

**Class Name: 5th Yr**  
**Year group: 5th Yr**  
**Programme: Senior Cycle**  
**Total No of lessons in UoL: 7**

**Aim of Unit of Learning; To explore line and form through wire sculpture and a visual research book focusing on the theme 'Native Ireland'**

### Entering characteristics

**Mixed Gender**

**High Ability**

**19 students**

**Low CAT score x2**

**Mild GLD x2**

**Epilepsy (H.S) - plan in staffroom**

**6 EAL students > Varied Level of ability.**

- **1 spanish (N.G.J)**
- **1 Brazilian (T.L)**
- **3 ukrainian (V.P, S.C, V.T)**
- **1 romanian (Ac.G)**

### Managing behaviours

[Code of Behaviour](#)

VsWare behaviour system

## **Learning outcomes for unit of learning**

### **1.2 Recording and documenting**

- collate information from a variety of sources and media
- record visual information through a variety of media and techniques
- capture their interpretation of the world in a physical/digital way justify their rationale for their choice of media

### **1.4 Contextual enquiries**

- use the wider context of how the world is continually changing, socially, politically, ethically, etc. in their work
- engage with a recognised artist or work of art
- explain how context and period influence artistic thinking
- identify links with artists of the past and present that have explored similar topics or themes

### **2.1 Making**

- develop concepts in imaginative and creative ways
- interpret primary sources including the natural and built environment and the human figure as a source of inspiration
- apply appropriate skills, knowledge and techniques
- create realised work based on their research

### **3.4 Critical and personal reflection**

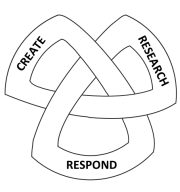
- discuss the development of ideas and work from conception to realisation
- present evidence of a sustained and varied investigation of a stimulus
- value sustained and varied investigation of a stimulus

### **Objectives:**

- develop research, communication and reflective skills
- appreciate and respond critically to their own work, that of their peers as well as society and their environment

### **Key Skills:**

- Being Personally Effective

<p><b>Lesson No 1/ total in UoL: 1/7</b>  <b>Date: Oct 2nd</b>  <b>Lesson type: Double 80 mins</b>  <b>Time: 10:10-11:45</b>  <b>Stage: SC</b></p> 	<p><b>Learning Content for Pupils</b></p> <p>Content: Intro, mind mapping, research, discussion, Making accordion sketchbook.</p> <p>Theme: intro to “Native Ireland”</p> <p>AEDP: line,</p> <p>Artistic Process: Mind Mapping, Research Skills</p> <p>Support Study Artists:          Artur Bordalo - Red Squirrel on Tara Street (theme)          Andy Warhol Endangered Species, 1983 (theme/line)</p> <p>Resources/Layers of Learning:  <a href="#">SDG15 Life on Land</a> (15.5)  <a href="#">VincentWildlife.ie</a> (Mammals)  <a href="#">MarineDimensions.ie</a> (Shark and Skate)  <a href="#">NPWS.ie Red List</a> (invertebrates)  <a href="#">IrishWildlifeMatters.ie</a> (how to help an injured animal)          An Irish Beast Book - J.S.Fairley          Local wildlife initiatives and projects - Biodiversity Garden Hacketstown.</p>	<p><b>Learning Intentions</b></p> <p><b>L.I.1 (Cognitive)</b> Students will <b>organise</b> and <b>develop</b> their ideas and research through visual mind mapping, and <b>compare</b> their research through discussion.</p> <p><b>L.I.2 (Psychomotor)</b> Students will be able to accurately <b>fold</b> and <b>assemble</b> an accordion-style sketchbook, <b>demonstrating</b> that they can accurately manipulate and cut the paper.</p> <p><b>L.I.3 (Affective)</b> Students will <b>participate</b> in an active discussion to deepen their <b>understanding</b> of the theme and each other's research.</p>	<p><b>Success Criteria</b></p> <p><b>S.C.1</b> Students should create a visual mind map that organises and presents their ideas and research clearly, and discuss findings with peers.</p> <p><b>S.C.2</b> Students should create an accordion-style sketchbook, showing accurate paper manipulation and cutting.</p> <p><b>S.C.3</b> Students should participate in discussion with peers to further their understanding of the theme.</p>
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## LESSON PLAN

**This Class is split over break (15 mins)**

### Beginning of Lesson: **BEFORE BREAK**

Introduction to theme and project > showing sketchbook & wire sculpture.

