

KS3 ART & DESIGN  Investigating & Realising	<u>THEME</u>	<u>CLASS</u>	<u>DURATION</u>
	<i>Printmaking</i>	<i>9ST</i>	<i>75 mins (per week)</i>
<b>OBJECTIVES</b>			

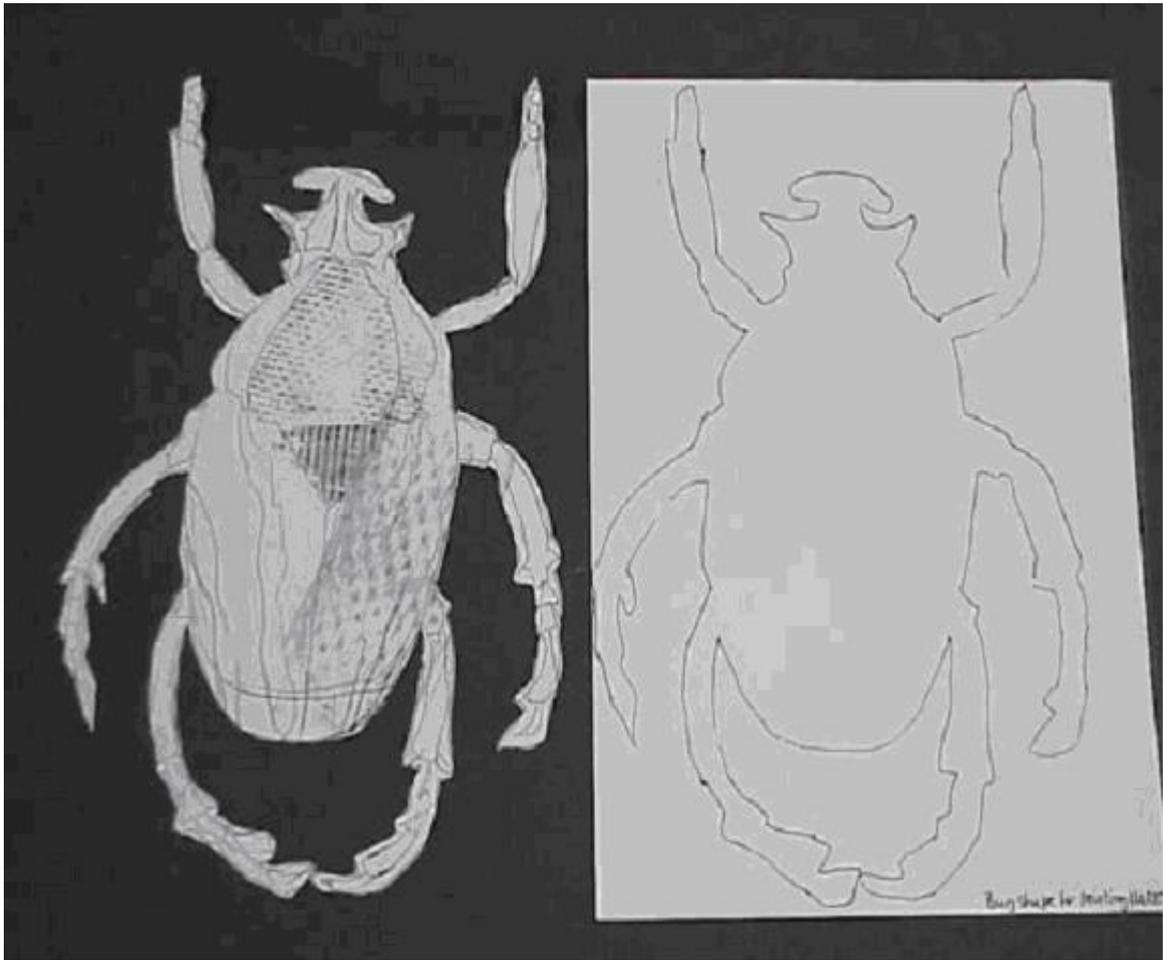
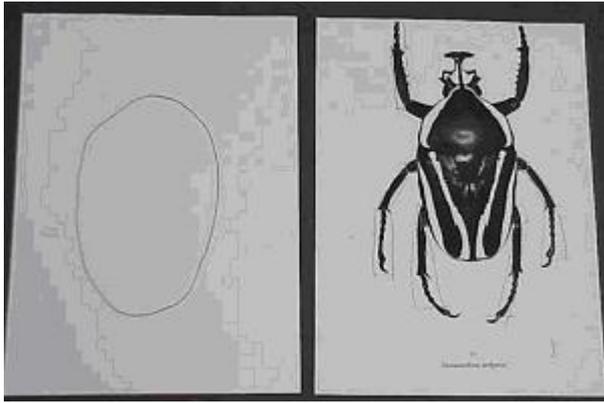
My name is Shirley Logan. After graduating from the University of Ulster in 2001 with a BA (Hons) Fine & Applied Art, I have been working with community groups on various art projects. I have also been working in a photography gallery and as an Art Technician in a local school. I have always had an ambition to become a teacher and my personal experiences while working in the school influence my decision to become a teacher. I have had little experience in the field of SEN, and have found this subsidiary subject to be of particular interest.

