

Class Name:

Year group: 5th Year

No of Pupils: 24

Total No of lessons in UoL: 11(reduced to 9)

Content area: Content Area 1 Europe and the World

Section of focus:

Unit 5 Modernism(c. 1900-1960s)

14. 20th-Century Art

15. Modern Art in Germany

16. Modern Art in America

Key Skills:

Working with Others- Critical and Creative Thinking- Information Processing

Entering Characteristics/Inclusive practices

24 STUDENTS Female, Multi-ethnicities: Mixed Abilities.

2 x Dyslexia

When reading, use a scaffolded approach, with some modeling, practice and reinforcement of skills.

Differentiate reading expectations. Use a multi-sensory approach (listening, talking, doing, reading & writing).

Offer less dense reading tasks. Encourage appropriate IT solutions.

Offer students some alternatives to reading text.

Provide a variety of learning media: ebooks, audio books, video, podcasts, discussion and explanation, role play, visual presentations (e.g. Infographics or mind maps).

1 x ELD (English Literacy Development)

Use teaching strategies and learning resources that make content comprehensible. This is the key to helping the student understand the content and learn the language.

2 x ESL (English as a Second Language)

Seat the student near the teacher.

Print clearly; do not use cursive writing.

Print instructions clearly on the board as well as giving instructions orally. giving instructions orally.

Print key words, page numbers, homework and Print key words, page numbers, homework and deadlines, etc. on the board. deadlines, etc. on the board.

3 x Exceptional

Further reading and links, Optional research tasks, Lead role in collaboration?

Behaviour Management & Classroom Strategies

Attendance:

- Roll call VSware.

Behaviour Issues:

- Seating plan- review regularly
- Adhere to school's Code of Behaviour [here](#)
- Managing behaviours Issues/ Strategies/ link to School policies [here](#)

Classroom Management

- Praise/reward continued good behaviour
- Pens down, eyes up to gain attention.
- Build relationships with students proactively,
- Communicate effectively.
- Acknowledge their accomplishments.

Material preparation and management:

- Fully informed of the extent and limitations of the resources needed and available ahead of starting the unit of learning.
- Items needed must be ordered ahead of time.

Oracy/Student Involvement:

- Incorporate student Q & A at beginning of lessons
- Group work
- Discussion tasks

Aim of Unit of Learning

To apply the visual studies framework to facilitate experiential learning and critical thinking, students will collaborate to sketch, annotate and produce written and practical work based on their research of numerous artists throughout modernism c.1900-1960.

Learning outcomes for the unit of learning

Research

1.1 Looking: use critical and visual language to describe an artwork

1.4 Contextual enquiries: identify links with artists of the past and present that have explored similar topics or themes

