

Class Name: Red Art Room
Year group: 5th
Programme: Senior Cycle Visual Studies
Total No of lessons in UoL: 5

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 the three periods of the Pre-Christian era, exploring Ireland's cultural heritage.

Content area: 2 . Ireland and its place in the wider world

Section of focus:

Unit 7 Pre-Christian Ireland (c. 4000 BC-AD 500)
The Bronze Age

Entering characteristics

STUDENTS 1 Male, 11 Female, Multi-ethnicities: Mixed Abilities.

2 x Dyslexia

When reading, use a scaffolded approach, with some modelling, 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).

2 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.

1 x ADD.

Read / explain all handouts/coursework material.

Use demonstrations/show examples of finished work to further explain practical tasks.

Altered tasks/projects/homework to suit ability.

1x Epilepsy

May get tired and will communicate that a break is required.

Check for understanding as the student may have had an invisible seizure.

Read / explain all handouts/coursework material.

Use demonstrations/show examples of finished work to further explain practical tasks.

Altered tasks/projects/homework to suit ability.

[Link](#)

2 x Exceptional

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

Managing behaviours

Attendance:

- Roll call VSware.

Behaviour Issues:

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

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

Classroom Strategies

- Pose , Pause, Pounce - to keep students engaged and alert in the classroom. (considering higher and lower order questioning)
- Collaborative learning, think, pair, share
- Materials will be set up in the middle of the classroom so they are ready to distribute efficiently
- TAG practice of self-evaluation/peer evaluation/teacher feedback
- Use restorative practice & discovery learning
- [Teaching Methodologies for Diverse Learning Needs](#)

Learning outcomes for the unit of learning

Students should be able to

Looking

- analyse an artwork
- recognise an art style and identify relevant features
- use critical and visual language to describe an artwork

Students should be able to

2.2 Contextual enquiries

- apply the art elements and design principles in creating and evaluating their work
- critique the work of others and their own
- translate their experience of Visual Studies into their practical work

Students should be able to

3.1 Analysis

- discuss examples from Visual Studies
- recognise the artistic thinking and elements in their own work and that of others
- question established and new ideas and work

Students should be able to

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

Lesson No/total in UoL: 1:5

Date: 13/11/23

Lesson type: 1 Hour

Time: 11:10 – 12:10

Stage: Visual Studies

[SC]

Resources:

Images, books, Powerpoint, worksheets from museum

Learning Content for Pupils and Learning Intentions

What:

This lesson will explore the societal changes of the Bronze Age in Ireland, emphasising the four distinct cultural groups that emerged, their burial traditions, and the process of ore extraction. We'll also briefly discuss the delicate and beautiful ornaments crafted during this time.

Why:

This lesson underscores early human innovation in materials and culture. It enhances our understanding of society's evolution due to the discovery of bronze. By discussing ore extraction, students appreciate early technological advancements. Through the lens of ornamental creations, the lesson explores cultural expression and the blending of arts and technology. This class seeks to provide significant insights into the Bronze Age dynamics while promoting critical thinking.

Learning Intentions

- **Understand** and **elaborate** on the cultural, social, and technological aspects of Bronze Age civilizations.
- **Demonstrate** a comprehensive understanding of the key characteristics and significant figures that shaped this era.

- Explain the fundamental innovations in bronze production and the significance of bronze as a material during the Bronze Age.

Success criteria

- Demonstrated through critical thinking exercises, class discussions, presentations, and written assignments.
- Provide a clear and detailed explanation of the key innovations in bronze production during the Bronze Age and articulate the significance of bronze as a transformative material.

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Link to Lesson Plan](#)

The Bronze Age (2500-500 BC) [Hand Out](#)

[Bronze Age Timeline](#)

Introduction to the Bronze Age:

- Open with basic definition and timeline.
- Explain the importance of bronze and its impact.

Movement of People:

- Discuss migration throughout Europe before the Bronze Age in Ireland.
- Introduce the idea of different cultures and customs.

