

## School of Education 23-24

### Unit of Learning (inc LPs)

Students Name: Eimear Rourke  
Year in NCAD: 4th Year

**Class Name: 5 X**

**Year group: 5th Years**

**Programme: SC: Senior Cycle LC**

**Total No of lessons in UoL: 9 ( 58 mins singles )**

**Aim of Unit of Learning** - AEDP, PROCESS, THEME

to discover Colour, Line and Theme through small practical tasks under the theme of Post 1960's Art (Ireland and the greater world)

**Theme Development:**

Cross-curricular : History - Social and Political themes from the 1960,70,80s ... S.H.P.E. - Social and Political themes

### Entering characteristics

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

24 students

Mixed Gender class - 20 girls and 4 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

**Research strand -**

1.1/3 - Use critical and visual language to describe an artwork

1.4/3 - Engage with a recognised artist or work of art

**Respond strand -**

3.5/3 Respond to a selection of drawings, studies and realised work

3.5/6 Justify their research, process, decision making and realised work

**Create Strand -**

2.1/2 Interpret primary sources including the the natural and built environment and the human figure as a source of inspiration

2.2/3 Translate their experience of Visual Studies into their practical work

3.14 Communicate the meaning and context of chosen work

**Lesson No/total in UoL: 1/9**

**Date: Friday 06/2023**

**Lesson type: Single 58 mins**

**Time: 11.08 am - 12.06 pm**

**Learning Content**

**Introductions - Timeline, Looking at what art period came before**

**Intro to 1 artist - Andy Warhol**

**AEDP - Colour, Line and Theme**

**Artistic Process - Screen print, Land Art, Interactive Art, Graffiti**

**Support Studies - Screen print (Andy Warhol), Timetoast (History timeline)**

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

**Learning Intentions**

At the end of this lesson students will -

**Know** - The context of the years that influenced the post 1960's art movement

**Understand** - The influence of past art movements and how they influenced post 1960's art

**Be able to** - Identify at 2 Post 1960's artists and their work

**Success Criteria**

At the end of this lesson -

**All must** -

- Fill in the handout

- Draw up a timeline of events that influenced the post 1960's art movement

- Identify at 1 Post 1960's artists and their work

**Some will** -

- Respond to piece of work from an artist and shared their opinion using critical language

**Few may** -

- Question different techniques, colour and composition within a piece of artwork

- Communicate if they were the artist what would they do and how would they do it

LESSON PLAN	<p>Hyper link to Lesson Plan - <a href="#">Link</a></p> <p>Presentation - Link</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 2

<p><b>Lesson No/total in UoL: 2/9</b></p> <p><b>Date: Friday 20/10/23</b></p> <p><b>Lesson type: Single 58 mins</b></p> <p><b>Time: 11.08 am - 12.06 pm</b></p>	<p><u>Learning Content</u></p> <p><b>Art in America - Abstract Expressionism - Pop Art ( Andy Warhol + Roy Lichtenstien )</b></p> <p>AEDP - Colour, Shape, Movement, Form</p> <p><b>Artistic Process</b> - Screen Print</p> <p><b>Support Studies</b> - Andy Warhol (Screen Print - Pop Art), Roy Lichtenstien (Pop Art)</p> <p><b>Layers of Learning</b> - Literacy (Keywords, Terminology), Linguistic (expressing ideas through words)</p> <p><u>Learning Intentions</u></p> <p>At the end of this lesson students will -</p> <p><b>Know</b> - 2 Pop art artists and 1 example of their work</p> <p><b>Understand</b> - Abstract Expressionism and its importance to post 1960's art</p> <p><b>Be able to</b> - Discuss 2 artist and their work using visual and critical language</p> <p><u>Success Criteria</u></p> <p>At the end of this lesson -</p> <p><b>All must</b> -</p>
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	<ul style="list-style-type: none"> <li>- Have a group discussion about pop art artists and their work</li> <li>- Fill out the handout notes on Art in america</li> <li>- Complete activity on designing a bag screen print inspired by the Andy Warhol style</li> </ul> <p><b>Some will -</b></p> <ul style="list-style-type: none"> <li>- Critique an artist using keywords and using visual and critical language</li> </ul> <p><b>Few may -</b></p> <ul style="list-style-type: none"> <li>- Communicate what they would do if they were a pop artist - what topics would they choose for their work, how would they create, what would they change</li> </ul>
LESSON PLAN	<p>Lesson Plan - <a href="#">Link</a></p> <p>Presentation - <a href="#">Link</a></p> <p>Visual Aid - Word Bank - <a href="#">Link</a></p> <p>Hand out - <a href="#">Link</a></p> <p>How to read an artwork - <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 3

