

School of Education DRAFT 23-24

Unit of Learning (inc LPs)

Students Name: Ciara Connolly
Year in NCAD: PME 2

Class Name: Blue Art Room
Year group: Autism Class: Eden Centre
Programme: JC: [JC/L1LPs,/L2LPs)
Total No of lessons in UoL: 9

Aim of Unit of Learning

This adapted art unit aims to provide students with Diverse Education Needs the opportunity to engage in creative and sensory-rich learning experiences, fostering their self-expression, social interaction, and fine motor skills development through the creation of animations, flip books, stop motion, and the use of playdough and morphs. This unit aims to support individualised learning needs, promote a sense of achievement, and enhance the overall well-being of students with diverse abilities.

Theme Development:

"Exploring Interests Through Animation"

Entering characteristics

STUDENTS 5 Male, 1 Female, Multi-ethnicities: Mixed Abilities.

6 x ASD(Autism Spectrum Disorder) (from the Eden Centre the Autism Class in the School)

Learning strategies make use of plenty of Visual Aids concrete materials and hands-on activities where possible.

Visual cues should be used to support verbal instructions.

1 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).

6 x Mild General Learning Disability(Level 2 Learner)

Use a wide range of learning resources (e.g. visual aids (charts/artefacts), concrete objects, computer software and accessible texts.

Provide handouts/worksheets that minimise the amount of writing required.

Observe the student's learning style and differentiate teaching and learning accordingly.

Provide the student with tasks that are within his/her capacity.

Enable the student to experience success through identifying realistic learning objectives for each lesson.

Ensure tasks have a clear meaning and purpose.

Consider a multi-sensory approach to spelling that provides opportunities for the student to follow the look, copy, trace, picture, cover, write and check sequence technique.

Utilise semantic/concept mapping to build on the student's existing knowledge.

Use short sequential steps when teaching.

Build opportunities for over-learning and repetition into lessons.

Differentiate questioning as well as teaching.

Give the student opportunities to generalise knowledge and skills.

Help students to realise that making mistakes is part of the learning process.

Incorporate the student's interests, aptitudes, experiences and skills into learning and teaching.

Utilise active learning, participation and collaboration with peers.

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

- **Visual Storytelling:** Encourage students to express their ideas and concepts visually through drawings, diagrams, and mind maps.
- Visual storytelling can be a powerful tool to engage the right side of the brain and enhance creativity.
- **Project-Based Learning (PBL):** Design learning experiences that revolve around real-world problems or projects.
- PBL allows students to apply critical thinking skills, collaborate, and use their creativity to find solutions.
- **Multisensory Learning:** Incorporate activities that engage various senses, such as touch, taste, smell, and movement.
- This approach can stimulate both sides of the brain and make learning more immersive and memorable.
- **Socratic Questioning:** Encourage students to ask and answer open-ended questions that promote critical thinking.
- This method fosters deep exploration of topics and encourages students to think critically and creatively.
- **Creative Exercises:** Integrate creative exercises like free writing, brainstorming sessions, and visual journaling into your teaching.
- These activities can help students access their creative potential and think outside the box.
- **Inquiry-Based Learning:** Structure lessons to revolve around students' questions and curiosity.
- This approach empowers students to explore topics deeply, investigate, and develop their critical thinking skills.
- **Metacognition and Reflection:** Teach students metacognitive strategies, such as self-assessment and reflection.
- These practices encourage them to think critically about their own thought processes and learning, promoting self-awareness and improvement.

- **Arts Integration:** Incorporate arts such as music, visual arts, and drama into the curriculum.
- These activities engage the right side of the brain and offer alternative perspectives and modes of expression.
- **Interdisciplinary Learning:** Encourage students to make connections across different subjects.
- Interdisciplinary learning can help them see the bigger picture and apply critical thinking and creativity in a holistic manner.
- **Collaborative Learning:** Foster collaboration among students. Group projects, discussions, and peer feedback can enhance critical thinking by exposing students to diverse perspectives and encouraging them to defend their ideas.

Learning outcomes for unit of learning

Level 2 Learning Outcomes:

Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener:

- 1.3 Follow a series of spoken instructions under supervision
- 1.4 Express personal opinions, facts and feelings appropriately
- 1.5 Participate in practical, formal and informal communications

Using non-verbal behaviour to get the message across:

- 1.11 Follow the sequence of non-verbal instructions or directions for a frequent activity

Using expressive arts to communicate:

- 1.23 Create a range of images using a variety of materials
- 1.24 Produce a piece of work for display

Using suitable technologies for a range of purposes:

- 1.36 Find information for a project on the web.

