

**School of Education 23-24**  
**Unit of Learning (inc LPs)**Students Name: Eimear Rourke  
Year in NCAD: 4th Year**Class Name: Transition Year****Year group: Transition Year****Programme: SC: TY****Total No of lessons in UoL: 8 ( 58 mins  
singles )****Aim of Unit of Learning** - AEDP, PROCESS, THEME

to explore Shape, Form and Colour through Typography and 3D construction under the theme of Masters of the Art World

**Theme Development:**

Cross-curricular : C.S.P.E - Social and Political themes from different artists, Environment - Recycling (cardboard and printer paper) ,

Mathematics - Graphs, proportion, technical drawing, net of a cube

Line, Form, Proportion, Symmetry and Colour

Transition Units - Design and Discovery promotes a hands-on learning experience by encouraging students to identify creative solutions to everyday problems in the world of design and engineering.

**Entering characteristics**

Class &amp; Learners profiles (Streamed or mixed ability / SEND / AEN / Differentiation required /previous knowledge &amp; cognitive link up with what they did in previous UoL)

24 students

Mixed Gender class - 14 girls and 10 boys

Mixed ability class

**Managing behaviours**Anti-Bullying Policy - [Link](#)Code of Behaviour Policy - [Link](#)Art Room Rules - [Link](#)**Learning outcomes for unit of learning**

- demonstrate methods of representing design solutions through sketching and orthographic drawing
- apply the creative process to solve a problem
- listen to and apply feedback to refine an idea
- collaborate with others to complete tasks

<p><b>Lesson No/total in UoL: 1/8</b></p> <p><b>Date: Tuesday 02/10/2023</b></p> <p><b>Lesson type: Single 58 mins</b></p> <p><b>Time: 12.06 pm - 1.04 pm</b></p> <p><b>Stage: Think</b></p>	<p><u><b>Learning Content</b></u></p> <p><b>Introduction</b></p> <p><b>Getting into groups of 3/4</b></p> <p><b>Artist research and worksheets</b></p> <p>AEDP - Line(drawing the Letters), Proportion (consistency and uniformity)</p> <p><b>Artistic Process</b> - Drawing (Letters)</p> <p><b>Support Studies</b> - Mark Langan ( Typeface in work, Texture ) (I want you to recycle piece), Chris Gilmour (cardboard artist, everyday objects), Warren King ( Life size sculptures, Discarded cardboard) , Jessica Hische (Typography)</p> <p><b>Layers of Learning-</b> Literacy (Keywords, Terminology), Linguistic (expressing ideas through words), Numeracy (grids and the breakdown of letters)</p> <p><u><b>Learning Intentions</b></u></p> <p>At the end of this lesson students will -</p> <p><b>Know</b> - what each person of the teams role is</p> <p><b>Understand</b> - how sourcing materials from recycling bins and using them can help with less waste and recycling</p> <p><b>Be able to</b> - research an artist and they work</p> <p><u><b>Success Criteria</b></u></p> <p>At the end of this lesson -</p> <p><b>All must</b> -</p> <ul style="list-style-type: none"> <li>- Work as a team to finish this project</li> <li>- Agree on an artist to base their word on</li> </ul> <p><b>Some will</b> -</p> <ul style="list-style-type: none"> <li>- Test &amp; trial different materials</li> </ul> <p><b>Few may</b> -</p> <ul style="list-style-type: none"> <li>- Experiment with different cardboard thicknesses or colour of materials</li> <li>- Communicate if they were to change different elements what would they change and how would they change it</li> </ul>
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LESSON PLAN	<p>Hyper link to Lesson Plan ( in Stage 2)</p> <p>Year – 4th Year   Class – TY's   Lesson Plans - <a href="#">Link</a></p> <p>Hand out - <a href="#">Link</a></p>
Post class reflection	<p><b>What / So what..what went well and why and even better if... In relation to learning intentions Including links to pupil work</b></p> <p>Reflection - <a href="#">Link</a></p>