Q: What animals are native to Ireland? Does anyone know of any animals that once existed in Ireland and no longer do?

Q What could have impacted these species' population and survival? (global warming, habitat destruction, human expansion, hunting, culling, overfishing)

**TA:** accordion notebook demonstration

> 1 premade and filled, 1 premade and empty, and one that is made in class.

**SA:** Students will create their accordion notebooks.

**TA:** showing/Giving students resources to research these animals before choosing one to research in depth.

**SA:** Students will research Native Irish Species and choose one to focus their research on.

>They will then begin to create a creature 'Fact File' that lists important features about their chosen animal. (like their latin name, their measurements, temperament, habitat etc)

**During Break > Set up figurines of chosen species. > give out primary sources images (national history museum) and books.**

#### **AFTER BREAK**

Return to the classroom, 5 mins to settle after break.

**Q:** While on break did anyone go outside? If so, what animals that we have discussed today do you think could have lived in the natural habitats surrounding the school before humans populated the area? Do you think that if these creatures were around today that they would still populate this area? Why or why not?

**SA:** Students will begin to draw.

>With their chosen animal in mind, students will begin to create observational drawings of their animals, aided by small plastic animal toys due to the theme, my own images from the natural history museum and secondary source images from online.

> They will be encouraged to create a variety of drawings over this project, but for this class they will focus more on realism.

#### **Evaluation:**

> students will discuss what they've learnt about the variety of animal species there have been and that currently exist in ireland, They should be able to discuss factors that play into these animals endangerment.

**Homework:** research your animal further in preparation for a non formal presentation.

#### **Exit strategy:**

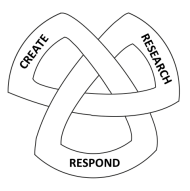
Gather student work to be stored safely.

Clean up

Students line up at the door and leave with the bell.

#### **Visual Aids:**

**Squash notebooks, Wire Sculpture.**

<p><b>Lesson No 2/ total in UoL: 2/7</b>  <b>Date: 4th Oct</b>  <b>Lesson type: (D) 80 mins</b>  <b>Time: 11:45-13:05</b>  <b>Stage:</b></p> <p><b>[SC]</b></p> 	<p><b>Learning Content for Pupils</b></p> <p><b>Content:</b> Small presentation about their animals, show off their research! Continuing with drawing the animals, moving towards gestural drawings, how can we draw this animal in motion?</p> <p><b>Theme:</b> Native Ireland</p> <p><b>AEDP:</b> Line, tone,</p> <p><b>Artistic Process:</b> gestural drawings, Continuous Line drawings and presentation</p> <p><b>Support Study Artists:</b>          Jack B Yeats gestural animal drawings          Leonardo Da Vinci Animal Sketches          Pablo Picasso continuous line [simple]          Mick Butron continuous line [detailed]</p>	<p><b>Learning Intentions</b></p> <p><b>L.I.1 (Cognitive)</b> Students will present their researched information, and show how they have developed their understanding of their chosen animal.</p> <p><b>L.I.2 (Psychomotor)</b> Students will scaffold off of their skills of observational drawing to create gestural drawings and continuous line drawings of the animal they have researched</p> <p><b>L.I.3 (Affective)</b> Students will show confidence in their knowledge of their researched animal while presenting.</p>	<p><b>Success Criteria</b></p> <p><b>S.C.1</b> Students should successfully present clear and accurate information about their chosen animal, demonstrating their thorough research.</p> <p><b>S.C.2</b> Students should demonstrate the ability to build on their observational drawing skills by creating gestural and continuous line drawings that effectively capture the basic shape, movement, and energy of their researched animal.</p> <p><b>S.C.3</b> Students should confidently present their researched animal by clearly explaining key facts and showing their extent of research</p>
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## LESSON PLAN 80 min uninterrupted

### Beginning of lesson:

Quick recap on what we covered in the last lesson while (2) students give out students' work.