1.5 Process: articulate and annotate their research process and decision making

Create

2.3 Process: describe their motivation/area of enquiry

2.4 Realisation/Presenting: communicate the meaning and context of chosen work

Respond

3.1 Analysis: discuss examples from Visual Studies

3.3 Impact and value: argue the merit of a work using appropriate contextual information

3.5 Process: interpret sources of information

Lesson No: 1/11 Total in UoL: 11 Duration: 1 hour Date: 20/2/23 Stage: Research- Respond	Teaching & Learning Content Teaching Methods/strategies PowerPoint presentation Lower and higher order questioning. Evaluations Collaborative active learning Group work. Subject knowledge: Key content: Dada Movement Artists: Marcel Duchamp. Visual Studies elements explored: Unit 5 Modernism c.1900-1960 Student Learning Activities: Students will be put into groups to create their own Readymade artwork.	Learning Intentions Students will know the social and cultural context that influenced the Dada movement. Students will understand artist Marcel Duchamp and his role in the Dada movement through handout and powerpoint presentation. Students will be able to work in groups to create “Readymade” sculpture influenced by Dada artist Marcel Duchamp.	Learning Intentions Give your ideas; imagine the Dada movement and consider the time period and the historical context of the movement (WW1); take notes on the handout. Make notes. Discuss ideas as a group, using visual language to explore work by Marcel Duchamp. Created a sculpture in response to the “Readymade” sculpture and responded by discussing a series of questions. Take notes on the handout.
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	Link to Lesson Plan Here		
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Post class critical reflection	What went well and why and even better if.... E.g.: In relation to learning intentions The lesson went well. The students were engaged. I struggled with the hour lesson. I didn't have enough to cover with them in the lesson improvised at the end with a group Analysis of Marcel Duchamp artwork. The activity went well and all students enjoyed it and there was real learning in it as the students began questioning why what they made was art. asking questions like how did the Dada movement get away with this form of art. For the next lesson I will add a written piece for them to do as well including the analysis..
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Lesson No: 2/11 Total in UoL: 11 Duration: 1 hour Date: 22/02/23 Stage: Research- Respond	Teaching & Learning Content Teaching Methods/strategies PowerPoint presentation Lower and higher order questioning. Evaluations Collaborative active learning Group work. Subject knowledge: Key content: Surrealism Artists: Salvador Dali	Learning Intentions Know Surrealist Artist Dali, his Biography, his involvement in Surrealism and his influences by responding to a video and PowerPoint presentation. Understand Salvador Dali's Painting The Persistence of Memory using language for analysing. Be able to discuss using visual language, interpretation, techniques, and style associated with Surrealism.	Success criteria Understand Surrealism by answering a series of questions correctly while watching the video. Use a handout to analyse the painting The Persistence of Memory following a set of headings for analysing. Demonstrate an understanding of interpretation, techniques, and style associated with Surrealism through class discussion and answering questions.
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	<p>Visual Studies elements explored: Unit 5 Modernism c.1900-1960</p> <p>Student Learning Activities: Handout analysis Dali's Painting.</p> <p>Link to Lesson Plan: Here</p>		
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Post class critical reflection	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p>The class went well and students responded well to video of Surrealism. There was a lot covered within the class. I will have a quiz in the next lesson to check if the information was learned.</p>
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<p>Lesson No: 3/11 Total in UoL: 11 Duration: 1 hour Date: Stage: Research- Respond</p>	<p>Teaching & Learning Content</p> <p>Teaching Methods/strategies PowerPoint presentation Lower and higher order questioning. Evaluations Collaborative active learning Group work. Recap Quiz Here</p> <p>Subject knowledge: Key content: Surrealism Artists: Joan Miro and Rene Magrette Visual Studies elements explored: Unit 5 Modernism c.1900-1960 Student Learning Activities: Quiz, Handout and group discussion.</p>	<p>Learning Intentions</p> <p>Know Surrealist Artists Joan Miro and Rene Magrette, their involvement in Surrealism and their influences.</p> <p>Understand the methods and language for analysing Carnaval d'Arlequin(Harlequin's Carnival).</p> <p>Be able to discuss visual language, interpretation, techniques, and style associated with Surrealism.</p>	<p>Success criteria</p> <p>Students will demonstrate their understanding of surrealism and dali by taking part in a Kahoot quiz.</p> <p>Students will analyse a Carnaval d'Arlequin(Harlequin's Carnival by completing a handout following a set of headings for analysing.</p> <p>Demonstrate an understanding of interpretation, techniques, and style associated with Surrealism through class discussion and answering questions.</p>
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	Link to Lesson Plan Here		
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Post class critical reflection	What went well and why and even better if.... E.g.: In relation to learning intentions This class went well and we got a lot covered. Students really enjoyed the quiz. There was good competitiveness in the class. Students responded well and group discussions are becoming more lively. Getting to know students is helping within the classroom. The homework was completed by most students and the level of written work was good.