## Lesson 2

<p><b>Lesson No/total in UoL: 2/8</b></p> <p><b>Date: Tuesday 09/10/2023</b></p> <p><b>Lesson type: Single 58 mins</b></p> <p><b>Time: 12.06 pm - 1.04 pm</b></p> <p><b>Stage: Explore</b></p>	<p><a href="#">Learning Content</a></p> <p><b>Recap on artists, choosing a word that represents the artist</b></p> <p><b>Start designing the Letters</b></p> <p>AEDP - Line(drawing the Letters), Proportion (consistency and uniformity)</p> <p><b>Artistic Process</b> - Drawing (Lettering)</p> <p><b>Support Studies</b> - Mark Langan ( Typeface in work, Texture ) (I want you to recycle piece), Jessica Hische (Typography)</p> <p><b>Layers of Learning</b>- Literacy (Keywords, Terminology), Linguistic (expressing ideas through words), Numeracy (grids and the breakdown of letters)</p> <p><a href="#">Learning Intentions</a></p> <p>At the end of this lesson students will -</p> <p><b>Know</b> - Justify the keywords of typography and to be able to identify</p> <p><b>Understand</b> - How using the square grid can help with consistency and uniformity in typography</p> <p><b>Be able to</b> - Compile a collection of trial and error or successful attempts of typography</p> <p><a href="#">Success Criteria</a></p>
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	<p>At the end of this lesson -</p> <p><b>All must -</b></p> <ul style="list-style-type: none"> <li>- Develop their quick sketching skills</li> </ul> <p><b>Some will -</b></p> <ul style="list-style-type: none"> <li>- Alter the the size of units to create larger and smaller types</li> <li>- Test &amp; trial different letters and shapes</li> </ul> <p><b>Few may -</b></p> <ul style="list-style-type: none"> <li>- Experiment with different line thicknesses or colour</li> <li>- Communicate if they were to change different elements what would they change and how would they change it</li> </ul>
LESSON PLAN	<p>Lesson Plan hyperlink - <a href="#">Link</a></p> <p>Presentation - <a href="#">Link</a></p> <p>Hand out - <a href="#">Link</a></p> <p>Visual Aid - <a href="#">Link</a></p>
Post class reflection	<p><b>What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work</b></p> <p>Reflection - <a href="#">Link</a></p>

## Lesson 3

<p><b>Lesson No/total in UoL:</b> 3/8</p> <p><b>Date:</b> Tuesday 16/10/2023</p> <p><b>Lesson type:</b> Single 58 mins</p> <p><b>Time:</b> 12.06 pm - 1.04 pm</p> <p><b>Stage:</b> Refine</p>	<p><u><b>Learning Content</b></u></p> <p><b>Drawing up Final Letter Design</b></p> <p><b>Health and safety on knives and tools</b></p> <p><b>Start construction</b></p> <p>AEDP - Line(drawing the Letters), Proportion (consistency and uniformity)</p> <p><b>Artistic Process</b> - Drawing (Letters), Cutting of materials (health &amp; safety)</p> <p><b>Support Studies</b> - Mark Langan ( Typeface in work, Texture ) (I want you to recycle piece), Chris Gilmour (cardboard artist, everyday objects), Warren King ( Life size sculptures, Discarded cardboard) , Jessica Hische (Typography)</p> <p><b>Layers of Learning-</b> Literacy (Keywords, Terminology), Linguistic (expressing ideas through words), Numeracy (grids and the breakdown of letters)</p> <p><u><b>Learning Intentions</b></u></p> <p>At the end of this lesson students will -</p> <p><b>Know</b> - what each person of the teams role is</p> <p><b>Understand</b> - how sourcing materials from recycling bins and using them can help with less waste and recycling</p> <p><b>Be able to</b> -</p> <p><u><b>Success Criteria</b></u></p> <p>At the end of this lesson -</p> <p><b>All must</b> -</p> <ul style="list-style-type: none"><li>- Work as a team to finish this project</li></ul> <p><b>Some will</b> -</p> <ul style="list-style-type: none"><li>- Test &amp; trial different materials</li></ul> <p><b>Few may</b> -</p> <ul style="list-style-type: none"><li>- Experiment with different cardboard thicknesses or colour of materials</li><li>- Communicate if they were to change different elements what would they change and how would they change it</li></ul>
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LESSON PLAN	<p>Lesson Plan - <a href="#">Link</a></p> <p>Presentation - <a href="#">Link</a></p> <p>Visual Aids - <a href="#">Link</a></p> <p>Handout - Health and Safety -      Scissors - <a href="#">Link</a>      Craft Knives - <a href="#">Link</a></p>
Post class reflection	<p><b>What / So what..what went well and why and even better if.... In relation to learning intentions</b></p> <p><b>Including links to pupil work</b></p>

