **S.1:** 'L' is being assessed this week, be patient. Don't let 'L' slack off and avoid work by messing, lying or chatting.
- **S.2:** 'K' is achieving well, give verbal instruction rather than written.
- **HEARING IMPAIRED:** 'S' is easily distracted and needs to have his attention on you or else he may not pick up what's being explained
- **WRIST INJURY:** 'R' cannot write/draw, therefore she will research her artist and compile her information digitally.

#### Visual Aids:

- Visual Aid boards (3) showing the work of above named artist s (LINK)  BL2VA1.HEIC  BL2VA2.HEIC  BL2VA3.HEIC
- My poster on Mainie Jellett (LINK)  Finished Poster.HEIC
- Handout on Artist research  Mó Ealaíontóir Éireannach.pdf for them to fill

#### Learning Intentions

**L.I.1** Students will develop their research skills by actively seeking out information about their chosen artist from reliable sources such as artist and gallery websites

**L.I.2** Students will analyse the techniques, AEDP, mediums, and style of their chosen artist to understand how these aspects contribute to their artistic identity and development.

**L.I.3** Students will create a short artist biography for their chosen artist, highlighting key aspects such as their background, artistic influences, techniques, mediums, and style (if possible).

#### Success criteria (Stage 2 ONLY)

##### All Students will:

- Choose an artist that relates to the style they developed throughout their CBA1 and write a short bio on them

##### Most students will:

- Write a short biography on their artist, taking into account their Techniques, Materials and Areas of Practice.

##### Some students will:

- Begin sketching their poster design while taking inspiration from their chosen artist.

*(S.C.ASD) - 'C' will choose an artist and find 3 relevant facts about their work.*

<p><b>LESSON PLAN</b></p> <p>Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.</p>	<p><b>SEQUENTIAL ACCOUNT OF the LESSON - the HOW?</b></p> <p>☰ Bliain 2 Lesson Plan: 15/05/2024</p>
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<p><b>Lesson No/total in UoL: 2/3</b>  <b>Date: 17/05/2024</b>  <b>Lesson type: (Double - 80 mins)</b>  <b>Time: 9:25-10:45</b>  <b>Stage: JC</b></p> <p><b>Develop</b>  <b>Explore</b>  <b>Refine</b>  <b>Realise</b></p>	<p><b>Learning Content for Pupils and Learning Intentions</b></p> <p><b>WHAT and WHY are you teaching</b></p> <p><b>What:</b> Students will begin to design their posters with regard to their chosen artists art styles. They will focus on the style they use for their artists name, using the examples I have shown they will consider the artists works and styles while lettering.</p> <p><b>Why:</b> Using the skills they built up throughout cba1, the students are being encouraged to react and respond to artist works in a creative way. They will critically analyse their chosen artists' works in order to develop a poster that captures it and the information on this artist successfully.</p> <p><b>AEDP:</b> A focus on Line, Shape, Balance</p> <p><b>Artistic Process:</b> Poster Design and Simple Lettering techniques</p> <p><b>Support Studies (SS):</b> ☰ Irish Artists</p> <p>- Jack B. Yeats (1871-1957)</p>
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1.14

1.10

- Mainie Jellett (1897-1944)
- Sean Scully (born 1945)
- Norah McGuinness (1901 - 1980)
- Harry Clarke (1889-1931)
- William Crozier (1930-2011)
- John Kindness (born 1951)
- Paul Henry (1876-1958)
- Sarah Purser (1848-1943)

#### Differentiation:

- ASD: 'C' Will need an extra push for this class, hes very giddy as it gets to the end of the year, extra encouragement. Set a goal for the class (S.C.ASD)
- DYSLEXIA: - Clear and Clean writing/Instruction
  - S.1: 'L' missed out on last week but received the homework. The project will be explained to her further and if needs be altered to fix the time limit for her.
  - S.2: 'K' needs verbal instruction throughout the class.
- HEARING IMPAIRED: stand on 'S's left side when talking.
- WRIST INJURY: 'R' cannot write/draw. 'R' will make her poster using collage.

#### Visual Aids:

- Visual Aid board showing a variety of artists names mixed with their styles ■ Lettering.HEIC
- My poster on Mainie Jellett (LINK) ■ Completed poster.HEIC

#### Homework:

- Given at the start of class and written in diaries students are expected to work on their poster at home over the weekend if they have the time, as it is to be completed for Wednesday.