**Lesson No/total in UoL:** 3/9

**Date:** Friday 27/10/23

**Lesson type:** Single 58 mins

**Time:** 11.08 am - 12.06 pm

### Learning Content

**Land Art - (Nancy Holt + Rob Smithson + Micheal Heizer)**

**Media and Area of practice and AEDP**

AEDP - Colour, Shape, Movement, Form

**Artistic Process** - Land art (sculpture, stone art)

**Support Studies** - Nancy Holt ( Sun Tunnels), Rob Smithson ( Spiral Jetty ), Micheal Heizer (Double Negative)

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

### Learning Intentions

At the end of this lesson students will -

**Know** - The different forms of land art and 3 artists and their work

**Understand** - Land art and how it invites the viewer to open up and really see our surroundings, watching how they are left to change and disintegrate with the elements

**Be able to** - Create a stone art composition focusing on movement

### Success Criteria

At the end of this lesson -

**All must** -

- Create a stone art composition focusing on movement
- Work as a group - sharing their opinions
- Discuss and analyse the work of 1 of the supporting artists

**Some will** -

- Plan how they will lay the stones
- Change or modify their work based on feedback
- Suggest ideas and creative thinking to others

**Few may** -

- Justify how they created their stone laying samples and why they chose the composition etc

LESSON PLAN	<p>Lesson plan - <a href="#">Link</a></p> <p>Presentation - <a href="#">Link</a></p> <p>Handout - <a href="#">Link</a></p> <p>Video - <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: 4/9</b></p> <p><b>Date: Friday 10/11/2023</b></p> <p><b>Lesson type: Single 58 mins</b></p> <p><b>Time: 11.08 am - 12.06 pm</b></p>	<p><a href="#">Learning Content</a></p> <p><b>Preparing for visit - Andy Warhol exhibition (Things to look out for)</b></p> <p>AEDP - Colour, Shape, Movement, Form</p> <p><b>Artistic Process</b> - Gallery Visit</p> <p><b>Support Studies</b> - Andy Warhol (Exhibition), Hugh Lane Gallery</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> <ul style="list-style-type: none"> <li>- The key pieces of Andy Warhol's work that we will be seeing at the gallery visit</li> <li>- Know the overview plan for the gallery visit</li> <li>- What key information we will need to be looking out for when we visit Andy Warhol's exhibition - Gallery visit - layout, lighting, sources of information, the curator and understand why these elements are important to the overall experience of a visit</li> </ul>
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	<ul style="list-style-type: none"> <li>- Plan out our visit to see Andy Warhol's exhibition in the Hugh Lane Gallery - Annotated sketch of an example of Warhol's work</li> </ul> <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>- Record the key information about the gallery visit</li> <li>- Sketch out 1 piece of Warhol's art - Annotation</li> </ul> <p><b>Some will -</b></p> <ul style="list-style-type: none"> <li>- Explain a piece of Andy Warhol's work that they have an interest in using visual and critical language</li> <li>- Add colour to their annotated sketch</li> </ul> <p><b>Few may -</b></p> <ul style="list-style-type: none"> <li>- Construct a personal plan for the gallery visit, what pieces of work they would like to see</li> <li>- Share their opinion on if they were to create a piece of art inspired by the artist what would they do and how would they do it?</li> </ul>
<b>LESSON PLAN</b>	<p><b>Lesson Plan - <a href="#">Link</a></b></p> <p><b>Presentation - <a href="#">Link</a></b></p> <p><b>Handout - <a href="#">Link</a></b></p> <p><b>Hugh Lane Gallery - Andy Warhol Three Times Out - <a href="#">Link</a></b></p> <p><b>Visual Aid - Word Bank - <a href="#">Link</a></b></p>
<b>Post class reflection</b>	<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: 5/9</b></p> <p><b>Date: Thursday 16/11/2023</b></p> <p><b>Lesson type: Galley Visit (Whole school day)</b></p> <p><b>Time: 9.30 am - 3.30 pm</b></p>	<p><u>Learning Content</u></p> <p><b>Gallery visit to Andy Warhol Three Times Out Exhibition - Hugh Lane Gallery</b></p> <p>AEDP - Colour, Size, Lighting</p> <p><b>Artistic Process</b> - Gallery Visit</p> <p><b>Support Studies</b> - Andy Warhol (Andy Warhol Three Times Out Exhibition)</p> <p><b>Layers of Learning</b> - Literacy (Keywords, Terminology), Linguistic (expressing opinions through key terminology)</p> <p><u>Learning Intentions</u></p> <p>At the end of this visit students will -</p> <ul style="list-style-type: none"><li>- <b>Identify</b> 1/2 pieces of work made by Andy Warhol</li><li>- <b>Witnessing</b> the creativity and diversity of artworks in real life may help with finding connections between the visual, emotional, and conceptual aspects of art</li><li>- <b>Discuss</b> and talk about the work of Andy Warhol, <b>sharing</b> opinions and <b>critiquing</b> a piece of artwork</li></ul> <p><u>Success Criteria</u></p> <p>At the end of this visit -</p> <p><b>All must</b> -</p> <ul style="list-style-type: none"><li>- Attempt to answer the questions on the hand out given</li><li>- Identify 1/2 pieces of work that we have looked at in the previous lessons</li></ul> <p><b>Some will</b> -</p> <ul style="list-style-type: none"><li>- Discuss and share their opinions on a piece of work in the gallery</li><li>- Ask questions regarding Andy Warhol's work using visual and critical language</li></ul> <p><b>Few may</b> -</p> <ul style="list-style-type: none"><li>- Critique the work of Warhol and share ideas if they were to complete a piece of work inspired by the artist</li></ul>
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<p><b>LESSON PLAN</b></p>	<p>Lesson Plan - <a href="#">Link</a></p> <p>Handout - <a href="#">Link</a></p> <p>Teachers Aids - <a href="#">Link</a></p> <p>Materials - <a href="#">Link</a></p>
<p><b>Post class reflection</b></p>	<p><b>What / So what..what went well and why and even better if... In relation to learning intentions</b>  <b>Including links to pupil work</b></p>

