

## School of Education 22-23

### Unit of Learning

Student Name:  
Year:

**Class Name:** TY Art

**Year group:** TY

**No of Pupils:** 19

**Total No of lessons in UoL:** 3

**Theme:** School life

**Statements of Learning/Key Skills:**

#### Entering Characteristics/Inclusive practices

19 STUDENTS Female, Multi-ethnicities: Mixed Abilities.

##### 1 SNA in classroom

##### 1 x Down syndrome

Setting up and scaffolding situations for learning by imitation.

Daily practice of targeted skills built into engaging class activities.

Planned activities that become part of the child's routine.

Support for positive behavior and for friendships.

##### 3 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.

##### 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.

#### Behaviour Management & Classroom Strategies

##### Attendance:

- Roll call VSware.

##### Behavior Issues:

- Seating plan- review regularly
- Adhere to school's Code of Behaviour [here](#)

- Managing behaviors Issues/ Strategies/ link to School policies [here](#)

#### **Classroom Management**

- Praise/reward continued good behavior
- 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 explore a range of art media to incorporate an understanding of art processes involved in making animations..

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

#### **TRANSITION YEAR LEARNING OUTCOMES FOR UoL - (For 4nd Yr)**

Students should be able to: the main learning outcomes to be assessed through Communicate and Reflect are:

#### **Critical and Visual Language**

1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge

1.2 respond to an artwork using critical and visual language

## **Drawing**

1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the world around them

1.5 interpret the world and communicate ideas through visual means

1.6 use drawings to communicate their personal outlook or understanding

## **Visual Culture and Drawing Design Principles Appreciation**

1.7 examine the method of a number of artists and the artwork they created

1.9 debate the value that they and society place on an artwork

## **Art Elements and Visual Culture and Drawing Design Principles Appreciation**

1.10 identify the use of art elements and design principles within an artwork

1.11 consider the use of the art elements and design principles in their own artwork

1.12 apply their understanding of the art elements and design principles to make an artwork.

## **Media**

1.13 identify media which are used to create artwork

1.14 use media to create their own artwork

<b>Lesson No 1</b> <b>Total in UoL:</b> 1/6 <b>Duration:</b> 1 hours <b>Date:</b> 23/02/23 <b>Stage:</b> Art	<b>Teaching &amp; Learning Content</b>  <b>Process:</b> Introduction to Animation Flipbook  <b>Support study:</b> <a href="#">Here</a>  <b>Demonstrate:</b> How to make a flipbook  <b>Visual Aids:</b> <a href="#">Here</a>  <b>Link to Lesson Plan</b> <a href="#">Here</a>	<b>Learning Intentions</b>  Brief introduction to animation(flipbooks).  Create a flipbook following instructions.	<b>Success criteria</b>  We explored a range of materials to create a flipbook.  We enjoyed and learned new techniques by experimenting with flipbooks.
--	--	--	---

--	--	--	--

Post class critical reflection	What went well and why and even better if.... E.g.: In relation to learning intentions
--------------------------------	--

<b>Lesson No 2</b> <b>Total in UoL:</b> 2/6 <b>Duration:</b> 1 hours <b>Date:</b> <b>Stage:</b> Art	<b>Teaching &amp; Learning Content</b>  <b>Process:</b> Introduction to Stop Motion  <b>Support study:</b> <a href="#">Here</a>  <b>Demonstrate</b> How to make a stop motion  <b>Link to Lesson Plan</b> <a href="#">Here</a>	<b>Learning Intentions</b>  Group discussion around theme school life.  Respond and discuss the processes behind stop motion.  Create a stop motion using play doh following instructions.	<b>Success criteria</b>  Students watched a video on the origins of stop motion.  We explored a range of materials to create a scene for the stop motion.
---	--	--	---

Post class critical reflection	What went well and why and even better if.... E.g.: In relation to learning intentions
--------------------------------	--

<b>Lesson No 3</b> <b>Total in UoL:</b> 3/6 <b>Duration:</b> 1 hours <b>Date:</b> <b>Stage:</b> Art	<b>Teaching &amp; Learning Content</b>  <b>Process:</b> Finish the stop motion videos  <b>Support study</b> All documents can be found  <b>Demonstrate</b> How to make render animation.  <b>Visual Aids:</b> All documents can be found <b>Link to Lesson Plan</b>	<b>Learning Intentions</b>  Respond and discuss different backdrops for their scenes.  Finalize their videos.	<b>Success criteria</b>  We discussed different backdrops for the stop motions.  They presented their videos.
---	--	---	---

<b>Post class critical reflection</b>	<b>What went well and why and even better if.... E.g.: In relation to learning intentions</b>
---------------------------------------	---

<b>Lesson No 4</b> <b>Total in UoL:</b> 4/6 <b>Duration:</b> 1 hours <b>Date:</b> <b>Stage:</b> Art	<b>Teaching &amp; Learning Content</b>  <b>Process:</b> Finish the stop motion videos  <b>Support study</b> All documents can be found  <b>Demonstrate</b> How to make render animation.  <b>Visual Aids:</b> All documents can be found	<b>Learning Intentions</b>  Respond and discuss different backdrops for their scenes.  Finalize their videos.	<b>Success criteria</b>  We discussed different backdrops for the stop motions.  They presented their videos.
---	--	---	---

	<b>Link to Lesson Plan</b>		
--	----------------------------	--	--

<b>Post class critical reflection</b>	<b>What went well and why and even better if.... E.g.: In relation to learning intentions</b>
---------------------------------------	---

<b>Lesson No 4</b> <b>Total in UoL:</b> 5/6 <b>Duration:</b> 1 hours <b>Date:</b> <b>Stage:</b> Art	<b>Teaching &amp; Learning Content</b>  <b>Process:</b> Finish the stop motion videos  <b>Support study</b> All documents can be found  <b>Demonstrate</b> How to make render animation.  <b>Visual Aids:</b> All documents can be found <b>Link to Lesson Plan</b>	<b>Learning Intentions</b> Respond and discuss different backdrops for their scenes.	<b>Success criteria</b> We discussed different backdrops for the stop motions.
		Finalize their videos.	They presented their videos.

<b>Post class critical reflection</b>	<b>What went well and why and even better if.... E.g.: In relation to learning intentions</b>
---------------------------------------	---

<b>Lesson No</b> 4 <b>Total in UoL:</b> 6/6 <b>Duration:</b> 1 hours <b>Date:</b> <b>Stage:</b> Art	<b>Teaching &amp; Learning Content</b>  <b>Process:</b> Finish the stop motion videos  <b>Support study</b> All documents can be found  <b>Demonstrate</b> How to make render animation.  <b>Visual Aids:</b> All documents can be found <b>Link to Lesson Plan</b>	<b>Learning Intentions</b>  Respond and discuss different backdrops for their scenes.  Finalize their videos.	<b>Success criteria</b>  We discussed different backdrops for the stop motions.  They presented their videos.
---	--	---	---

<b>Post class critical reflection</b>	<b>What went well and why and even better if.... E.g.: In relation to learning intentions</b>
---------------------------------------	---