## Lesson 4

<p><b>Lesson No/total in UoL: 4/8</b></p> <p><b>Date: Tuesday 23/10/2023</b></p> <p><b>Lesson type: Single 58 mins</b></p> <p><b>Time: 12.06 pm - 1.04 pm</b></p> <p><b>Stage: Develop</b></p>	<p><a href="#">Learning Content</a></p> <p><b>Breakdown of Cube and shapes</b></p> <p><b>Construction</b></p> <p>AEDP - Proportion (consistency and uniformity), Form (2D to 3D)</p> <p><b>Artistic Process</b> - Creating a form(cube) using card</p> <p><b>Support Studies</b> - Mark Langan ( Typeface in work, Texture ) (I want you to recycle piece), Jessica Hische (Typography)</p> <p><b>Layers of Learning</b> - Literacy (Keywords, Terminology), Linguistic (expressing ideas through words)</p> <p><a href="#">Learning Intentions</a></p> <p>At the end of this lesson students will -</p> <p><b>Know</b> - To breakdown a basic shape like the net of a cube and how it is used to make a form</p> <p><b>Understand</b> - How 3D objects have depth and are not a flat surface. Looking at how Mark Langan manipulates the cardboard to create depth using found materials(cardboard)</p>
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	<p><b>Be able to</b> - Construct a 3D version of a letter</p> <p><b>Success Criteria</b></p> <p>At the end of this lesson -</p> <p><b>All must</b> -</p> <ul style="list-style-type: none"> <li>- Understand the breakdown of a 3D form - Cube</li> <li>- Work as a team to construct the letters</li> <li>- Use the health and safety rules while constructing their work</li> </ul> <p><b>Some will</b> -</p> <ul style="list-style-type: none"> <li>- Modify elements of the letter if a technique has not worked out correctly</li> <li>- Cuts and assembly are neat, accurate, and demonstrate precision in following their design plan</li> </ul> <p><b>Few may</b> -</p> <ul style="list-style-type: none"> <li>- Communicate if they were to change different elements what would they change and how would they change it</li> <li>- Explain and discuss the net of a cube and its breakdown</li> </ul>
LESSON PLAN	<p>Lesson plan - <a href="#">Link</a></p> <p>Presentation - <a href="#">Link</a></p> <p>Visual Aid - <a href="#">Link</a></p> <p>Health and safety - <a href="#">Link</a></p> <p>Handout - <a href="#">Link</a></p>
Post class reflection	<p><b>What / So what..what went well and why and even better if.... In relation to learning intentions</b></p> <p><b>Including links to pupil work</b></p>