[if students aren't finished drawings from previous class, they can continue to create them in this class]

>Introduction to what we will be covering in this class. > Quick research presentations, Gestural drawings

### SA: Research presentations

> students will stand for less than 5 minutes at a time and give a short presentation on their chosen species, touching on why they chose this animal, and two other fun facts about it, utilising the Animal Fact File.

**TA:** Showing gestural drawing examples [Jack.B.Yeats][Leonadro Da Vici]

**Q:** Why do you think this style of sketching is known as gestural?

What suggests it is a gesture?

**SA >** Students create gestural drawings of their chosen animals, focusing on capturing the movement and energy of the animal.

**Halfway point:** Movement break/discussion

> students stand and walk around to see each other's work, stopping at random and discussing each other's work.

**Q:** What animal is it?

> Can you remember any of the facts that [SN] shared about this animal?

> Do the drawings suggest movement? How?

**TA:** Showing Continuous line drawing examples [Da Vinci] [Mick Butron]

**Q:** Describe this style of drawings to me.

**SA:** Students will create multiple continuous line drawings in various time frames.

[2mins] [1min] [30secs]

**SA:** Students return to drawing/filling accordion notebooks

> students can continue to add realism and gestural drawings alongside drawings of their animals' habitat and food sources.

**Exit Strategy:**

Gather work

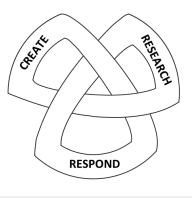
Explaining what will be covered in the next class.

Students clean up, line up at the door and leave with the bell.

**Visual Aids:**

**Completed squash notebook**

**Gestural line drawings**

<p><b>Lesson No 3/ total in UoL: 3/7</b>  <b>Date: 9th Oct</b>  <b>Lesson type: Split Double 80 Mins</b>  <b>Time: 10:10-11:45</b>  <b>Stage:</b></p> <p><b>[SC]</b></p>  <p><b>Create, respond</b></p>	<p><b>Learning Content for Pupils</b></p> <p><b>Content:</b> Continuous line drawings, Intro to wire, discussing measurements. Max 40 cm tall, min 20cm tall &gt; Design stage, How can we translate this animal into wire?</p> <p><b>Theme:</b> Native Ireland</p> <p><b>AEDP:</b> Line, Shape, form</p> <p><b>Artistic Process:</b> Design process, Continuous Line, shape to form</p> <p><b>Support Study Artists:</b> continuous line.  Pablo Picasso &gt; Simple continuous line  Mick Butron &gt; detailed continue line</p> <p><b>Health and Safety:</b>  &gt; Wire to be kept below shoulder level, no exceptions.  &gt; No messing with wire will be tolerated at all.</p> <p><b>Differentiation:</b>  If students cannot manipulate wire/don't feel comfortable using wire, they can use string on cardboard, which when covered in glue can be removed to create a solid string sculpture.</p>	<p><b>Learning Intentions</b></p> <p><b>L.I.1 (Cognitive)</b> Students will <b>develop</b> shape to form through <b>designing</b> and ideation for Wire sculpture.</p> <p><b>L.I.2 (Psychomotor)</b> Students will <b>illustrate</b> a variety of design sketches for their wire sculpture through continuous line drawings.</p> <p><b>L.I.3 (Affective)</b> Students will <b>investigate</b> the weight, strength and malleability of wire in order to inform their design.</p>	<p><b>Success Criteria</b></p> <p><b>S.C.1</b> Students should develop their ideas from 2d to 3d through design, sketching and thumbnailing.</p> <p><b>S.C.2</b> Students should create a variety of design drawings through continuous line in order to further develop their understanding of form through wire.</p> <p><b>S.C.3</b> Students should investigate the ability of the wire through testing it themselves, which will allow for a more realistic approach.</p>
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## LESSON PLAN - Split Double over break.

### BEFORE BREAK:

#### Beginning of class:

Students come in and settle,  
collect work from the top of the class,  
Take roll

Content: What are we doing today?

>Now that we have worked through some of the designs in our fold sketchbooks, we are going to use the techniques we learnt from continuous line drawing to inform our wire sculpture design.

These drawings will be done on an a3 page, and can be repeated as many times as students want.

