

Personal outline

Special Educational Needs

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Outline of reasons for choosing SEN as my subsidiary subject.

As a person whose previous experience in Adult education put me in touch with various adults both male and female who would have been classified as having some form of special need; sometimes physical, mental or some form of learning difficulty I felt inspired to learn more about this vast subject. Starting at the grass roots with children who have some form of recognised extra educational need whether it is MLD, ADHD, physical or gifted to name but a few in my experience each will have their own individual need based upon their perception of the world we live in and integration into mainstream education in order that each individual can have as normal an education as the next child. Whatever we perceive normality to be.

Personal experience with my youngest child gave me an insight into how different learning patterns require individual handling and fortunately we were within the first group to experience the reading recovery programme. Successfully I am glad to say.

Special Educational Needs Scheme of Work.

| KS3 Art and Design | Theme: My name My Self | Year 9G | Duration 7 weeks | Materials Processes |
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| Investigating and realising | Learning Objectives | Week | Teaching sequence | |
| <p>The aim is to encourage a reflective look at the pupils own importance in the world around them.</p> <p>Using the theme of My name My self to understand the impact our name has on our friends perception of us and gain a mutual respect.</p> <p>Discover and understand the difference between a 2D idea and a 3D finished project through a carefully structured process.</p> <p>Use colour and paint to enhance the 3D effect used in later stages.</p> | <p>To develop observational skills. Research the Self portrait Learn through action the difference between 2D and 3D. Easy technique and language used when drawing the face using the egg/cross method Develop hand /eye co-ordination by choosing lettering and help with basic numeracy skills by applying this to folding the paper to get even guide lines as n easy measuring exercise.</p> | <p>1-2</p> <p>3-4</p> <p>5-6</p> <p>7</p> | <p>Observe the self portrait, learn basic face drawing techniques. Look at selection of lettering styles and decide on one for name lettering. Continue to work on lettering, colour and portrait using mirrors in class. Using photocopy of face and lettering, apply colour and cut out to decide on best combination for the 3D design. Using different thickness of card and polystyrene build up name and portrait from design selection, glue and finish construction.</p> | <p>Pencil Felt pen Paint Lettering styles and basic layout concepts. Photocopy and colour theory Card Glue Polystyrene 3D design</p> |
| CCTS | <p>History (through a look at self portrait in Art history to present day) Numeracy</p> | | <p>Personal dev. Literacy.</p> | |

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| KS3 Art and design | Theme: My Name Myself | YR 9G | Week 1 | Date Thursday 5/11/03 |
| <p><i>Investigating and realising.</i></p> <p>A 2D painted name and portrait which throughout the project progresses into 3D format the pupil should then understand clearly the defines between 2D and 3D as experienced first hand. Colour observation and relation.</p> <p>Completed 3D picture using cutout and cardboard block building techniques. The finished piece should be a proudly written name sitting 3 dimensionally around the pupils portrait.</p> | <p><i>Objectives.</i></p> <p>By the end of lesson the concept of 2D will have been explained and the basic name and style of lettering sketched out using the photocopied sheets as a guide line.</p> <p>An approach of how to look at the face and break it down into easy shapes and areas so as to better understand how to go about drawing it.</p> | | <p>9:10-9:20</p> <p>9:20-9:50</p> <p>9:50-10:05</p> <p>10:05-10.15</p> <p>10:15-10:29</p> | <p>Outline the concept of the project, discuss types of lettering and demonstrate face proportions. Work on pencil outline of name Using folded paper lines to keep lettering evenly spaced. Apply egg/cross (demonstration) and begin to look at the face. Work on own portrait Stop for group discussion on progress using various students work as examples. See what pupils find easy and what they find difficult as this could help when planning future lessons. Tidy up and bring out pack of playing cards. Question..... Who can tell me how you make flat cards 2D into a 3D shape? Demonstrate building card castles as the answer. Unless a child beats you to it. In which case jump for joy.</p> |
| <p><i>Materials:</i> pencil, Paint. Paper. Letter fonts. Playing cards.</p> | | | | |
| <p><i>CCTS</i> Personal development, literacy, numeracy. Physical co-ordination.</p> | | | | |

Evaluation

The S.O.W. and Lesson plan I have outlined was undertaken with a mixed ability class which included some pupils with special educational needs. Two of the pupils also had one session a week with me on a one to one basis taking them through literacy and comprehension exercises so I found it interesting to see them in an Arts class. One boy would have been extremely good at applying himself to an arts project provided he liked it, whereas the other had difficulties with his basic understanding and application and required extra help in each art class.

The level of abilities became clear within the first couple of lessons and the same children were completing their tasks quicker than the rest of the class. Here it can help to delegate them to help the slower ones although this doesn't always work with boys as they are reluctant to accept help from other boys. Girls are generally more receptive to help and be assisted at this age.

Because there were a few with behavioural problems the class was prone to disruption so I tried to use music as a treat for quiet behaviour. On the whole this worked as long as noise levels did not get too loud.

If I were to apply this lesson again I would approach some aspects differently as even though I simplified the portrait drawing brief there were still some problems comprehending and this took up a lot of time. I had to see to pupils individually in order to help them understand the egg/cross shape and positioning of facial features. I would also use fewer types of lettering font as some of the girls chose very decorative lettering which took too long to draw.

On the whole as a 2D/3D exercise the final outcome was successful in helping the students understand the concept. Timing is of the essence with this as it is easy to underestimate how difficult it can be to get the letters written, coloured in and cut out; as well as drawing a basic portrait before constructing the piece as a whole 3D picture.