### *An SEN Lesson plan (example)*

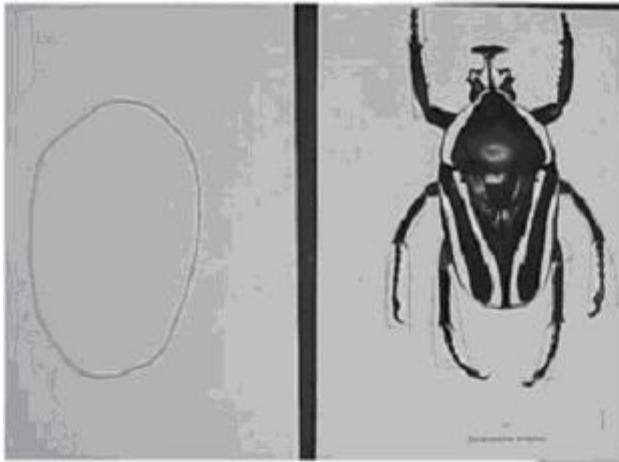
This lesson was with my year 9 SEN class 50% of whom had SEN related problems. The lesson was one of a seven week unit consisting of first hand observational drawing using insects as a subject matter. The pupils found difficulty in basic drawing skills. I therefore broke the image of the insect down into multiple shapes e.g.: head, body, limbs etc. They seemed to cope better with this. The final drawings were then enlarged via photocopier in order to work from and produce a printing plate. The images were then cut around and used as a template rather than the pupils needing to draw another image. The pupils much preferred making the printing plate than drawing as this enabled them to be active in the classroom without the requirement to sit still in one place. One of the key objectives of this series of lessons was to section the lessons into small demonstrations and have the pupils produce their work after their observations. This worked well.

<p>Develop skills to be able to observe and record from the first hand experience.</p> <p>How to incorporate a single image into a design plate.</p> <p>Enable pupils to understand that when they have acquired their finished printing plate this gives them the opportunity to produce countless printed images on paper and fabric.</p>	<p>(1) Introduce project explaining the process from start to finish.</p> <p>(2) Show my own work and how I developed my ideas from first hand resources simplifying the design and producing the print.</p> <p>(3) The class can follow how to draw an insect in basic steps e.g. step one head; step two body; step three six legs.</p> <p>(4) By the end of the lesson produce a line drawing of their subject study and get this photocopied and enlarged so they can work from this next week.</p>	
<p>Help the pupils awareness of mass printing used within today's society:-</p> <ul style="list-style-type: none"> <li>• Wallpaper</li> <li>• Textiles (curtains and soft furnishings)</li> <li>• Packaging</li> <li>• Wrapping paper</li> <li>• Clothing</li> <li>• Newspaper &amp; Magazines</li> </ul>	<p><b>TEACHING SEQUENCE</b></p> <p><b>5 mins:</b> Roll call &amp; teacher introduction. Introduce the project and how it is going to evolve over the next few weeks.</p> <p><b>10 mins:</b> Show my personal printing designs and enquire into class's depth of <b>knowledge</b> of printmaking.</p> <p><b>25 mins:</b> Students to do their drawing of a bug: head, upper body, lower body, and six legs.</p> <p><b>5 mins:</b> Get images photocopied (technician does this) so that pupils can work from these, by drawing and cutting around them as a template. Highlight the found material required to produce a simplified Relief print.</p> <p><b>25 mins:</b> Cut around the outside of the photocopy and then trace an outline of the insect onto the printing plate. This will enable a student to stick down the textures to be ready for printing.</p> <p><b>5 mins:</b> tidy up and recap on key words</p>	<p><b>MATERIALS, TOOLS &amp; PROCESSES</b></p> <ul style="list-style-type: none"> <li>• Bugs</li> <li>• Pencils</li> <li>• A4 paper</li> <li>• Research material</li> <li>• Self observation skills</li> <li>• PVA glue</li> <li>• Photocopies</li> </ul>
<p><b>KEY WORDS</b></p>	<p><b>ASSESSMENT</b></p>	<p><b>EDUCATIONAL CROSSCURRICULAR</b></p>
<p>Relief Upper and lower surfaces Trace outline of body parts Textures</p>	<p>Was the lesson targeted to the appropriate level?</p>	<p><b>ICT:</b></p> <p><b>NUMERACY:</b> Counting insect body parts.</p> <p><b>LITERACY:</b> Image researching via books.</p>