The Four Groups:

- Detail each group: Beaker People, Food Vessel People, Bowl Food Vessel People, and the Urn People.
- Discuss their unique characteristics, their origins, where they settled in Ireland, and their respective burial customs.

Extraction of Ore from Rock:

- Explain the process Bronze Age miners used to retrieve mineral ore.
- Emphasize the innovative technique of using fire and cold water to shatter rock, then breaking it down further and smelting to free the metal.

Artefacts and Ornaments of the Bronze Age:

- Briefly touch upon the artefacts and ornaments created during this period.
- Highlight how the designs became more ornate and beautiful as the Bronze Age progressed.

Video Viewing:

- Watch a 10-minute video related to the topic for a more in-depth understanding

Sharing and Discussion :

Group Sharing:

Have students share their ideas in small groups or with a partner. ([Think-Pair-Share](#))

Encourage them to discuss different perspectives and ideas..

Conclusion:[Self Assessment](#)

Have students use the Journals with the colored paper in the back

(The students' journals have the traffic light colours in the back of their journals.)

Sharing Success Criteria answer for each.

Red sheet if they found this tough. I need Extra help.

Yellow I understood most of it, But I need more practice

Green, I fully understand the Learning today.

[Self- Assessment Traffic Light Code](#)

Post class reflection

The lesson was Fast Paced, Time Management, and Engaging Activities. Despite the quick pace, the students grasped concepts efficiently and completed tasks ahead of time. This facilitated more time for interactive activities, such as the impromptu task centred around a futuristic Ireland. This hands-on assignment stimulated creativity and application of learned concepts.

I strove to strike a balance between sharing information and fostering independent thinking. The unexpected task I introduced aimed to enhance students' adaptability and problem-solving skills too.

	<p>A slower lesson pace might facilitate more profound understanding and invite more student discussion. Providing pre-planned extension tasks and frequent checks on understanding during the lesson could also be beneficial. Furthermore, implementing differentiated learning strategies could cater to varied student learning needs. I'll incorporate these insights into my future teaching strategies.</p>
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<p>Lesson No/total in UoL: 2:5 Date: 20/11/23 Lesson type: 1 Hour Time: 11:10 – 12:10 Stage: Visual Studies</p> <p>[SC]</p> <p>Resources: Images, books, Powerpoint, worksheets from museum</p>	<p>Learning Content for Pupils and Learning Intentions</p> <p>WHAT:</p> <p>Bronze Age in Ireland - we'll learn how it changed art, trade, and society. We'll look at some Bronze Age art, and they will complete handouts. Focus on understanding artifact Lunula and the sun discs.</p> <p>WHY:</p> <p>Through analysing these artefacts, students will gain an appreciation for Ireland's Bronze Age, its role within broader global history, and its impact on sociocultural development. By completing handouts, learners can engage with the material actively and further cement their knowledge.</p> <p>Learning Intentions At the end of the lesson learners should be able to</p> <ul style="list-style-type: none"> ➤ Understand the development and importance of the Bronze Age in Ireland, including its impact on art, trade, and social structures. ➤ Know Lunula and the AEDP form, function, Technique, decoration, and political aspects. ➤ Know Sun Discs and the AEDP form, function, Technique, and aspects. <p>Success criteria</p>
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- Actively participate in class discussions and demonstrate an understanding of the Bronze Age's impact on communal living in Ireland.
- Correctly and thoughtfully fill out handouts and draw detailed representations of key Bronze Age artefacts, displaying a comprehensive understanding of their roles and purposes.

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Link to Lesson Plan](#)
[Bronze Age Timeline](#)

Introduction

Briefly discuss today's lesson objectives.

Share a presentation on the Bronze Age, focusing on its development in Ireland.

Discuss the migration of the Beaker people, Stone Age culture, and the advent of Bronze Age technology.

Mention the context on the broader Bronze Age developments.