## Lesson 6

<p><b>Lesson No/total in UoL: 6/9</b></p> <p><b>Date: Friday 17/11/2023</b></p> <p><b>Lesson type: Single 58 mins</b></p> <p><b>Time: 11.08 am - 12.06 pm</b></p>	<p><u><b>Learning Content</b></u></p> <p><b>Evaluation of gallery visit and looking at the artistic process of Andy Warhol - Screen Printing</b></p> <p>AEDP - Colour, Size, Lighting</p> <p><b>Artistic Process</b> - Screen Printing, Drawing</p> <p><b>Support Studies</b> - Andy Warhol</p> <p><b>Layers of Learning</b> - Literacy (Keywords, Terminology), Linguistic (expressing opinions through key terminology)</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>Know</b> the artist process of screen printing using a stencil</li> <li>- <b>Learn</b> and <b>understand</b> the artistic process of screen printing and how Andy Warhol used their process to create most of his famous pieces of artwork</li> <li>- <b>Design</b> a possible screen printing design inspired by the work of Andy Warhol</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>- Complete the handout from the gallery visit</li> <li>- Identify 1 piece of work from Andy Warhol</li> </ul> <p><b>Some will</b> -</p> <ul style="list-style-type: none"> <li>- Create a screen printing design using colour and shape</li> <li>- Look at the work of others and give feedback</li> <li>- Try the process of screen printing with a stencil</li> </ul> <p><b>Few may</b> -</p> <ul style="list-style-type: none"> <li>- Discuss their design critically and explain possible design changes after getting feedback from their peers</li> </ul>
<p><b>LESSON PLAN</b></p>	<p><b>Lesson Plan</b> - <a href="#">Link</a></p> <p><b>Presentation</b> - <a href="#">Link</a></p> <p><b>Handout</b> - <a href="#">Link</a></p> <p><b>Notes Handout</b> - <a href="#">Link</a></p> <p><b>Youtube Video</b> - <a href="#">Link</a></p>

Post class reflection	What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work
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## Lesson 7