Q: how would a continuous line drawing inform a wire sculpture? [line/form]

**SA:** Students will look at the form of their animals, and focus on the line to translate it into a continuous line drawing. To further their understanding of how line will correspond to wire, each student will be given a piece of wire to manipulate as they consider their drawings, giving them a better grasp of the ability of wire and what sort of shapes can be created with it.

#### **AFTER BREAK:**

**TA:** Looking at Wire Sculpture Artists and Continuous Line Artists:

Pablo Picasso > Simple continuous line

Mick Butron > detailed continue line

Gavin Worth - Minimalist wire sculpture

**SA:** students will take part in a THINK PAIR SHARE for their completed continuous line drawings, discussing whether or not the flow of the lines are representative of the animal or not.

> What elements could be added to make the representation clearer?

> What changes can be made to the design to further the line and form.

**SA:** Students return to drawing/designing, settling on a main design for their sculpture.

**TA:** Evaluation:

What did we learn today?

What's the point of a continuous line to inform wire?

**Exit Strategy:**

Students will give up their work to be collected, named and organised.

They will clean their spaces and push in their chairs

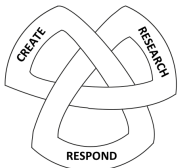
Line up and leave with the bell.

**VA: Continuous line drawings, Wire sculpture.**

Lesson No 4/ total in UoL: 4/7 Date: 11th Oct Lesson type: Double 80 mins Time: 11:45-13:05 Stage:	Learning Content for Pupils	Learning Intentions	Success Criteria
	<p><b>Content:</b>wire sculptures continued.</p> <p><b>Theme:</b> Native Ireland</p> <p><b>AEDP:</b> Line, form</p> <p><b>Artistic Process:</b> Wire sculpture</p>	<p><b>L.I.1 (Cognitive)</b> Students will <b>develop</b> their knowledge of the health and safety and techniques involved in wire sculpture creation.</p>	<p><b>S.C.1</b> Students should be aware of health and safety within the classroom as well as develop their ability to use a variety of metal techniques.</p>



[SC]



**Support Study Artists:**

- > Benedetta Mori Ubaldini - life sized animal wire sculptures (theme)
- > Kendra Haste - Life size animal wire sculpture (theme)
- > Gavin Worth - minimalist wire sculpture - form

**Demonstration:**

- > Health and safety demonstration.
- > How to manipulate wire
- > How to attach wire together

**Health and Safety:**

- > How to manipulate wire safely
- > How to cut wire/use wire cutters
- > Keeping the wire below shoulder level to avoid it hitting anyone in the eye.
- > Taking breaks if your hands hurt, running them under cold water can help/wearing plasters on your fingertips can help stop any discomfort.

**Differentiation:**

If students cannot manipulate wire/don't feel comfortable using wire, they can use string on cardboard, which when covered in glue can be removed to create a solid string sculpture. Spoke to EAL coordinator, she suggests that any keywords be written down by students in class. There is sometimes an SNA with us.

**L.I.2 (Psychomotor)** Students will **manipulate** wire and **create** the beginnings of their wire sculptures, focusing on turning shape to form.

**L.I.3 (Affective)** Students will **select** what areas of the animal need to be best represented in order to create the form through wire.

**S.C.2** Students should begin their wire creations and show an ability to manipulate wire to mimic form.

**S.C.3** Students should select areas that need to be represented in order to depict their animal successfully.

**LESSON PLAN**

**Beginning of lesson:**

Students will come in and take out their things.

Take Roll.

**\* Students new senior cycle folders to be given out, any students who haven't paid yet are to pay, and the rest will receive their supplies.**

**\* Students who have permission slips must hand them up, any who have yet to hand them up or pay must do so for Monday or Tuesday at the absolute latest.**

**TA: Health and Safety: Wire safety recap.**

**Q:** Can anyone tell me the basic health and safety rules for wire sculpture which we spoke about last lesson?

- > Give yourself space to work, have room to manoeuvre wire safely.

- > Don't hold it anywhere above the height of your shoulder. Always be mindful of people's eyes.
- > Absolutely no messing will be tolerated.
- > When bending wire, don't put too much pressure on the ends, as they can sometimes be sharp or rough, and dig in and possibly cause cuts.