Bronze Age Developments and Changes

Discuss various uses - making tools, weapons, and decoratives; provide examples.

Discuss the trade of Irish gold and copper with Britain and Europe, indicating links with the wider European community.

Change in Art Styles

Students will fill out the [Handout Sun Disks](#), discussing the AEDP aspects of Sun Disc Artifact. Shift focus to Bronze Age art.

Discuss the contrast between the freehand methods from the Stone Age and the mechanically made new technology of the Bronze Age.

Discuss repoussé art technique in detail.

Students will fill out the [Handout on Lunula](#), discussing the AEDP aspects of Lunula Artifact.

Assessment:

Evaluate students' understanding through their participation in the discussion, their drawings and handout answers.

Conclusion: [Self Assessment](#)

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[Self- Assessment Traffic Light Code](#)

Questioning for During the Lesson:

What is Bronze made of, and where were these elements typically imported from during the Bronze Age?

What were the primary uses of Bronze during the Bronze Age in Ireland?

How did the Irish trade in copper and gold indicate links with the wider European community?

Why do you think the transition from the Stone Age to the Bronze Age was significant in technological terms?

What is the Repoussé art technique, and how was it used during the Bronze Age?

How did the shift from freehand methods in the Stone Age to the mechanical techniques in the Bronze Age impact the overall art style?

Why might there have been a shift from freehand art methods to more mechanically-made methods with the advent of the Bronze Age?

How could the Repoussé art technique reflect the cultural and societal changes during the Bronze Age?

What are the Tedavent Sun Discs and Lunula, and what was their function during the Bronze Age?

What techniques were used to create these artefacts?

What are some of the detailed features you highlighted in your drawings of the Sun Discs and Lunula?

Which aspects of AEDP did you find most prominent in these objects?

Post class reflection	<p>In today's lesson, we discussed the Bronze Age, explicitly putting the spotlight on its development in Ireland and the changes fostered by Bronze Age technology. We delved into the migration of the Beaker people, analysed the pivotal shift from Stone Age culture to the advent of the Bronze Age, and examined the profound impact this period had on art, technology, and trade. Integrating hands-on student activities strengthened our exploration, particularly emphasising Bronze Age artefacts such as Sun Disks and Lunula and their representation in art through techniques like repoussé, underpinning today's lesson with insightful tangibility. Allow more time between activities, as this class is before a break. The students got a little unfocused at the end, so I'll finish the lesson with an engaging task and see how that works.</p>
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<p> Lesson No/total in UoL: 3:5 Date: 27/12/23 Lesson type: 1 Hour Time: 11:10 – 12:10 Stage: Visual Studies </p> <p>[SC]</p> <p> Resources: Images, books, Powerpoint, worksheets from museum </p>	<p>Learning Content for Pupils and Learning Intentions</p> <p>WHAT:</p> <p>Teach students about torcs' historical and cultural significance.</p> <p>WHY:</p> <p>The goal is to deepen their understanding of how these artefacts, through their form, technique, and function, symbolise social status and illustrate the craftsmanship of past cultures. This will enhance the student's knowledge of historical artefacts and help them appreciate objects' essential role in denoting societal positions and civilisations in ancient periods.</p> <p>Learning Intentions</p> <p>At the end of the lesson learners should be able to</p> <ul style="list-style-type: none"> ➤ Understand the concept, forms, and potential functions of bar and flanged torcs. ➤ Develop an appreciation of the craftsmanship involved in creating these artefacts, and become familiar with key techniques used in their construction. ➤ Compare and contrast different artefacts and extrapolate their potential symbolic meanings in past societies. <p>Success criteria</p>
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- **Describe** the torcs' different forms and functions and the Derrinaboy Armbands, demonstrating their understanding through discussion and the recreation activity.
- **Explain** the techniques and craftsmanship of creating these artefacts, identifying key features such as flanges, bars, twists, and catches.
- Draw **connections** between these artefacts and their potential symbolic use in past societies, demonstrating critical thinking in their discussions and reflections.