## ART IMAGES

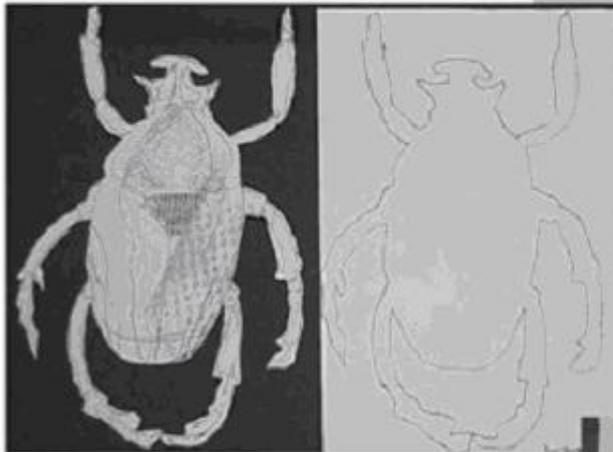
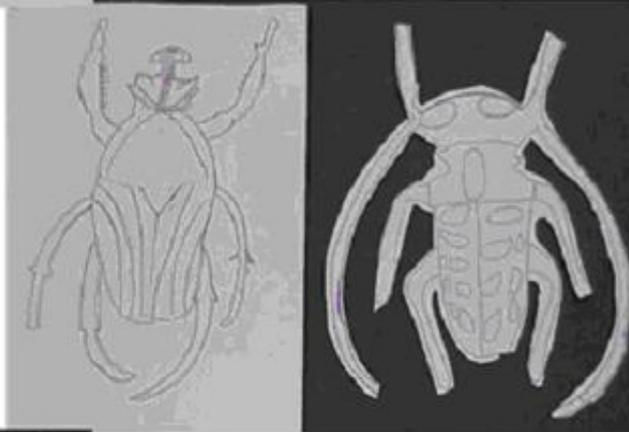






First hand drawing

Finished drawing then,  
image cut out

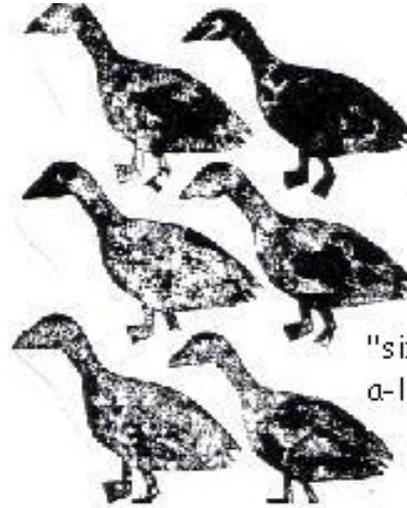


Drawing around the cut image,  
to make a template

Used template & finished image.



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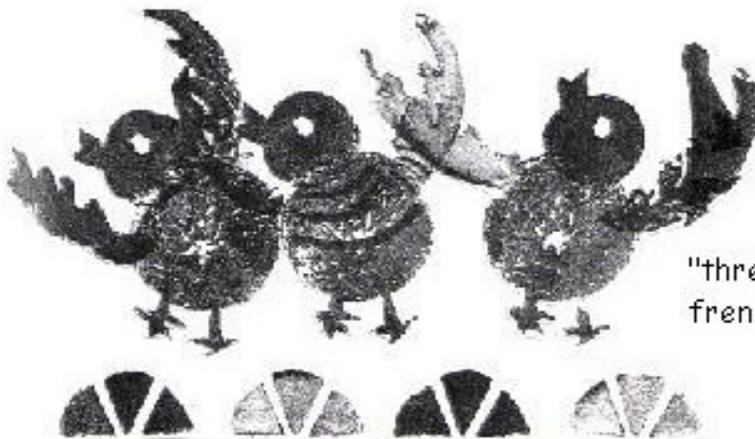
"six geese  
a-laying"

**DESIGN**

A Christmas potato print using a potato as your printing tool.