## Lesson 5

<p><b>Lesson No/total in UoL:</b> 5/8</p> <p><b>Date:</b> Tuesday 21/11/2023</p> <p><b>Lesson type:</b> Single 58 mins</p> <p><b>Time:</b> 12.06 pm - 1.04 pm</p> <p><b>Stage:</b> Present &amp; Reflect</p> <p><b>Making sure the Letters stand alone</b> <b>Group presents to class their work so far (group feedback)</b></p>	<p><u><b>Learning Content</b></u></p> <p><b>AEDP</b> - Line (mind mapping ), Texture ( )</p> <p><b>Artistic Process</b> - Presentation (Group presents their work)</p> <p><b>Support Studies</b> - Mark Langan ( Typeface in work, Texture ) (I want you to recycle piece), Chris Gilmour (cardboard artist, everyday objects), Warren King ( Life size sculptures, Discarded cardboard), Jessica Hische (Typography)</p> <p><b>Layers of Learning</b> - Literacy (Keywords, Terminology), Linguistic (expressing ideas through words)</p> <p><u><b>Learning Intentions</b></u></p> <p>At the end of this lesson students will -</p> <ul style="list-style-type: none"><li>- <b>Observe</b> and look at the chosen artists work and create a design for the letters</li><li>- <b>Work</b> together as a team and <b>share</b> opinions or ideas to one another to create a design for a repeat pattern background</li><li>- <b>Create</b> and <b>design</b> for the background of their letters</li></ul> <p><u><b>Success Criteria</b></u></p> <p>At the end of this lesson -</p> <p><b>All must</b> -</p> <ul style="list-style-type: none"><li>- Present their role in the group to their peers</li><li>- Respond to questions</li><li>- Add sketches to the design board</li></ul> <p><b>Some will</b> -</p> <ul style="list-style-type: none"><li>- Speak with clarity, organise thoughts logically, and use appropriate language (Keywords) for their peers</li><li>- Speak with confidence</li><li>- Write down key AEDPs of the chosen artists work</li></ul> <p><b>Few may</b> -</p> <ul style="list-style-type: none"><li>- Listen to the feedback and use it to change and modify the design</li></ul>
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LESSON PLAN	<p>Lesson Plan - <a href="#">Link</a></p> <p>Presentation - <a href="#">Link</a></p> <p>Visual Aid - <a href="#">Link</a></p> <p>Health and safety - <a href="#">Link</a></p> <p>Artist Fact Sheets - <a href="#">Link</a></p>
Post class reflection	<p><b>What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work</b></p>

## Lesson 6

<p><b>Lesson No/total in UoL: 6/8</b></p> <p><b>Date: Tuesday 27/11/23</b></p> <p><b>Lesson type: Single 58 mins</b></p> <p><b>Time: 12.06 pm - 1.04 pm</b></p> <p><b>Stage: Realise</b></p> <p><b>Finish Construction and start to paper mache (2 layers)</b></p>	<p><u><b>Learning Content</b></u></p> <p>AEDP - Proportion (consistency and uniformity)</p> <p><b>Artistic Process</b> - 3D Construction (letters - cardboard construction)</p> <p><b>Support Studies</b> - Chris Gilmour (cardboard artist, everyday objects), Warren King ( Life size sculptures, Discarded cardboard)</p> <p><b>Layers of Learning</b> - Literacy (Keywords, Terminology), Linguistic (expressing ideas through words)</p> <p><u><b>Learning Intentions</b></u></p> <p>At the end of this lesson students will -</p> <ul style="list-style-type: none"> <li>- <b>Choose</b> appropriate types of cardboard and understand how they behave when combined with glue or tape</li> <li>- <b>Understand</b> how to score cardboard to create bends and curves in cardboard without deconstructing the cardboard</li> </ul>
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	<ul style="list-style-type: none"> <li>- Start to <b>construct</b> the cardboard to build their letters of the corresponding word</li> </ul> <p><u>Success Criteria</u></p> <p>At the end of this lesson -</p> <p><b>All must</b> -</p> <ul style="list-style-type: none"> <li>- Trial and experiment with the scoring construction technique to create a curve with cardboard</li> <li>- Work together to create a cohesive collecting of letters to create their chosen word</li> </ul> <p><b>Some will</b> -</p> <ul style="list-style-type: none"> <li>- Achieve a sturdy letter structure by folding and bending the cardboard</li> <li>- Create a structure using the layering construction technique</li> </ul> <p><b>Few may</b> -</p> <ul style="list-style-type: none"> <li>- Engage in constructive self-reflection and participate in peer critiques to improve artistic skills</li> <li>- Discuss and talk to one another about their design process and give feedback to help expand a good constructed letter</li> </ul>
LESSON PLAN	<p>Lesson Plan - <a href="#">Link</a></p> <p>Visual Aid - <a href="#">Link</a></p> <p>Health and Safety - <a href="#">Link</a></p> <p>Materials - Cardboard, Craft knives, Scissors, Tape, Pva glue</p>
Post class reflection	<p><b>What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work</b></p>