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Link to lesson Plan](#)
[Bronze Age Timeline](#)

Recap on Previous Lesson

Exploring the Bar and Flanged Torcs and The Derrinaboy Armbands

Introduction:

- Powerpoint with pictures of various torcs and the Derrinaboy armbands. Introduce the concept of torcs and their importance.
- Instruction and Discussion:
- Discuss the various forms of the torcs, emphasizing their shapes and sizes. Allow students to handle replicas, if available, or study the pictures.
- Explain the function of the torcs, highlighting how they were made to fit on various parts of the body and their potential uses as symbols of status.
- Discuss the technique used in creating these torcs, emphasizing the craftsmanship and explaining the concept of flanges, bars, twists, and how catches were created.

Activity:

Make drawings of people wearing some of this regalia – consider the status they might have held in society and their work.

Discussion of Activity

Ask students to present their recreated piece, explaining the form, technique, and function.

Reflection:

Wrap up the lesson by encouraging a class-wide discussion, reflecting on the importance of these artefacts in understanding the past culture and people's status symbols.

Conclusion:[Self Assessment](#)

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Green, I fully understand the Learning today.

[Self- Assessment Traffic Light Code](#)

Questions to Ask:

- What is a torc?
- What are the different forms of torcs you can identify?
- What function did the torcs and the Derrinaboy Armbands serve in society?
- What was the technique used to create these artefacts?
- Can you describe the characteristics of the Derrinaboy Armbands?
- In what ways are the Derrinaboy Armbands similar or different from the Torcs?
- What are flanges, bars, and twists in the context of torc construction?
- Why do you think torcs and armbands held such significant status in society?
- What do the form and decoration of these artefacts suggest about society's values, skills, and technology?
- How do you think the technique used in creating these artefacts changed over time? What factors might have influenced these changes?
- How can these artefacts give us insight into social hierarchy and structure of the time?
- If you were an artisan in that period, how would you design your torc or armband and why? What status would it represent?

	<ul style="list-style-type: none"> Why might different parts of the body be chosen to wear these artefacts? How does that relate to visibility and display of wealth or power? In your opinion, how would contemporary society react to using similar status symbols? Are there any parallels you can draw with modern-day symbols of prestige?
Post class reflection	<p>Students engaged well in this lesson, providing visual aids through the PowerPoint, as it effectively introduced and enhanced the comprehension of torcs and their historical significance. The hands-on approach, in which students could handle the sheets of copper I brought to class and closely analyze pictures, notably facilitated a better understanding of the shapes, sizes, and intricate artistry involved in torc creation. However, to further enhance learning, the lesson could incorporate more interactive activities like a miniature crafting session demonstrating torc designs or a virtual museum tour to supplement theoretical instruction with practical experiences.</p>

<p>Lesson No/total in UoL: 4:5 Date: 4/12/23 Lesson type: 1 Hour Time: 11:10 – 12:10 Stage: Visual Studies</p> <p>[SC]</p> <p>Resources: Images, books, Powerpoint, worksheets from museum</p>	<p>Learning Content for Pupils and Learning Intentions</p> <p>WHAT:</p> <p>In this lesson, we explore Bronze Age artefacts, explicitly focusing on the Derrinboy Hoard, including the Derrinboy Armbands and the Clones Fibula.</p> <p>WHY:</p>
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The objective is to provide students with an in-depth understanding of these significant archaeological finds, the culture and the socioeconomic influences they reflect, and the techniques used to create them. This exploration enriches their knowledge of the Bronze Age. It fosters vital skills in historical interpretation, analytical thinking, and understanding how past societies functioned.

Learning Intentions

At the end of the lesson learners should be able to

- **Understand** the significance and history of the Derrinboy Hoard, with a particular focus on the Derrinboy Armbands and the Clones Fibula.
- **Recognise** the social, cultural, and economic **context** of Bronze Age artefacts, namely how they were signs of rank, status, or trade items.
- **Learn** about the transition and **advancements** during the Late Bronze Age, particularly in the **context** of Ireland's first Golden Age.