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Lesson No: 4/11 Total in UoL: 11 Duration: 1 hour Date: Stage: Research- Respond	Teaching & Learning Content Teaching Methods/strategies: PowerPoint presentation Lower and higher order questioning. Evaluations Collaborative active learning Group work. Subject knowledge: Key content: Expressionism in Germany. (Die Brücke/Bauhaus). Artists: Otto Dix, Gunta Stölzl. Visual Studies elements explored: Unit 5 Modernism c.1900-1960 Modern Art in Germany	Learning Intentions Know about Expressionism in Germany (Die Brücke/Bauhaus). Understand the work of artist Otto Dix by responding to a video of the work of Otto Dix through a series of questions. Be able to create a Bauhaus-inspired poster design by researching Typography, geometric shapes and colours associated with the Bauhaus posters. Discover Bauhaus Artist Gunta Stölzl and her involvement in the Bauhaus.	Success criteria Through group discussion the students will demonstrate their understanding of Expressionism. Students will answer a series of questions on the video of Otto Dix. Students will respond to poster design by researching Bauhaus posters and creating their own using Typography, geometric shapes and colours associated with the Bauhaus posters. Students will respond to artist Gunta Stölzl work and involvements in the Bauhaus discussing the topic of female artists working during the 20th century and the female experiences of that time.
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	<p>Student Learning Activities: Find some examples of famous Bauhaus posters. Create their own.</p> <p>Homework: Written piece on Teams.</p> <p>Link to Lesson Plan Here</p>		
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Post class critical reflection	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p>Students were really engaged. I felt they responded well to the work of Gunta Stolz and the fact that the textile art within the bauhaus was most profitable as it was the only specialty female students could enrol.</p> <p>The activity went really well the students engaged really well I felt this tied in really well with their Practical work as there designing their own posters.</p> <p>For the next class I intend to have my questions printed out to refer to as I went too fast going through my questions and forgot some of them.</p> <p>I will also take pauses for more students to respond as its always the same voices answering I would like to engage more of the students.</p>
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<p>Lesson No: 5/11 Total in UoL: 11 Duration: 1 hour Date: 6/3/23 Stage: Research- Respond</p>	<p>Teaching & Learning Content</p> <p>Teaching Methods/strategies PowerPoint presentation Lower and higher order questioning. Evaluations Collaborative active learning Group work.</p> <p>Subject knowledge: Expressionism in Germany.</p> <p>Key content Artists: Edvard Munch Visual Studies elements explored: contrast of colour and line gestural and textured brushstrokes</p> <p>Unit 5 Modernism c.1900-1960 Student Learning Activities: Quiz</p> <p>Link to Lesson Plan Here</p>	<p>Learning Intentions</p> <p>Know Modern Art in Germany (Die Brücke/Bauhaus).</p> <p>Understand and respond to a video of Edvard Munch The Scream painting.</p> <p>Be able to create a drawing inspired by Edvard Munch The Scream and Vincent Van Gogh's Starry Night.</p>	<p>Success criteria</p> <p>Demonstrate understanding of Modern Art in Germany (Die Brücke/Bauhaus) by doing a Quiz.</p> <p>Responded to a video by answering a series of questions and having a class discussion.</p> <p>Students will create a drawing using oil pastels to demonstrate brushstrokes and technique inspired by Edvard Munch The Scream and Vincent Van Gogh's Starry Night.</p>
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<p>Post class critical reflection</p>	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p>
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<p>Lesson No: 6/11 Total in UoL: 11 Duration: 1 hour Date: 8/3/23 Stage: Research- Respond</p>	<p>Teaching & Learning Content</p> <p>Teaching Methods/strategies PowerPoint presentation Lower and higher order questioning.</p> <p>Evaluations Collaborative active learning Group work.</p> <p>Subject knowledge: Expressionism in Germany.</p> <p>Key content Artists: 1907 Paula Modersohn-Becker, Käthe Kollwitz, Gabriele Münter and Marianne Werefkin</p> <p>Visual Studies elements explored: Unit 5 Modernism c.1900-1960 contrast of colour and line gestural and textured brushstrokes</p> <p>Student Learning Activities: Students will discuss video.</p> <p>Link to Lesson Plan Here</p>	<p>Learning Intentions</p> <p>Know and respond to a video of Female influences of Modernism</p> <p>Understand what Modernism looked like through the Eyes of Women artists.</p> <p>Be able to discuss four artists involved with modernism Modersohn-Becker, Käthe Kollwitz, Gabriele Münter and Marianne Werefkin and their experiences of being female during the 20th century.</p>	<p>Success criteria</p> <p>Respond to a video by answering a series of questions and having a class discussion.</p> <p>Discuss as a class how being female in the 20th century might look like and how its changes in history.</p> <p>Respond to a handout on the artist by reading it and taking notes, discussion in pairs and sharing as a group.</p>
<p>Post class critical reflection</p>	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p>The students were really engaged. I'm finding the correction of the small written bits I've been giving is hard. There is a huge mix of abilities in this class. And English as a second language is hard. I would love some time to give extra support to those students.</p> <p>The discussion on females' place in modernism was really good. The students had a lot to say about some very interesting perspectives.</p>		