#### Learning Intentions


L.I.1 Students will identify the key components of their artists works in order to create a design that captures the style of the artist

L.I.2 Students will consider the artist's style and techniques when creating the lettering for their name.

L.I.3 Students will discuss why they have chosen to go with their designs and how they have captured the artist's style through their poster design.

#### Success criteria (Stage 2 ONLY)

#### All Students will:

	<ul style="list-style-type: none"> <li>- Begin to design their posters based on their chosen artists</li> </ul> <p><b>Most students will:</b></p> <ul style="list-style-type: none"> <li>- Show consideration for artists style through their poster</li> </ul> <p><b>Some students will:</b></p> <ul style="list-style-type: none"> <li>- Create clear lettering that captures the style and techniques of the artists.</li> </ul> <p><i>(S.C.ASD) - 'C' will begin his poster and lay down a sketch of his work at minimum.</i></p>
<p><b>LESSON PLAN</b></p> <p>Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.</p>	<p><b>SEQUENTIAL ACCOUNT OF the LESSON - the HOW?</b></p> <p> <b>Bliain 2 Lesson Plan: 17/05/2024</b></p>

<p><b>Lesson No/total in UoL: 3/3</b>  <b>Date: 22/05/2024</b>  <b>Lesson type: (single - 40 mins)</b>  <b>Time: 10:05-10:45</b>  <b>Stage: JC</b></p> <p><b>Refine</b>  <b>Realise</b></p>	<p><b>Learning Content for Pupils and Learning Intentions</b></p> <p><b>WHAT and WHY are you teaching</b></p> <p><b>What:</b> Students will complete their posters before taking part in a peer review of their work. They will explain their design, and why they chose the artist in regards to the style they developed in cba1.</p> <p><b>Why:</b> Having designed their poster and begun the colouring, students will complete their posters and show them off to each other in a peer review.</p> <p><b>AEDP:</b> colour, shape, variety</p> <p><b>Artistic Process:</b> facilitating the completion of their posters. Presentation.</p>
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## Present Reflect



3.15

1.14

1.2

### Support Studies (SS): 📖 Irish Artists

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- Mainie Jellett (1897-1944)
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- Harry Clarke (1889-1931)
- William Crozier (1930-2011)
- John Kindness (born 1951)
- Paul Henry (1876-1958)
- Sarah Purser (1848-1943)

### Differentiation:

- ASD: 'C' is working well on this project, and needs to be kept on task. Stop him from getting overly giddy. (S.C.ASD)
- DYSLEXIA: - Clear and Clean writing/Instruction
  - S.1: 'L' Requires an extra push to keep her on track, check in when possible.
  - S.2: 'K' working well, can be easily confused so make sure to explain it again for her/to her if needed.
- HEARING IMPAIRED: stand on 'S's left side when talking.
- WRIST INJURY: 'R' cannot write/draw. 'R' will complete her poster using collage and typed information.

### Visual Aids:

- Visual Aid board showing a variety of artists names mixed with their styles 📖 Lettering.HEIC
- My poster on Mainie Jellett (LINK) 📖 Completed poster.HEIC

### Learning Intentions

L.I.1 Students will complete their posters based on their chosen irish artist, including clear information and art influence.

L.I.2 Students will present their finished posters to the class and explain why they chose his artist. (relation to cba theme, art style or methods etc)

L.I.3 Students will discuss each other's work using the appropriate visual language.


### Success criteria (Stage 2 ONLY)

#### All Students will:

- Complete their posters to the best of their ability

#### Most students will:

- Present their posters to the class and discuss their chosen artist and why they picked them

	<ul style="list-style-type: none"><li>- Students will show a clean consideration for the artists style in their final designs</li></ul> <p><b>Some students will:</b></p> <ul style="list-style-type: none"><li>- Draw comparisons and differences between their work and the work of others who share an artist with them, they will discuss their designs in relation to each other and the artist.</li><li>- Students will demonstrate a clear understanding of layout and consideration for where they will place their information.</li></ul> <p><i>(S.C.ASD)</i></p> <ul style="list-style-type: none"><li>- ‘C’ will complete the drawing on his poster and hand up his research page.</li></ul>
<p><b>LESSON PLAN</b></p> <p>Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.</p>	<p><b>SEQUENTIAL ACCOUNT OF the LESSON - the HOW?</b></p> <p> <b>Bliain 2 Lesson Plan: 22/05/2024</b></p>