Success criteria

- Identify and describe the form, function, technique, and decoration of the Derrinboy Armbands and the Clones Fibula.
- Recall and articulate one fascinating aspect about the Derrinboy Armbands or the Clones Fibula, emphasising the ability to reflect and assimilate new knowledge.
- Demonstrate understanding through engagement in discussions, questions and answers, reflection, and sharing insights about Bronze Age artefacts.

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Link to Lesson Plan](#)

Handouts:

[The Derrinaboy Armbands](#)

[The Clones Fibula from Co: Monaghan](#)

[Bronze Age Timeline](#)

The Derrinboy Hoard: A Deep Dive into Bronze Age Artefacts

Introduction

Start the lesson with a quick recap of the last session, ensuring students remember previous learnings.

Derrinboy Armbands

- Present a brief history of the Derrinboy Hoard, its discovery, and its components.
 - Discuss the Derrinboy Armbands, explaining their form, function, technique and decoration.
 - Show images or models of the Derrinboy Armbands and compare them with other items from Bronze Age metalwork.
 - Ask students to reflect on these artefacts' cultural and socioeconomic implications, particularly as signs of rank or status.
- Give pupils time to share their insights.

The Late Bronze Age

- Discuss the historical background of the Late Bronze Age. Emphasize new types of bronze tools, weapons and gold ornaments discovered during that period.
- Discuss this period's significance, particularly in the context of Ireland's first Golden Age. Explain the concept of 'Golden Age' in historical contexts.

Clones Fibula

- Discuss the clone fibula's form, function, technique, and decoration.
- Draw comparisons between Fibula and modern clothing fasteners, emphasizing the practical aspect of ancient craftsmanship.
- Discuss the possibility of Fibulae being used as status symbols or trade items. Ask the students what they think, encouraging well-thought-out responses.

Reflection and Closing

- Instruct the students to write one interesting thing they learned about the Derrinboy Armbands and the Clones Fibula, encouraging them to focus on the most fascinating aspects.
- Students share these facts with the class, with peers encouraged to ask questions or provide comments.
- Summarize the day's lesson and signal possible topics for the next session.

Questions to Ask:

1. When and where was the Derrinboy Hoard discovered?
2. What are the main techniques of the Derrinboy Hoard?
3. Describe the form and decoration of the Derrinboy Armbands.
4. What is the function of the clone fibula?
5. What bronze tools, weapons, and gold ornaments were introduced during the Late Bronze Age?
6. Can you name some standard features between Derrinboy Armbands, Clones Fibula, and modern accessories?
7. What defines a 'Golden Age' in historical contexts?
8. How did artefacts like Derrinboy Armbands reflect the socioeconomic conditions of the Bronze Age society?
9. How can we relate the characteristics of the Derrinboy Armbands with other items of Bronze Age metalwork?
10. How did the Late Bronze Age contribute to what is known as Ireland's first 'Golden Age'?
11. What are some possible reasons that Fibulae served practical and societal functions, such as status symbols or trade items?
12. How do the Late Bronze Age artefacts depict the advancements in craftsmanship or technology of that period?
13. What insights can you draw about the culture and society of the Bronze Age by studying the Derrinboy Armbands and the Clones Fibula?
14. How would you interpret the shift in society, economy, and culture from the perspective of these artefacts found during the Late Bronze Age?