## Lesson 7

<p><b>Lesson No/total in UoL: 7/8</b></p> <p><b>Date: Tuesday 4/12/23</b></p> <p><b>Lesson type: Single 58 mins</b></p> <p><b>Time: 12.06 pm - 1.04 pm</b></p> <p><b>Stage: Refine &amp; Realise</b></p>	<p><u><b>Learning Content</b></u></p> <p><b>Completing the construction of their 3D letters - Starting to paint their letters in a white base coat</b></p> <p>AEDP - Proportion (consistency and uniformity), Composition (Inspired by chosen artist), Pattern (Shapes &amp; Colour), Line (Sketching)</p> <p><b>Artistic Process</b> - Paint (creating a clean white base) , Drawing (designs for painting)</p> <p><b>Support Studies</b> - Mark Langan ( Typeface in work, Texture ) (I want you to recycle piece), Chosen artist, Vincent Van Gogh (Colour), Kehinde Wiley (Colour and Pattern)</p> <p><b>Layers of Learning</b> - Literacy (Keywords, Terminology), Linguistic (expressing ideas through words)</p> <p><u><b>Learning Intentions</b></u></p> <p>At the end of this lesson students will -</p> <ul style="list-style-type: none"> <li>- <b>Understand</b> the L - Brace attachment technique and include it within their work</li> <li>- <b>Know</b> the importance of creating a plain white based layer on their letters, as it will allow for the sketch of the design to be visible and allow for the paint colours to pop</li> <li>- Finish the <b>construction</b> of their letters and <b>paint</b> a base layer to allow sketches to be visible</li> </ul> <p><u><b>Success Criteria</b></u></p> <p>At the end of this lesson -</p> <p><b>All must</b> -</p> <ul style="list-style-type: none"> <li>- Finish constructing their letters</li> <li>- Identify what type of joints they used in their work - Scored, layered</li> </ul> <p><b>Some will</b> -</p> <ul style="list-style-type: none"> <li>- Can identify and articulate the use of specific art elements in their own and others' work</li> <li>- Creates compositions with a clear inspiration from chosen artist</li> <li>- Start to paint a base coat onto their letters to allow for the background</li> </ul> <p><b>Few may</b> -</p> <ul style="list-style-type: none"> <li>- Communicate artistic ideas effectively, both verbally and visually</li> <li>- Develop skills in adding details, planning and proportion</li> </ul>
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LESSON PLAN	<p>Lesson Plan - <a href="#">Link</a></p> <p>Visual Aid - <a href="#">Link</a></p> <p>Health and Safety - <a href="#">Link</a></p> <p>Materials - cardboard, craft knives, scissors, tape, Pva glue, white paint, paint brushes</p>
Post class reflection	<p>What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work</p>

## Lesson 8

<p><b>Lesson No/total in UoL:</b> 8/8</p> <p><b>Date:</b> Tuesday 12/12/23</p> <p><b>Lesson type:</b> Single 58 mins</p> <p><b>Time:</b> 12.06 pm - 1.04 pm</p> <p><b>Stage:</b> Realise</p>	<p><a href="#">Learning Content</a></p> <p><b>Continue Painting on letters - Finish painting</b>  AEDP - Colour (Texture through colour), Proportion (Letters are all equal in size), Form (Letter is 3D), Composition (Inspired by chosen artist), Patten (Shapes &amp; Colour)</p> <p><b>Artistic Process</b> - Painting (Colour inspired by artist)</p> <p><b>Support Studies</b> - Chosen artist, Vincent Van Gogh (Colour), Kehinde Wiley (Colour and Pattern)</p> <p><b>Layers of Learning</b> - Literacy (Keywords, Terminology), Linguistic (expressing ideas through words)</p> <p><a href="#">Learning Intentions</a>  At the end of this lesson students will -</p> <ul style="list-style-type: none"> <li>- <b>Explore</b> and <b>appreciate</b> works of famous painters and art movements</li> <li>- <b>Understanding</b> of colour theory and its application in painting</li> <li>- <b>Experiment</b> with different painting tools and materials to achieve diverse effects</li> </ul>
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	<p><b><u>Success Criteria</u></b></p> <p>At the end of this lesson -</p> <p><b>All must -</b></p> <ul style="list-style-type: none"> <li>- Produce art that shows an intentional use of colour</li> <li>- Work together to create a cohesive background across all letters</li> </ul> <p><b>Some will -</b></p> <ul style="list-style-type: none"> <li>- Can identify and articulate the use of specific art elements in their own and others' work</li> <li>- Create compositions with a clear inspiration from chosen artist</li> </ul> <p><b>Few may -</b></p> <ul style="list-style-type: none"> <li>- Communicate artistic ideas effectively, both verbally and visually</li> </ul>
<b>LESSON PLAN</b>	<p><b>Lesson Plan - <a href="#">Link</a></b></p> <p><b>Visual Aid - <a href="#">Link</a></b></p> <p><b>Support Study Artists - Artist Fact Sheets - <a href="#">Link</a></b></p> <p><b>Materials - Paint, brushes, plates, letters, support study artists print-outs</b></p>
<b>Post class reflection</b>	<p><b><u>What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work</u></b></p>