**TA: Pliers and Wire Cutters use demonstration:**

- > Showing students the safe way to use wire tools without causing injury.
- > When using pliers, keep your fingers at a safe distance so they don't get pinched.
- > When using wire cutters, keep your fingers back to avoid cuts. And aim wire away from the table (towards the floor) when cutting it to avoid any pieces jumping/flying or possibly causing injury.

**SA:** students will continue to work on their wire sculptures.

They will show an example of...

- > bending wire,
- > connecting wire,
- > and animal form

... In their sculpture before they leave the class today.

**TA: Recap of artist Gavin Worth and introduction of artists Benedetta Mori Ubaldini & Kendra Haste**

- > Taking inspiration from these two new artists' use of endangered animals, which corresponds to our theme.

**Evaluation:**

*Elephant walk*, Students will bring their wire sculptures to the top of the class and lay them out together; they will then walk slowly around the table, looking at how their peers have done.

**Questions:**

- > Name two ways x has manipulated the wire in their piece.
- > Can you identify what animal is being made here? How? Why?
- > Is there anything you would change on this piece to give it a stronger resemblance to the chosen animal?

**Exit Strategy:**

Students will organise their work into pliers and leave them on my desk to be collected and photographed.

Students will pack up their things and put away their folders.

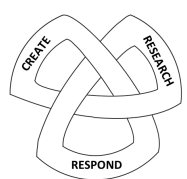
All tables are clear. All chairs on table,

Students Clean up and exit with the bell.

**VAs: Completed notebook, Completed final outcome, Wire Demonstrations,**

**Lesson No 5/ total in UoL: 5/7**  
**Date: 16/10/24**  
**Lesson type: 80 min split double**  
**Time 10:10 - 10:50 / 11:05-11:45**  
**Stage:**

**[SC]**



## Learning Content for Pupils

**Content:** Wire sculptures continued. Considering 3d elements.

**Theme:** Native Ireland

**AEDP:** Line, form,

**Artistic Process:** Wire sculpture - 3d

### Support Study Artists:

- > Benedetta Mori Ubaldini - life sized animal wire sculptures (theme)
- > Kendra Haste - Life size animal wire sculpture (theme)
- > gavin worth - minimalist wire sculpture - form

### Demonstration:

- > Health and safety demonstration recap.
- > How to turn from 2D to 3D.

### Health and Safety:

- > How to manipulate wire safely
- > How to cut wire/use wire cutters
- > keeping the wire below shoulder level to avoid it hitting anyone in the eye.
- > taking breaks if your hands hurt, running them under cold water can help/wearing plasters on your fingertips can help stop any discomfort.

### Differentiation:

Open dyslexic Font  
 Students are given wire tools and assisted step by step.  
 Students work to their ability.  
 SNA in room for EAL students.

## Learning Intentions

**L.I.1 (Cognitive)** Students will **utilise** the skills they have in wire sculpture to create an aspect of 3D on their sculptures.

**L.I.2 (Psychomotor)** Students will **create** 3D aspects of their sculptures, focusing on the most notable aspects of their animals.

**L.I.3 (Affective)** Students will **participate** in a mini presentation of their work, showing off their animal and telling us a little bit about it.

## Success Criteria

**S.C.1** Students should use the skills they have developed over the past few classes to create a section of their sculpture in 3D

**S.C.2** Students should create a 3D aspect on their sculptures.

**S.C.3** Students should take part in a non formal presentation where we will share our creations so far.

## LESSON PLAN

### Pre Prepared supplies:

Wire, Wire cutters,

### Supplies To send students for:

Needle nose pliers from the technology room (have to ask during the class as they are in use the class before.)

### **Before Break:**

Take roll

Inform any students who weren't in yesterday of the changes to the Art Trip plan, Cancelled due to 6th Year bereavement.

**SA:** Students will take out their projects to continue their work. > Students are at different stages, and I want to give them a chance to catch up a bit before adding in a newer aspect.

*Students who have made smaller sculptures that they have completed will be encouraged to create another one, focusing more on the 3D aspect.*

### **Demonstration:**

#### **3D in wire sculpture.**

- Quick H&S recap: students repeat the rules we have set for Wire sculpture safety in the class.

> Now that we have learnt how to create form with wire, it's important to consider where we could include 3D aspects. We can create a fully 3D piece, or maybe enhance certain sections with further developments in wire.