Post class reflection	<p>Today's class on Derrinboy Hoard and Bronze Age artefacts excited the students, especially about visual interpretations and practical uses. However, they found the intricate history of the Late Bronze Age hard to understand, showing that they may benefit from smaller, visually assisted segments. The 'Golden Age' idea could have been clearer for some, needing a more detailed explanation. Finally, giving more time for end-of-class reflection could encourage better comprehension and more meaningful discussions. For the next lesson I'll add a video on this period.</p>
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<p> Lesson No/total in UoL: 5:5 Date: 11/12/23 Lesson type: 1 Hour Time: 11:10 – 12:10 Stage: Visual Studies </p> <p>[SC]</p> <p> Resources: Images, books, Powerpoint, worksheets from museum </p>	<p>Learning Content for Pupils and Learning Intentions</p> <p>WHAT:</p> <p>Class Quiz and The Gleninsheen Gorget's historical and cultural significance, an artefact that represents the advanced craftsmanship and cultural richness of that era. A small experiment with foil embossing.</p> <p>WHY:</p> <p>The hands-on activities open a window for students to appreciate the complexity and sophistication embodied in the process of gorget-making, thus fostering understanding beyond textbooks. Ultimately, the objective is to build their comprehension of major historical epochs, enrich their knowledge of ancient craftsmanship, and stimulate a more profound interest in history through active learning methods.</p> <p> Learning Intentions At the end of the lesson learners should be able to </p> <ul style="list-style-type: none"> ➤ Understand the cultural and historical significance of gorgets, particularly the Gleninsheen Gorget. ➤ Learn the construction and craftsmanship techniques used in the Bronze Age. ➤ Use Sketching and note-taking to reinforce learning. <p>Success criteria</p>
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- Demonstrate a strong understanding of the Bronze Age, the historical significance of this period, and the specific characteristics and role of the Gleninsheen Gorget.
- Accurately capture key points from the handout in your notes and produce a detailed sketch of the Gleninsheen Gorget reflecting its design and intricacy.
- Actively participate in both the Hands-on Gorget Construction Simulation and Group Discussion sections of the lesson, demonstrating their understanding through their construction of the gorget and insights shared in the discussion.

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Link to Lesson Plan](#)

[Bronze Age Timeline](#)

Beginning the lesson with a Short Quiz

Introduction:

Presentation on the Bronze Age, its historical significance, and a brief introduction to the Gleninsheen Gorget based on the information in the prompt.

Activity 1:

Note-taking and Sketching (10 minutes): Distribute handouts with detailed information about the Gleninsheen Gorget. Have students read the handout and take notes. Students will also sketch the Gorget, focussing on the design specified in the description. Use visual aids to help them understand the intricate structure.

Activity 2:

Hands-on Gorget Experiment): Distribute thin foil to students and guide them to and try the Repousse technique. This activity will help them understand the complexity and craftsmanship involved in the original creation.

Group Discussion:

Group students and encourage them to discuss what they learned about the Gleninsheen Gorget, sharing their sketches and notes.

Conclusion:[Self Assessment](#)

Have students use the Journals with the colored paper in the back

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Sharing Success Criteria answer for each.

Red sheet if they found this tough. I need Extra help.

Yellow I understood most of it, But I need more practice

Green, I fully understand the Learning today.

[Self- Assessment Traffic Light Code](#)

Questions:

- What is the Bronze Age, and why is it significant?
- Can you describe the shape and design of the Gleninsheen Gorget?
- Who is believed to have created the Gleninsheen Gorget, and what was its purpose?
- How might the process of crafting the Gleninsheen Gorget reflect the advances in technology and society during the Bronze Age?
- Why do you think the Gleninsheen Gorget was considered an essential artefact from this period?
- From your construction activity, what challenges do you imagine the original craftsman faced when making the real Gorget, and how might those challenges reflect the skills and resources of their time?
- Can you draw parallels between the use of the Gleninsheen Gorget and any societal norms or rituals during the Bronze Age?
- How does the Gleninsheen Gorget help archaeologists and historians understand more about the culture and practices of Bronze Age civilizations?

Modifications for Diverse Learners:

Visual Learners: 2 in this Class Images and live demonstrations will support learning.

Auditory Learners: Discussions and verbal instructions will help them internalize the information.

Kinesthetic Learners: The foil activity will give a hands-on experience.