<p><b>Lesson No/total in UoL: 7/9</b></p> <p><b>Date: Friday 01/12/2023</b></p> <p><b>Lesson type: Single 58 mins</b></p> <p><b>Time: 11.08 am - 12.06 pm</b></p>	<p><u>Learning Content</u></p> <p><b>21st Century Art - Interactive Art (Yayoi Kusama)</b> AEDP - Colour, Shape, Movement, Form</p> <p><b>Artistic Process</b> - Interactive Art, Painting - Dots inspired by Yayoi Kusama's Obliteration Room, 2002</p> <p><b>Support Studies</b> - Yayoi Kusama (Obliteration Room, 2002 &amp; Infinity Mirrored Room, 2019), Andy Warhol (Silver Clouds, 1966)</p> <p><b>Layers of Learning</b> - Literacy (Keywords, Terminology), Linguistic (expressing ideas through words)</p> <p><u>Learning Intentions</u> At the end of this lesson students will -</p> <ul style="list-style-type: none"> <li>- <b>Understand</b> the term Interactive Art and how Yayoi Kusama uses the viewer to continue on the creation</li> <li>- <b>Learn</b> and <b>discuss</b> how interactive art allows the viewer to become part of an artwork, it allows you to have a more personal interaction with the artwork</li> <li>- Work together and <b>create</b> a series of dots inspired by Yayoi Kusama's Obliteration Room, 2002</li> </ul> <p><u>Success Criteria</u> At the end of this lesson -</p> <p><b>All must</b> -</p> <ul style="list-style-type: none"> <li>- Use paint to create a series of dots inspired by Yayoi Kusama's Obliteration Room, 2002</li> <li>- Recall the artist we looked at today - name, place of birth</li> <li>- Work together to create a painting of dots</li> <li>- Use different colours in the artwork</li> </ul> <p><b>Some will</b> -</p> <ul style="list-style-type: none"> <li>- Discuss the term interactive art</li> <li>- Create variety in the size of the dots - big, small</li> </ul> <p><b>Few may</b> -</p>
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	<ul style="list-style-type: none"> <li>- Critique and share their opinion on an artist's work using keywords and using visual and critical language</li> <li>- Explain the theme and process of creating their dot samples</li> <li>- Compose a title for the artwork as a group</li> </ul>
<b>LESSON PLAN</b>	<p>Lesson Plan - <a href="#">Link</a></p> <p>Presentation - <a href="#">Link</a></p> <p>Handout - <a href="#">Link</a> Yayoi Kusama work sheet - <a href="#">Link</a></p> <p>Video - <a href="#">Link</a> <a href="#">Link</a></p> <p><a href="#">Link</a> <a href="#">Link</a></p>
<b>Post class reflection</b>	<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 8

<p><b>Lesson No/total in UoL: 8/9</b></p> <p><b>Date: Friday 08/12/2023</b></p> <p><b>Lesson type: Single 58 mins</b></p> <p><b>Time: 11.08 am - 12.06 pm</b></p>	<p><u><b>Learning Content</b></u></p> <p><b>The Second Generation of Modern artists - Context, Louis Le Brocquy + Tony O'Malley (Compare and Contrast)</b></p> <p>AEDP - Colour, Shape, Movement, Form</p> <p><b>Artistic Process</b> - Paint</p> <p><b>Support Studies</b> - Louis Le Brocquy (Paint), Tony O'Malley (Paint)</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>Identify</b> the work of Louis Le Brocquy and Tony O'Malley</li> <li>- The process of <b>comparing</b> and <b>contrasting</b> the work of 2 different artists, looking at the AEDP, themes, context, process</li> <li>- <b>Apply</b> paint inspired by Louis le Brocquy - Greys, blues, whites, pop of colour, dry brushing, soft blending</li> <li>- <b>Answer</b> the recap cards based on last week's lesson and artist</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>- Sketch and annotate key information about the pieces of work we are looking at</li> <li>- Apply paint inspired by Louis le Brocquy - Greys, blues, whites, pop of colour, dry brushing, soft blending</li> <li>- Complete the recap cards, focused on the artist and their work we looked at in the last lesson</li> </ul> <p><b>Some will</b> -</p> <ul style="list-style-type: none"> <li>- Investigate the two different styles of the artists, colours, subject matter, themes</li> <li>- Use colour within their work based off the work of Louis le Brocquy</li> <li>- Use the dry brushing technique within their work</li> </ul> <p><b>Few may</b> -</p> <ul style="list-style-type: none"> <li>- Analyse the work of both the artists and their work using visual and critical language</li> <li>- Discuss the techniques they used to create their painting</li> </ul>
<p><b>LESSON PLAN</b></p>	<p><b>Lesson Plan</b> - <a href="#">Link</a></p> <p><b>Presentation</b> - <a href="#">Link</a></p> <p><b>Handout - Recap Cards</b> - <a href="#">Link</a></p> <p><b>Worksheet</b> - <a href="#">Link</a></p> <p><b>Materials</b> - Paper, paints, paint brushes, plates, visual on board</p>

