

Introduction



My name is Lyn Vallely and I graduated from Edinburgh College of Art in June 2000 with a BA (hons) Design and applied arts – performance costume. I am now in the midst of completing the PGCE post-primary education (art and design) course at UUC. My knowledge of SEN when beginning this course was limited, however I did realise we would each be facing very real Special Educational Needs within every mainstream class we teach in the near future, so decided to equip myself as well as possible for not only my own understanding but so that I could be an effective teacher for ALL children.

Lesson Plan

This lesson was in a unit of 6 lessons for a year 9 class, we had previously made A5 string prints – embellished with dried rice and spaghetti – and were utilising the print blocks to show pieces of art can be made from all stages of the process of printmaking as well as highlighting economic awareness. We then went on to look at intaglio and screen-printing.

KS3 Art and Design Investigating and Realising	THEME: Monograms - Printmaking CLASS: 9H DURATION: 11.05 – 12.35 (3 Periods) LESSON 3 TIME: 1 Hour 30 mins (90 mins)	
Respond to what they experience, remember and imagine. Develop their understanding and ability to use and combine the visual elements.	LEARNING OBJECTIVES: <ul style="list-style-type: none"> • Level of understanding of the design process • Reflecting on past experiences and knowledge • Producing a successful metallic decorative panel • Developing some understanding of ‘ageing’ effects that can be achieved with paints and inks 	
	TEACHING SEQUENCE	MATERIALS, TOOLS and PROCESSES

<p>Make a personal response, through two and three-dimensional work, to a wide range of stimuli, including observations and experiences of the natural and man made environments.</p> <p>Develop specific skills to observe and record from first hand experiences and to express intentions.</p> <p>Experiment with and combine a wide range of techniques, materials and processes to explore, express and communicate their feelings.</p> <p><u>Design systems, artefacts or environments, which will fulfil specific needs.</u></p> <p>Use a workbook and a range of media in a personal and self</p>	<p>5 mins – Greet and seat class, distribute last weeks decorated monograms.</p> <p>10 mins – Gather work around a central table and encourage group discussion. Encourage each pupil to comment on something they like about a different design. Why they like it and what makes it eye catching</p> <p>15 mins – Teacher demo on covering the plates with foil. Take time with this demo and make sure we have complete understanding of the whole process. Emphasise importance of slowly smoothing foil so as not to break/rip it. (Might be an idea to do this task together around one big table so whole class supervision can be achieved?)</p> <p>20 mins – Pupils to cover their prints with the foil following earlier instructions, during this time teacher will circulate the class/table and keep repeating important instructions.</p> <p>5 mins – Talk about covered designs, do they like the effect? What does it look like? Do they now see why less is more where the rice is concerned?</p> <p>10 mins – Look at examples of ‘aged’ artefacts, talk about the visual element of texture. Question whether the pupils find this makes the items more interesting – and hope they say yes! Discuss the option of making our panels look like this</p>	<p>Decorative monograms</p> <p>Tin foil – smooth – pre cut to A5 Cotton wool Pva glue Roller? Drawing boards?</p> <p>Aged artefacts – rusty, dusty, tarnished, marked Teacher examples of foil covered plate Teacher example of aged foil covered plate</p> <p>Black/brown/green/red paint Black/brown/green/red printing ink Metallic paints – Gold, copper, bronze, silver Brushes – stiff Paper towels Sponges Tissue</p> <p>SAFETY</p>
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<p>directed way, to develop ideas and images and to record first hand observations from different sources.</p> <p>Discuss and compare the development of their ideas and meaning in their work with that of other pupils, evaluate their own and others' work, using appropriate language.</p> <p>Analyse and compare the work of artists, designers and craftworkers from different cultures and contexts, and use the information to inform their own work.</p>	<p>and talk about how we might go about it; think about materials, colours and application. Brainstorm the ideas on the board.</p> <p>15 mins – Using the ideas we have discussed experiment with applying 'age' to our decorative panels. Teacher to circulate during this time giving advice and encouragement.</p> <p>10 mins – Tidy up, wash paints, water jars and brushes – this must be supervised as this class will not be good at clearing up. Perhaps a rota? Put finished plates on the drying rack and take note of homework – to bring in their other A5 design for the next printing stage – no excuses MUST bring/do again if lost.</p>	<p>Ensure any spillages are mopped up straight away</p> <p>Ensure whole class supervision at all times</p> <p>Prepare rota for cleaning up to prevent potentially hazardous mess by too many pupils at sinks</p>
	ASSESSMENT	CCT'S
	<ul style="list-style-type: none"> • Formative and summative assessment • Level of understanding of the visual element of texture • Successful production of metallic decorative panel • Level of understanding of ageing effects • Final results • Participation, enthusiasm and effort shown throughout lesson 	<p>EMU – Encouraging personal response and positive peer evaluation. Working on a group piece.</p> <p>Economic Awareness – Developing knowledge of waste and how available resources should be used sparingly</p> <p>Literacy – Increasing art and design vocabulary and developing discussion techniques</p> <p>Numeracy – Working within a scale and measuring to fit these dimensions</p>

This lesson proved very successful, the class is generally boisterous and high spirited and I knew plenty of instruction and demonstration would be needed. I reinforced this by writing the step-by-step instructions on the board and going around the class asking individuals to read out/repeat each step before any work was started. Absolute clarity and understanding of expectations is important for this group and helps when implementing class rules and general discipline, reasoning and calm explanation can be used. I found breaking up the lesson into small chunks; introduction, demonstration, task, further demonstration, task, discussion etc in 10/15 minutes intervals kept momentum up (as the class is fairly long), attention from waning and focus on each task in hand.

A problem that did arise was pupils naturally working at varying speeds, I had had problems previously trying to run several tasks simultaneously to keep the children occupied and stimulated, so seeing as the tasks were limited to short times the earlier finishers were asked to help others but this was not really suitable for their particular personalities. Of course the situation then lead to boredom, wandering around the class and misbehaviour. With this particular lesson control could be gained quickly by moving on to the next demo or task, as the time frame was a couple of minutes, but for future lessons thought on quick and effective tasks would need to be carefully considered – something worthwhile that would only take a moment or two, a tricky one!

I felt the objectives were successfully met with ALL pupils producing a great 'aged' metallic decorative panel. I do feel they have grasped some understanding of the design process but will be reinforcing this in upcoming lessons to develop their understanding of natural progression and learning from experimentation. We also covered the 'aging' of work and techniques and materials appropriate to metallic finishes.

I had chained the panels together and mounted them in the art room before the next lesson and although the pupils were fairly sceptical about what we were doing at the time they loved the end result, which looked extremely effective, and were very proud of what they had achieved, a lot of happy faces on entering the room and the mood was great for the lesson ahead.

Examples of the final result