Using shapes:

- 2.44 Name common 2D and 3D shapes in everyday life
- 2.47 List the properties of common 2D shapes and 3D forms

Being able to set goals for learning:

- 5.1 Set learning goals

5.4 Express opinion on how performance could be improved

Taking part in a work related activity:

E1 Gather background information to help plan and participate in the activity

E4 Use key words associated with the activity correctly

E7 Participate in the activity

E8 Review the activity to evaluate its success.

Lesson No/total in UoL: 1/5

Date: 10/11/23

Lesson type: 45 min

Time: 10:00-11:00

Stage: Explorative

Autism Class: Eden Centre

Learning Content for Pupils and Learning Intentions

WHAT:

Help students Identify and express their interests. The "what" I'm teaching is the ability for each student to recognise and articulate something they genuinely care about.

Why:

Understanding and expressing their interests is a fundamental step in developing their self-awareness and communication skills. This knowledge can not only enhance their self-esteem but also enable them to connect with their peers more effectively. It's a crucial building block for the rest of our UOL, where their interests will be the foundation for creating meaningful, personalised art. Ultimately, I'm teaching this to empower students to have a voice and share their passions with others, fostering a sense of belonging and self-expression.

Learning Intentions

At the end of the lesson learners should be able to

- **Identify** and **express** their interests through verbal or visual means, fostering self-awareness and the ability to share their passions with others.
- **1.3 Follow a series of spoken instructions under supervision**

Success criteria

- Verbally articulate at least one personal interest.
- Minimally verbal students will use visual support tools to represent their interests.
- Add their interests to the interest board, using pictures, drawings, or symbols to represent them visually.

LESSON PLAN

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

[Link to Lesson Plan](#)

Activities:

1. Group discussion. Encouraging students to share their interests, favourite hobbies, activities, or objects.
2. Providing visual support tools like interest cards with pictures and words to help minimally verbal students express their interests.
3. Create an interest board where students can visually represent their interests through pictures, drawings, or symbols.
4. Have students take turns presenting their interests to the group. Support them in describing why they love their chosen interest.
5. Create their own Thaumatrope.

Post class reflection

This diverse class requires one-on-one guidance and intensive prompting for some, yet it remains incredibly rewarding to teach. Four students actively participated with detailed instructions. Keeping the language tailored, they grasp the basics and actively participate in the learning process.

Lesson No/total in UoL: 2/5

Date: 17/11/23

Lesson type: 45 min

Time: 10:00-11:00

Stage: Explorative

Autism Class: Eden Centre

Learning Content for Pupils and Learning Intentions

What:

To make claymation a fun and engaging way to animate a story or an idea. Each student will choose an interest they're passionate about and use this art form to bring it to life through simple animations.

Why:

Teaching flipbook animation is not only a creative and enjoyable activity, but it also allows students to connect their interests with art. Using their interests as the basis for their claymation, I am helping them build a bridge between their passions and self-expression. This lesson aims to empower students by enabling them to create personalised animations, enhancing their fine motor skills, and boosting their self-esteem through the joy of artistic expression.

Learning Intentions

At the end of the lesson learners should be able to

- Be able to create a claymation animation inspired by the theme interests, applying fine motor skills and creative thinking to express themselves.
- Create a claymation that contains a minimum of five frames.

Success criteria

- Choose a personal interest that inspires them and can be the theme for their claymation animation.
- Demonstrate an understanding of the basic concept of a claymation, including how adding the frames together creates the illusion of movement.

<p>LESSON PLAN</p> <p>Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.</p>	<p>Activities:</p> <ol style="list-style-type: none"> 1. Discuss the concept of claymation and show examples. 2. Encourage each student to choose an interest from Lesson 1 as their inspiration. 3. Demonstrate step-by-step visual instructions for creating claymation, including creating a simple animation related to their interest. 4. Students work on their animation, with support as needed. (a lot of hand over hand work in these lessons)
<p>Post class reflection</p>	<p>The disparity in abilities within the class is significant, with some students requiring hand-over-hand guidance while others need one-to-one instruction. Despite this, these four students participated effectively with the prompts and explicit instructions. Teaching this class is a pleasure as they actively engage and learn in the lessons. The teaching approach involves differentiated terminology while ensuring foundational knowledge. Plans to use flipbooks didn't resonate, so we transitioned to using Play-Doh, which they used to make individual morph animations. These will be edited into a film for our next lesson. Results of the Movie</p>