Post class reflection	What / So what..what went well and why and even better if.... In relation to learning intentions Including links to pupil work
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## Lesson 9

<p><b>Lesson No/total in UoL:</b> 9/9</p> <p><b>Date:</b> Friday 15/12/2023</p> <p><b>Lesson type:</b> Single 58 mins</p> <p><b>Time:</b> 11.08 am - 12.06 pm</p>	<p><u>Learning Content</u></p> <p><b>Contemporary artists - Rowan Gillespie - Famine, Edward Delaney - The Famine Memorial</b> AEDP - Colour, Shape, Movement, Form</p> <p><b>Artistic Process</b> - Sculpture</p> <p><b>Support Studies</b> - Rowan Gillespie (Famine), Edward Delaney (The Famine Memorial)</p> <p><b>Layers of Learning</b> - Literacy (Keywords, Terminology), Linguistic (expressing ideas through words)</p> <p><u>Learning Intentions</u> At the end of this lesson students will -</p> <ul style="list-style-type: none"> <li>- Understand the term contemporary artists and discuss 2 contemporary artists and their work</li> <li>- How the artists both used the art process of sculpture to tell a story based on similar themes</li> <li>- <b>Write</b> an email to Louth County Council about their plan for a sculpture commission</li> </ul> <p><u>Success Criteria</u> At the end of this lesson -</p> <p><b>All must</b> -</p> <ul style="list-style-type: none"> <li>- Explain the term contemporary artists</li> <li>- Identify the work of Rowan Gillespie and Edward Delaney</li> <li>- Write a letter to Louth County Council about their plan for a sculpture commission</li> </ul> <p><b>Some will</b> -</p> <ul style="list-style-type: none"> <li>- Consider adding drawings and annotations to create a visual design for the sculpture commission</li> <li>- Discuss Rowan Gillespie's Famine and Edward Delaney's The Famine Memorial on theme and how the artists both choose the same theme but created 2 different sculptures</li> </ul> <p><b>Few may</b> -</p> <ul style="list-style-type: none"> <li>- Explain and communicate their ideas to the class about their sculpture commission</li> <li>- Comparing and contrasting Rowan Gillespie's Famine and Edward Delaney's The Famine Memorial</li> </ul>
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<b>LESSON PLAN</b>	<p>Lesson Plan - <a href="#">Link</a></p> <p>Letter - <a href="#">Link</a></p> <p>Presentation - <a href="#">Link</a> - slides 137 to 159</p> <p>Handout - <a href="#">Link</a></p>
<b>Post class reflection</b>	<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>

**AEDP** - Colour, Shape, Movement, Form

**Artistic Process** - Mural art, Painting

**Support Studies** - Berlin wall (Murals, Graffiti), Francis Bacon (Painting)

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

#### Learning Intentions

At the end of this lesson students will -

- Know and recall the term Neo-Expressionism
- The influence of american post 1960's on Europe artist, from social and political theme to the materials and processes of art making
- Design a mural for the Berlin Wall based on a recent event (BLM, Covid 19 etc)

#### Success Criteria

At the end of this lesson -

**All must** -

- Produce a design a mural for the Berlin Wall based on a recent event

- Record key information
  - Some will -**
- Identify and discuss an artist and 1 piece of their work
  - Few may -**
- Suggest possible design ideas for a mural on the Berlin Wall based on a recent event
- Share their opinion on a piece of art we are looking at using visual keywords

### Learning Content

#### **Lucian Freud + David Hockney - Comparing and contrasting 2 artists**

**AEDP** - Colour, Shape, Movement, Form

**Artistic Process** - Painting

**Support Studies** - Lucian Freud, David Hockney

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

### Learning Intentions

At the end of this lesson students will -

- The work of Lucian Freud and David Hockney
- The process of comparing and contrasting the work of 2 different artists, looking at the AEDP, themes, context, process
- Experiment with paint in the style of Lucian Freud and David Hockney - Freud : Expressive and neutral tones, Hockney : Flat and vibrant

### Success Criteria

At the end of this lesson -

- All must -**
  - Colour mix paint to create a new shade/tone of a colour
  - Experiment with paint in the style of Lucian Freud or David Hockney
- Some will -**
  - Trial both the artists painting style - Expressive and neutral tones, Flat and vibrant
  -
- Few may -**
  - Critique an artist using keywords and using visual and critical language