- To create a more pronounced structure with wire, it's all about layering.
- Bend your wire and keep the pieces closer together, you can wrap it around your structure or make it separately to attach.

**Q:** Why do you think we would add elements of 3D to this piece? It's 3 dimensional anyway, but why would adding a more pronounced area make a difference?

**SA:** Students return to their sculptures and begin to include an element of 3D. (min one element)

### **After Break:**

Students return in and settle, sometimes it takes them a little longer to come back for this session.

**Student Making centred period,** Taking the advice from my post visit tutorial, not over-teaching, focusing on allowing students to come across problems and solve them themselves.

(I don't want to overload them today either, due to the bereavement one of the 6th years is facing, resulting in the cancellation of the trip.)

### **Evaluation:**

**Peer review:** swapping your work with a peer to discuss the quality of the form.

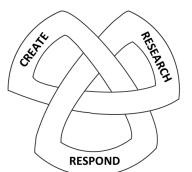
### **Exit Strategy:**

Students place all wire sculptures along the right hand wall, on the counter.

Notebooks and papers are to be left neatly on the desk at the top for collection.

**Lesson No 5/ total  
in UoL: 7/8  
Date: 23rd Oct  
Lesson type: Split  
Double 80 mins  
Time:10:10 - 10:50  
/ 11:05-11:45  
Stage:**

**[SC]**



## Learning Content for Pupils

**Content:** Working with wire - and continuing to fill your booklets if wire is complete.- aiming to complete the wire with most students.

**Theme:** Native Ireland

**AEDP:** Line, form,

**Artistic Process:** Wire sculpture - 3d

**Support Study Artists:**

- >Benedetta Mori Ubaldini - life sized animal wire sculptures (theme)
- > Kendra Haste - Life size animal wire sculpture (theme)
- > gavin worth - minimalist wire sculpture - form

**Health and Safety:** > students are reminded every class.

- > How to manipulate wire safely
- > How to cut wire/use wire cutters
- > keeping the wire below shoulder level to avoid it hitting anyone in the eye.
- > taking breaks if your hands hurt, running them under cold water can help/wearing plasters on your fingertips can help stop any discomfort.

**Differentiation:**

Open dyslexic Font  
Students are given wire tools and assisted step by step.  
Students work to their ability.  
SNA in room for EAL students.

- 3 Ukrainian
- 1 Brazilian
- 1 Spanish
- 1 Romanian

## Learning Intentions

**L.I.1 (Cognitive)** to **assemble** their wire sculptures and fill their notebooks.

**L.I.2 (Psychomotor)** to **manipulate** wire to show the form of their researched animal.

**L.I.3 (Affective)** to **discuss** their researched animal in groups and offer constructive advice to each other.

## Success Criteria

**S.C.1** Students should continue to assemble their wire sculptures and fill their notebooks.

**S.C.2** Students should manipulate wire to show the form of their research animal.

**S.C.3** Students should discuss their researched animal in groups and offer positive and constructive feedback.

## LESSON PLAN

### Beginning of lesson:

Take Roll

Students will take out their work.

> Send students to get the needle nose pliers from the technology room.

### BEFORE BREAK

### Theme discussion:

Talking through facts about their animals, what are the dangers to them? What can we do?

> Describe your animal, what are its qualities? What does it look like? Where can we find them?

> What have you learnt about this animal since starting this project?

> What can we do to protect these animals? Have you discovered any useful resources or organisations?

### > Irish Wildlife Trust - Wild About Nature Video

Q: What animals did we see in this video?

Q: What dangers to the wildlife and its environment were shown in this video?

Q: What is the Wildlife Trust doing to raise awareness?

Q: What can we do to help Irish Wildlife thrive?

**Students will continue to work on their sculptures.**

### AFTER BREAK

**Any students who feel they have completed their wire sculptures will continue to fill their notebooks.**

> This section of the class is centred around making. I will float around to offer assistance to any students who may need it.

**Evaluate:** Students will evaluate their success in this class through an exit ticket: 2 stars and a wish.

> 2 stars: two aspects of your work you believe are successful

> wish: one thing you would like to know more about/aren't 100% on/ need help with/wish went better.

