

Name: Jennifer Mc Grail

I am currently completing my PGCE in Coleraine, University of Ulster. My specialist subject is art and design and my subsidiary subject is special educational needs. I have a BA Hons in textile design, completed at the National College of Art and Design, Dublin. The lesson plan below was completed during my first teaching practice in a secondary school. I was teaching a creative textiles unit of work.

Introduction to a sen textile lesson.

This lesson was devised for a year 10 special needs class. Most of the pupils in the class have been statemented, one girl had Spastic Diplegia, Cerebral palsy, Epilepsy and was partially sighted.

The theme of the lesson was "The Sea". The pupils were to design and make a small textile piece of work based on "the sea" Each pupil's work was used to complete a textile wall hanging for the school. During week twos lesson the students tie-dyed their own fabric so that it represented the Sea. They were then asked to draw a range of sea creatures i.e. fish, sea horses and crabs onto a sheet of white paper using fabric crayons. The pupils transferred the images they drew on paper onto fabric using a hot iron. When this was completed they stitched into the work using a range of stitching techniques and embellished it making each textile piece specific to them.

Lesson Plan – Art and Design		Key Stage 3	Year 10 Creative Textiles
Theme: The Sea		Lesson 3	Time: 1 hour 10 mins
Date: 21st Nov. 03		Teacher: Jennifer Mc Grail	
Key experience: : Have fun experimenting with texture and fabric. : Respond to what they experience, remember, or Imagine. (Through drawing/ designing) : Develop an understanding and the ability to use and combine visual elements. : Use and experiment with transfer crayons, stitch, sequence.	Learning objectives : To encourage pupils to draw in a simplistic way. : Open up the possibilities of drawing through Print / transfer. : Create a range of samples using different colour Tones and motifs. : Allow students to have fun creating sea images Through different mediums : Pupils will build on their existing knowledge of stitch.		
Key skills : Creating designs : Drawing Skills : Transferring images onto fabric. : Embellishing and embroidering.	Materials, tools and processes : Pencils : Fabric/ Paper : Transfer Crayons : Embroidery Hoops : Iron : Needle/ Thread : Photocopied images of Sea Life. : Sequence		
Cross curricular themes : Marine life : Environment issues Subject links : Links with Science / Geography : English- through discussion skills	Assessment : Assessment according to enthusiasm and Individual ability.		
Teaching sequence : 5 mins- Greet class/ seat every one. : 5 mins-Pupils will be given a demonstration on how to use transfer Crayons. : 20mins- Pupils will be given out photocopied images of Sea Animals and asked to draw one using the Transfer Crayons. : 5 mins- Pupils will iron their image onto a piece of Fabric : 20min - Pupils will then start stitching and embellishing their sea creatures, creating beautiful textures and patterns. : 10 mins- Pupils will tidy up. (Any extra time will be spent on their second design, which can be used for the wall hanging also)			

Lesson evaluation.

This lesson was devised specifically for this group of sen pupils. It was fun and experimental. They found using Fabric crayons easy and rewarding. The results were great. The lesson gave the pupils the experience of using a range of resources. They developed their drawing skills, use of colour and stitch.

When teaching the lesson I used the words experimenting and exploring a lot. This gave the sen pupils the opportunity to make mistakes without feeling self conscious about it. It also allowed them to try new things and expand on their existing knowledge.

Throughout the lesson I became very aware of the pace at which the different pupils worked and the effort needed for some of the girls to stitch or cut specific shapes out. Those who lacked the dexterity to use hand stitch in their work loved the sowing machine where it's just a matter of guiding the material. It was important that the lesson was targeted for all the individual needs of those in the classroom. I took the opportunity throughout this lesson to encourage the more capable pupils (those who were strong drawers, sowers ect) to assist the weaker ability girls. This worked well and in fact those who were good at stitching were weak at drawing and vice versa. The pupil who had Spas, Diplegia, Cerebral palsy, and Epil was a real "Whiz" on the sowing machine! This meant that most pupils at some stage throughout the lesson got to assist a fellow pupil and feel confident with their ability.

While writing my lesson plan I made sure that the objectives for the lesson were relevant and attainable but also appropriately challenging to each pupils needs. As the unit of work progressed the pupils became much more engaged in the project, Behavioural problems were less frequent and enthusiasm grew.

Because textiles is a predominately visual subject it is relatively easy to see how the girls were responding to the given tasks. However at the end of the unit of work I asked the girls to complete an evaluation sheet. This enabled me to evaluate my own teaching techniques and the effectiveness of the lesson.