<p>Lesson No: 7/11 Total in UoL: 11 Duration: 1 hour Date: 13/3/23 Stage: Research- Respond</p>	<p>Teaching & Learning Content</p> <p>Teaching Methods/strategies PowerPoint presentation Lower and higher order questioning.</p> <p>Evaluations Collaborative active learning Group work.</p> <p>Subject knowledge: Expressionism in Germany.</p> <p>Key content Artists: Wassily Kandinsky Visual Studies elements explored: Unit 5 Modernism c.1900-1960 contrast of colour and line gestural and textured brushstrokes</p> <p>Student Learning Activities: Students will create a drawing inspired by SSnartists.</p> <p>Link to Lesson Plan Here</p>	<p>Learning Intentions</p> <p>Know about German Expressionist Artist Wassily Kandinsky, his Biography, his involvement in Der Blaue Reiter art movement and his influences by responding to a handout and PowerPoint presentation.</p> <p>Understand methods and language for analysing Wassily Kandinsky's Composition VIII, Composition VII and Composition VII.</p> <p>Be able to create a drawing inspired by Joan Miró painting The harlequin's carnival and Wassily Kandinsky's painting Composition VIII.</p>	<p>Success criteria</p> <p>Write notes on handout and discuss as a class the German Expressionist Artist Wassily Kandinsky, his Biography, his involvement in Der Blaue Reiter art movement and his influences</p> <p>Demonstrate understanding of Wassily Kandinsky work by analysing the paintings using handout.</p> <p>Create a drawing using colouring pencils/markers to demonstrate abstract drawing using block colour and technique using Joan Miró painting The harlequin's carnival and Wassily Kandinsky painting Composition VIII as inspiration.</p>
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<p>Post class critical reflection</p>	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p>Students were very hyper last class on a monday there were quite a few absent and those that were there were excited for the non uniform day and were pretty distracted.</p> <p>I went over material and spent some extra time on the activity. They seem to really like those a lot.</p>
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<p>Lesson No: 8/11 Total in UoL: 11 Duration: 1 hour Date: 20/3/23 Stage: Research- Respond</p>	<p>Teaching & Learning Content</p> <p>Teaching Methods/strategies PowerPoint presentation Lower and higher order questioning. Evaluations Collaborative active learning Group work.</p> <p>Subject knowledge: Key content Modern art in America Artists: Jackson Pollock Visual Studies elements explored: Unit 5 Modernism c.1900-1960 Student Learning Activities: Analyse a painting using a handout with key headings.</p> <p>Link to Lesson Plan Here</p>	<p>Learning Intentions</p> <p>Know the development of modern art in America with a specific focus on Peggy Guggenheim and Jackson Pollock.</p> <p>Understand how to identify & analyse the key characteristics of Peggy Guggenheim involvement in getting Modern art to America..</p> <p>Be able to explain the artistic principles of Jackson Pollock's action painting.</p>	<p>Success criteria</p> <p>Students accurately identify & analyse the key characteristics of How Peggy Guggenheim Rescued Art from the Nazis.</p> <p>Students are able to articulate the role of Peggy Guggenheim in the preservation of art from Nazi Germany correctly answering questions on a video.</p> <p>Students successfully explain the artistic principles of Jackson Pollock's action painting.</p>
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<p>Post class critical reflection</p>	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p>The students seemed to have a good understanding of the material, and they were interested and engaged in the topic. The lesson gave a comprehensive overview of modern art in America, and the students were able to gain a greater appreciation for the impact of Peggy Guggenheim and Jackson Pollock.</p> <p>It's hard to discern how much of the information I should be covering I found from asking questions how to gauge what is getting through and what went over their head. I will have two lessons at the end to consolidate all the learning to recap the entire UOL.</p>
