

**School of Education 22-23**  
**Unit of Learning**Student Name: Justine Dempsey and Ciara Hennessey  
Year: 2**Class Name:** 5th Year**Year group:** 5th Year**No of Pupils:** 11**Total No of lessons in UoL:** 4**Theme/Scenario:**

Sustainable Development Goal 13

**Statements of Learning/Key Skills:**

21 Applies practical skills as she/he develop models and products using a variety of materials and technologies

23 Brings an idea from conception to realisation

**Key Skills:**

Working with others

Critical and Creative Thinking

Being personally effective

**Entering Characteristics/Inclusive practices**

Mixed ability: approach with a wide range of methods and options within brief, group project to help students support each other

Mixed gender

ADHD: Student responds poorly to any accomodations directed at him so we will have class wide approaches

ESL (Somalian): Handouts, visual demos, group work

**Behaviour Management & Classroom Strategies**

Bathroom passes, lining up outside the door before coming in, clean up by teachers (time issue), one observer - one instructor.

**Aim of Unit of Learning**

Students will create a hanging sculpture in groups of 3 (+) based on sustainable goal 13, focusing on form and texture.

### Learning outcomes for the unit of learning

3.3 respond to and critique works of design using appropriate visual language

3.5 experiment with design ideas through research and analytical drawing

3.10 explain the use of art elements and design principles in examples of design work

3.14 utilize media in their own design work based on a design brief

Lesson No/total in UoL:	Teaching & Learning Content	Learning Intentions	Success criteria
1/4 <b>Duration:</b> 40 minute <b>Date:</b> 19/04/23 <b>Stage:</b>	Teaching Methods/strategies Powerpoint, group discussion  AEDP: Form Artistic Process: imaginative drawing Support Studies: Our work	By the end of this lesson students will: <ul style="list-style-type: none"><li>- know about the different effects of climate change</li><li>- understand the parameters of the given brief</li><li>- be able to develop an idea based on the knowledge they have gained from the brief and information</li></ul>	Students will expand their mindmap and focus on and develop their ideas.

Lesson No/total in UoL:	Teaching & Learning Content	Learning Intentions	Success criteria
2/4 <b>Duration:</b> 40 minutes <b>Date:</b> 26/04/23 <b>Stage:</b>	Teaching Methods/strategies: Group discussion, demo, one to one (teacher to one group)  Subject knowledge; AEDP: Form, Texture Artistic Process: Pinch pot and texture creation in clay	By the end of this lesson students will: <ul style="list-style-type: none"><li>- know health and safety guidelines of working with clay</li><li>- understand the process of working with clay</li><li>- be able to work with clay in a safe and artistic manner</li></ul>	Students will have a final idea within their group, at least one finished pinch pot each

	Support Studies/Contemporary Culture: Heather Knight Cross-Curricular links: Geography Numeracy: Measuring distance between elements, sizing their pieces Oracy: Group discussion Health and Safety: working with clay (dust, inedible, no contact with eyes or clothes, tool safety) Inclusion: group work/ peer learning, parameters, visual demos, handouts		
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Lesson No/total in UoL: 3/4 <b>Duration:</b> 40 minutes <b>Date:</b> 03/05/23 <b>Stage:</b>	Teaching & Learning Content	Learning Intentions	Success criteria
	Teaching Methods/strategies: group work, one to one, presentation  Subject knowledge: clay AEDP: form, texture and scale Artistic Process: Pinch pot, texture forming, Support Studies/Contemporary Culture Cross-Curricular links: Geography Numeracy: Keeping to the decided scale	By the end of this lesson students will: <ul style="list-style-type: none"> <li>- know how to develop their 2d ideas into 3d forms with a focus on texture</li> <li>- understand how working with a group influences the design</li> <li>- be able to work towards a final group piece</li> </ul>	Students will develop their ideas into a physical object and explore texture

	Oracy: delegating within group Health and Safety: Wellbeing: working together Inclusion: group work, alternative method of creating pinch pot		
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Lesson No/total in UoL: 4/4 <b>Duration:</b> 40 minutes <b>Date:</b> 10/05/23 <b>Stage:</b>	Teaching & Learning Content	Learning Intentions	Success criteria
	Teaching Methods/strategies: group work, crit  Subject knowledge: analyzing other groups' work AEDP: Form, texture Artistic Process: constructive criticism, hanging a piece Support Studies/Contemporary Culture Cross-Curricular links: Geography Oracy: group discussion Wellbeing: receiving and processing criticism, use of respectful language Inclusion: not calling on specific people, group pair share	By the end of this lesson students will: <ul style="list-style-type: none"> <li>- know a variety of possible responses for the same group</li> <li>- understand what went well and what might have gone better</li> <li>- be able to look at and adapt others' work to future ideas</li> </ul>	Students will have a final hanging piece. They will also engage in a group discussion of the project.