Choose an image which is simple and bold.

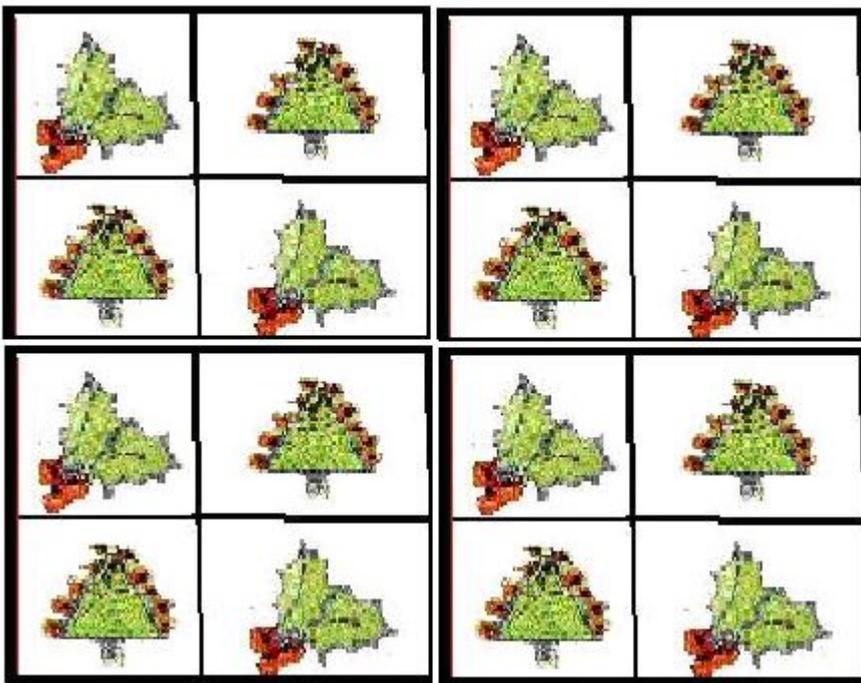
Cut your potato in half and blot away any excess moisture with a paper towel. Draw your prepared image onto the potato with a pencil .



"three  
french hens"

# CHRISTMAS POTATO PRINT

Draw two images that would be suitable to print using a potato. Make them simple as this will work better. Here are a few ideas.



# Evaluation

Printmaking - Year 9

Thursday 20<sup>th</sup> November 2003

This lesson went better than first anticipated. When I mentioned in the staff room that I had this Year 9 class the general consensus was “**the class from hell!!**” Therefore I was not really looking forward to taking them. I was told that the pupils in this class were of mixed ability with fifty percent being special needs. However, whilst teaching this class I noticed that there was not much of a differentiation between their abilities as they all bordered on the lower end of the scale.

The lesson lasted two periods and after the first period, half of the SEN children went out for remedial work. This added disruption to the lesson and the remaining pupils took a further five minutes to settle back to work. In general this class found it hard to comprehend the cutting out of an image around an outline. They also found it difficult to use their cut out bug as a stencil, to transfer the shape of the image onto their piece of card. In other words they drew around their stencil to get an image of their bug onto their printing plate, to begin collage work. Their general motor skills were very weak and they had a limited concentration span.

In my scheme of work I had planned to use this over a four-week period. However, after my first lesson I knew that I would have to adapt this project to cater for the groups' needs. Fifty percent of the SEN pupils were divided into two groups A and B. These groups alternated each week, which meant a quarter of the class hadn't completed the previous lesson. When restructuring my scheme of work, I decided to plan additional work for those who would have finished prior to the SEN children. I introduced a different printing technique, Potato Printing. As it was approaching the festive season and their spirits were high, I decided to incorporate the Christmas theme by asking them to design and make Christmas cards and wrapping paper. In doing so I produced two worksheets to stimulate and help them develop their ideas and demonstrated the printing process. This worked extremely well, as the SEN children were encouraged to finish their bug prints and join the rest of the class to produce a festive print.