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<p>Lesson No: 9/11 Total in UoL: 11 Duration: 1 hour Date: 22/3/23 Stage: Research- Respond</p>	<p>Teaching & Learning Content</p> <p>Teaching Methods/strategies Powerpoint presentation Lower and higher order questioning. Evaluations Collaborative active learning Group work.</p> <p>Subject knowledge: Key content: Modern art in America Artists: Willem de Kooning and Elaine de Kooning Visual Studies elements explored: Unit 5 Modernism c.1900-1960 Student Learning Activities: Create a collaborative drawing using long sticks.</p> <p>Link to Lesson Plan Here</p>	<p>Learning Intentions</p> <p>Know the significance of Willem de Kooning and Elaine de Kooning and their contribution to modern art in America.</p> <p>Understand the use of line and form in accurately reflecting and expressing a theme inspired by Modernist artist Elaine de Kooning.</p> <p>Be able to Analyse the elements and principles of design to create a visually appealing collaborative artwork.</p>	<p>Success criteria</p> <p>Students can identify Willem de Kooning's and Elaine de Kooning contributions to artistic development through handout and group discussion and note taking.</p> <p>Successfully demonstrate knowledge of line and form and explain the use of each in a collaborative artwork.</p> <p>Each group accurately expresses the theme of in their own artwork, which is a part of the overall composition.</p>
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<p>Post class critical reflection</p>	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p> <p>This is the class I had my visit I agreed with all of Susans feedback and will definitely take it on board.</p>
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<p> Lesson No: 10/11 Total in UoL: 11 Duration: 1 hour Date: 27/3/23 Stage: Research- Respond </p> <p> “NO Class” Only had 4 students we spent the class redoing the Kahoots </p>	<p>Teaching & Learning Content</p> <p> Teaching Methods/strategies PowerPoint presentation Lower and higher order questioning. Evaluations Collaborative active learning Group work. </p> <p> Subject knowledge: Consolidating the Learning Key content Modernism </p> <p> Visual Studies elements explored: Unit 5 Modernism c.1900-1960 Student Learning Activities: Group Activities to Pair Artwork with the name of Artist and Movements in groups. Link to Lesson Plan Here </p>	<p>Learning Intentions</p> <p>Know how to articulate the similarities and differences between their artwork and artwork from the same modernist movement.</p> <p>Understand ways to discuss the features and elements of the chosen modernist movement that were incorporated into their artwork.</p> <p>Be able to identify and recognize the shared characteristics of modernist art.</p>	<p>Success criteria</p> <p>Students will be able to accurately explain the influence of modernism on their artwork.</p> <p>Students will be able to accurately identify the modernist movement that informed their artwork.</p> <p>Students will be able to identify similarities and differences between their artwork and other pieces of art.</p>
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<p>Post class critical reflection</p>	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p>
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<p> Lesson No: 11/11 Total in UoL: 11 Duration: 1 hour Date: 29/3/23 Stage: Research- Respond </p> <p> “NO 5th Years they had a seminar during this class” </p>	<p>Teaching & Learning Content</p> <p>Teaching Methods/strategies PowerPoint presentation Lower and higher order questioning. Evaluations Collaborative active learning Group work.</p> <p>Subject knowledge: Key content Artists: Visual Studies elements explored: Unit 5 Modernism c.1900-1960 Student Learning Activities: Work in groups</p> <p>Link to Lesson Plan Here</p>	<p>Learning Intentions</p> <p>Know how to Identify and discuss the major artistic movements from the modernist period.</p> <p>Understand how to Analyse artwork from different modernist artists and movements.</p> <p>Be able to Understand the influence of modernism on art and culture.</p>	<p>Success criteria</p> <p>Name and describe at least 3 different modernist movements and their corresponding artists.</p> <p>Name and discuss the key characteristics of artwork associated with each modernist movement.</p> <p>Explain the influence of modernism on 20th century art and culture.</p>
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<p>Post class critical reflection</p>	<p>What went well and why and even better if.... E.g.: In relation to learning intentions</p>
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