Mark Langan ( Typeface in work, Texture ) (I want you to recycle piece), Chris Gilmour (cardboard artist, everyday objects), Warren King ( Life size sculptures, Discarded cardboard), Jessica Hische (Typography), Lauren Clay (Paper Mache)

### Learning Intentions

At the end of this lesson students will -

**Know** - Choose appropriate types of paper and understand how they behave when combined with glue

**Understand** - Why we use paper mache to reinforce the strength of work and allows it to be more durable and protect artworks from environmental factors and wear

**Be able to** - Complete a smooth and sturdy surface when using the artistic process of Paper mache

### Success Criteria

At the end of this lesson -

**All must** -

- Learn various paper mache construction techniques

**Some will** -

- Achieve smooth and sturdy surfaces through proper layering and binding techniques

**Few may** -

- Engage in constructive self-reflection and participate in peer critiques to improve artistic skills

- Understanding of how paper mache has been used in different cultures and historical periods

Lesson 10 -

**Present to the class about their work as a group and what roles they had during the project**

### Learning Content

**AEDP** - Colour (Painting), Proportion (Letters are all equal in size), Form (Letter is 3D)

**Artistic Process** - Presentation (Group presents their work)

**Support Studies** - Mark Langan ( Typeface in work, Texture ) (I want you to recycle piece), Chris Gilmour (cardboard artist, everyday objects), Warren King ( Life size sculptures, Discarded cardboard), Jessica Hische (Typography)

**Layers of Learning** - Literacy (Keywords, Terminology), Linguistic (expressing ideas through words)

### Learning Intentions

At the end of this lesson students will -

**Know** - how to present the processes they used while creating their artist inspired letters

**Understand** - why presentation of work is used in the art and design world, to allow others to see samples of work and show how they get there

**Be able to** - work as a team to present their design and final piece to the class

### Success Criteria

At the end of this lesson -

**All must -**

- Work as a team to present the work
- Each will give their opinion in the presentation

**Some will -**

- Communicate and justify if they were to change different elements what would they change and how would they change it

**Few may -**

- Critique their work and suggest different elements they would do if they were to do this project again

**Learning Content**

**AEDP** - Colour (Texture through colour), Proportion (Letters are all equal in size), Form (Letter is 3D), Composition (Inspired by chosen artist)

**Artistic Process** - Painting (Colour inspired by artist)

**Support Studies** - Chosen artist, Vincent Van Gogh (Colour), Kehinde Wiley (Colour and Pattern)

**Layers of Learning** - Literacy (Keywords, Terminology), Linguistic (expressing ideas through words)

**Learning Intentions**

At the end of this lesson students will -

**Know** - to continue painting all over the letters and the word in 1 cohesive piece

**Understand** - Artworks reflect a distinctive personal style and convey emotions, ideas, or narratives effectively

**Be able to** - Finish their Letters/word as a team and start their presentation for the next lesson

**Success Criteria**

At the end of this lesson -

**All must -**

- Work as a team to finish this project
- Finalising their Painting on letters

**Some will -**

- Develop and work on their made letters
- Add colour to the letters to make them match their chosen artist

**Few may -**

- Communicate if they were to change different elements what would they change and how would they change it