Reading/Writing Learners: Reading from the handout and note-taking will support their learning style.

For students needing extra help: Provide one-on-one assistance during the foil activity or provide additional visual material to better understand the Gorget's design.

Post class reflection	<p>This is a lesson I had a Link to Feedback from Visit</p> <p>It went well need to ask more questions while the video is playing.</p>

<p>Lesson No/total in UoL: 5:5 Date: 18/12/23 Lesson type: 1 Hour Time: 11:10 – 12:10 Stage: Visual Studies</p> <p>[SC]</p> <p>Resources: Images, books, Powerpoint, worksheets from museum</p>	<p>Learning Content for Pupils and Learning Intentions</p> <p>WHAT:</p> <p>Exploring the Bronze Age in Ireland, focusing on the intricate goldsmith techniques crafted during this period, specifically through creating the unique lock ring.</p> <p>WHY:</p> <p>By the end of this lesson, the students should gain a deeper understanding of Irish Bronze Age society and the technical aspects of the craftsmanship of creating the lock ring and cultural heritage and fostering historical empathy.</p> <p>Learning Intentions At the end of the lesson learners should be able to</p>
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- **Understand** the advanced goldsmith **techniques** of the period and the creation of lock rings.
- **Investigate** these lock rings' function, technique, and unique structural features, enhancing comprehension through sketching and labelling activities.
- **Explore** the cultural significance of lock rings, encouraging critical thinking about their potential role in Bronze Age society using reasoning and historical evidence.

Success criteria

- Describe the Bronze Age in Ireland, the goldsmithing techniques, and the concept of lock rings, emphasising their unique place in Irish history.
- Demonstrate a clear understanding of the function and structure of lock rings through precise note-taking and detailed sketching activities.
- Actively contribute to a well-reasoned discussion about lock rings' cultural significance and creatively hypothesise these artefacts' potential alternate functions.

LESSON PLAN

Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.

[Link to Lesson Plan](#)
[Bronze Age Timeline](#)

HandOuts:

[Lock Rings](#)

[The Bronze age](#)

Introduction

Start by briefly introducing the Bronze Age in Ireland and the advanced goldsmith techniques developed during this time.
Introduce the concept of lock rings, discussing their uniqueness to Irish history.

Note-taking on handout:

Have students read the provided text about the structure of lock rings.

Guide students to write precise notes on the structure, emphasizing critical features like the cone shapes, the tube in the centre, and the fact that they are sometimes found in pairs.

Function and Technique:

Have students read about the function and technique of lock ring creation?

Guide them to note the speculated function of the lock rings and details on how they were created.

Sketching

Provide each student with sketching paper.

Following their notes and referencing the text, instruct them to create a detailed sketch of a lock ring, focusing on its unique structural elements.

Instruct them about how various lines and angles convey different materials and shapes (e.g., tight spirals for the individual fine gold wires, smooth curves for the cone shapes and the tube).

Labeling to highlight different parts of the lock ring.

Class Discussion: Cultural Significance and Perspectives

Initiate a class discussion about the cultural significance of lock rings. Ask students to give their perspectives on why these ornaments were necessary during the Bronze Age, how they reflect the craftsmanship of the time, and what their invention and creation process tells us about society.

Activity: 'Lock Ring Function Challenge'

Split the class into groups. Challenge each group to develop potential alternative functions of the lock ring other than being a hair ornament.

Encourage them to use reasoning and historical evidence from the Bronze Age to support their theories.

Each group presents their theories. The class votes on the most plausible theory based on historical context.

Conclusion:[Self Assessment](#)

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Green, I fully understand the Learning today.

	Self- Assessment Traffic Light Code
Post class reflection	<p>This class went well; I finalised the bronze age and reviewed all the learning. The class will have an exam from the host teacher on this that I will help correct.</p> <p>Overall, the unit worked out well. The classes got into a nice rhythm; I got to know the students, developed the lessons to their pacing and designed each class suitably.</p> <p>An overall success.</p>