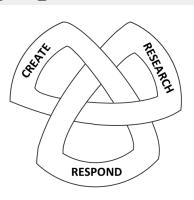
### Exit Strategy:

Clean up and store work

Students exit with the bell.

**Lesson No 5/ total in UoL: 7/7**  
**Date: 25 Oct**  
**Lesson type: Double**  
**80 mins**  
**Time: 11:45-13:05**  
**Stage:**

[SC]



**Create, Respond**

## Learning Content for Pupils

**Content:** Working with wire - Completing the sculpture and working into tier folded sketchbooks. Final evaluation (Self Assessment Rubric)

**Theme:** Native Ireland

**AEDP:** Line, form, colour

**Artistic Process:** Wire sculpture, SKetchbook work, research

**Support Study Artists:**

>Benedetta Mori Ubaldini - life sized animal wire sculptures (theme/exhibition layout)

**Health and Safety:** > students are reminded every class.

- > How to manipulate wire safely
- > How to cut wire/use wire cutters
- > keeping the wire below shoulder level to avoid it hitting anyone in the eye.
- > taking breaks if your hands hurt, running them under cold water can help/wearing plasters on your fingertips can help stop any discomfort.

\*Most students have completed their sculptures

**Differentiation:**

Open dyslexic Font

Students are given wire tools and assisted step by step.

Students work to their ability.

SNA in room for EAL students.

- 3 Ukrainian
- 1 Brazilian
- 1 Spanish
- 1 Romanian

> **Students will be allowed to use their translation apps to translate any sections they do not understand.**

## Learning Intentions

**L.I.1 (Cognitive)** to **evaluate** the quality of their work using a Rubric.

**L.I.2 (Psychomotor)** to **complete** their wire sculptures and fold notebooks.

**L.I.3 (Affective)** to **reflect** on the artistic process and research methods used and **apply** the correct evaluation.

## Success Criteria

**S.C.1** Students should evaluate their own work using a Rubric Self Assessment.

**S.C.2** Students should complete their wire sculptures and their fold notebooks.

**S.C.3** Students should reflect on the quality of their work and evaluate their success.

**V.T.S.C:** V only joined us part ways through the project and have very little english. His success criteria will focus more on his wire sculpture and the aspects completed.

## LESSON PLAN

### Beginning of Lesson:

Students come in and take out either their wire sculptures or sketchbooks - students are at different stages and some have completed their sculptures already.

Take roll.

> Students will get Needle Nose pliers from the Technology room.

\* Note for students, make sure they all have hardbacks for visual studies, all essays must be in these hardbacks, any on pages must be stapled or glued into the hardback for safe keeping and assessments. (reminder to self)

\* Talk to N for Mr.Douge about project submission (reminder to self)

**TA:** explain that today is our last class with this project, and that we will be completing a rubric at the end of the lesson to evaluate our learning and project success.

> I will explain how to complete a rubric before students start them nearer to the end of the lesson.

**SA:** Students will continue with their work, they will ensure they are meeting all criteria for success

- ( i will remind them of this and have it on screen.)

> A completed Wire sculpture

> at least one element of 3D

> A self made fold notebook

> an example of gestural, Continuous line and blind drawings of their animals.

> Research gathered about their chosen animal within notebook

**As this is the final class for this project I will let students work on their own with my assistance if needed.**

**TA:** Break between the first and second class

> ***Considering exhibition.***

> Looking at how Benedetta Mori Ubaldini showcases her sculptures, we will discuss how we would organise our own exhibition space.

- How does she curate the space?
- What is the feeling you get from her sculptures when put into an exhibition context?
- What lighting would we use?
- Where would we place our sculptures?
- Would we include descriptions?
- How would we showcase our sketchbooks and research?
- What would we name it?

**SA: Students continue to work to project completion/to success criteria.**



**TA:** Explaining the Rubric

- What is it used for? > Self Assessment
- How do we fill it in?> Reflection and honest assessment

> Hand out Rubric and Read through as class

**SA: Students will fill out rubric and hand them up with their final outcomes.**

**End Of Lesson:**

Ensure all student work is handed in (sketchbooks, sculptures, rubrics)

Clean up (all excess unusable wire in the bin)

Leave with the bell.