<p>Lesson No/total in UoL: 3/5 Date: 8/12/23 Lesson type: 45 min Time: 10:00-11:00 Stage: Explorative Autism Class: Eden Centre</p>	<p>Learning Content for Pupils and Learning Intentions</p> <p>What:</p> <p>Teaching my students how to create stop-motion animations. They will bring their chosen interests to life by crafting scenes with tactile materials and capturing each frame to create the illusion of movement.</p> <p>Why:</p> <p>Stop-motion animation is an incredibly creative and engaging medium that allows students to immerse themselves in their interests and uniquely express them. Using their interests as the inspiration for their animations, teaching them an engaging</p>
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	<p>activity and providing a platform for self-expression and creativity. Empower students to explore their interests in a tactile and visually captivating manner, improving their fine motor skills and fostering a deep sense of accomplishment.</p> <p>Learning Intentions At the end of the lesson learners should be able to</p> <ul style="list-style-type: none">➤ Create a stop-motion animation video inspired by their interests, demonstrating an understanding of the stop-motion process and improving fine motor skills. <p>Success criteria</p> <ul style="list-style-type: none">➤ Choose a personal interest as the theme for their stop-motion animation.➤ Construct at least one stop-motion scene using tactile materials related to their chosen interest.➤ Capture at least 15 frames to create their stop-motion animation, demonstrating attention to detail and creativity.
<p>LESSON PLAN</p> <p>Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.</p>	<p>Link to Lesson Plan</p> <p>Activities:</p> <ol style="list-style-type: none">1. Introduce stop motion animation with a simple explanation and examples.2. Students choose an interest from Lesson 1 as the theme for their stop-motion animation.3. Providing tactile materials related to their interests, such as small figurines or objects.4. Guide students in creating a short stop motion video using a smartphone.

Post class reflection	

<p>Lesson No/total in UoL: 4/5 Date: 15/12/23 Lesson type: 45 min Time: 10:00-11:00 Stage: Explorative Autism Class: Eden Centre</p>	<p>Learning Content for Pupils and Learning Intentions</p> <p>What: Express their interests using playdough and sensory materials. Selecting an interest from our previous discussion and translate it into a tactile and visual morph.</p> <p>Why: Engaging in sensory art activities provides a multi-sensory, hands-on approach to self-expression. It not only allows students to delve deeper into their interests but also accommodates their sensory preferences and sensitivities. Empower students to connect their interests with a concrete, tactile experience, boosting their fine motor skills and fostering self-expression. It's a way for them to convey their passions in a sensory-rich manner, ultimately promoting communication and self-esteem.</p> <p>Learning Intentions</p>
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	<p>At the end of the lesson learners should be able to</p> <p>Explore their interests and express them through creative playdough and sensory art activities, strengthening fine motor skills and enhancing self-expression through stop motion morphs.</p> <p>Success criteria</p> <p>Demonstrate an understanding of using playdough and tactile materials to represent their chosen interest.</p> <p>Create a sensory-rich morph using playdough and sensory materials that evoke their chosen interest.</p>
<p>LESSON PLAN</p> <p>Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.</p>	<p>Activities:</p> <ol style="list-style-type: none">1. Provide a variety of coloured playdough.2. Students select their interests and create playdough sculptures related to them.3. Encourage sensory exploration by incorporating textures, smells, and visual elements.4. Support the students in explaining their creations to their peers.
<p>Post class reflection</p>	

~~Lesson No/total in UoL: 5/5~~
~~Date: 16/12/23~~
~~Lesson type: 45 min~~
~~Time: 10:00-11:00~~
~~Stage: Explorative~~
~~Autism Class: Eden Centre~~

CLASS CANCELLED
SCHOOL VARIETY SHOW

Learning Content for Pupils and Learning Intentions

~~What:~~

~~The importance of working together and sharing their art with their peers. This lesson encourages collaboration and offers a platform for students to display their work proudly.~~

~~Why:~~

~~It's crucial for students to learn the value of collaboration and to have the opportunity to share their achievements with others. By showcasing their work to their peers in the school community, students can gain a sense of accomplishment and self-esteem.~~

Learning Intentions

~~At the end of the lesson learners should be able to~~

- ~~➤ Understand the significance of collaboration and will have the opportunity to share their work with their peers.~~

Success criteria

- ~~➤ Successfully participate in collaborative activities, such as peer collaboration on art projects, sharing materials, and exchanging creative ideas.~~

<p>LESSON PLAN</p> <p>Teaching, Learning and Assessment content and activities including Success criteria and embedded links to VAs and SS.</p>	<p>Activities:</p> <ol style="list-style-type: none">1. Pair students with similar interests and encourage them to collaborate on an art project.2. Provide opportunities for the students to work together, sharing ideas and materials.3. Host a showcase event where students present their flipbooks, stop-motion videos, and playdough creations to their peers, families, and teachers.4. Celebrate the students' achievements and interests with positive reinforcement and praise.
<p>Post class reflection</p>	<p>CLASS CANCELLED SCHOOL VARIETY SHOW</p>