

School of Education Scheme/Unit of Learning

Student Names: Elayne Adamczyk(PME),
Ellen McCabe, Emma Mc Millan, Francis Lomongo(BAs)

Year: 1(Rising 2)

Class Name: Central Remedial Clinic (C.R.C.) School
Vernon Ave
Clontarf East
Dublin 3

Year group: ages 13-18

Class Profile: Mixed Ability (Post primary curriculum)

Theme/Scenario:

The Modern Battle of Clontarf - *Character and Craft*

Pupils will engage in story and character building studies and activities inspired by imagery and symbolism around the Battle of Clontarf. Their characters and stories will come to life through papier-mâché props, concertina graphic books and performance.

Key Skills/ Statements of Learning

Aim of Unit of Learning:

Students will be facilitated to develop an original story and character based on the aesthetics and symbolism of the local historical event(the Battle of Clontarf).

Students will Visualise their stories through expressive text and shape in concertina books and design and create papier-mâché props exploring texture and form for a presentation/performance of their story.

Key Skill: confidence in communication

Learning Layers / Cross Curricular Links /Literacy & Numeracy (L)(O)(N)/ Wellbeing

Cross Curricular Links: History, English, Geography, SPHE.

Literacy: Describing their work, knowledge and understanding of the media and the creative process verbally and in written form. Broadening vocabulary through verbal exchange and exposure to new terms around subject matter, materials and process activities.

Numeracy: Assisting with and observing the measuring of length and width of papier mache props. Scaling by comparing objects in relation to the body(shields and swords measured in relation to arms and chest) and assisted pre-planning through drawing work for models.

Oracy

Describing their work, knowledge and understanding of the media and the creative process verbally one-to-one(teacher/student).

Presenting their work and verbal critique of others' work.

Answering questions in class.

Verbal exchanges with fellow students.

Public oration through performance.

Wellbeing: Tolerance and patience developed through the experience of presentation and evaluation in which the group must listen and respect each other's time and space. Valuing

Learning outcomes for scheme/unit of learning:

ART CRAFT DESIGN

1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge.

1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the world around them

1.14 use media to create their own artwork

2.3 reflect on their own, or another's, media/artwork through the use of critical and visual language.

2.4 show they can use their drawings to observe, record and analyse

2.6 investigate their own personal approach to documentary through the technical and creative application of researching, production skills, scriptwriting, planning, camerawork and public/filmed interaction with others.

3.2 use critical and visual language to explain their own production/demos and those of others.

3.4 interpret a design brief and represent this through their drawings

1.6 use drawings to communicate their personal outlook or understanding

3.6 design a final work based on their drawings

<p>each other by acknowledging abilities and limitations but not letting that define our personalities or the creative process.</p>	<p>1.7 examine the method of a number of artists and the artwork they created</p> <p>1.12 apply their understanding of the art elements and design principles to make an artwork</p> <p>2.10 describe art elements and design principles as they are used across a number of different crafts</p> <p>3.11 examine their own and others' design work through the use of art elements and design principles</p> <p>3.14 utilise media in their own design work based on a design brief</p>
<p>SEN/AEN (Differentiation)</p> <p>Oracy as described above may not be applicable to all students. Time and space must be allocated specifically to students working non-verbally. They will be encouraged and guided in using and discovering ways to express 'oracy' in the manner in which it is suited and accessible to them. i.e.; motion, gesture, breath, facial expression, a maneuver of a wheelchair, an object or image presented, production of noise or sounds and any other means of communication which falls under oracy according to the individual's ability and comfort.</p> <p>Use of communication tools and level of training regarding use of power chairs must be duly noted and considered when coordinating the use of space for the purpose of performance and scheduling running order. i.e.; time must be allocated to students who require additional time and calm/quiet atmosphere to 'orate' and for this to be understood, thus ensuring their contribution is acknowledged and valued.</p> <p>It should be noted that students who may require more regular breaks may miss out on staying up to speed with process and content. In this case designated catch-up and additional teacher-student learning should happen.</p> <p>Cutting is part of the graphic design aspect of the project. Stencils will be pre-cut and silhouettes provided. Stamps, stencils or found objects can be used to create images on the concertina book.</p>	<p>Managing Behaviours: Issues/Strategies</p> <p>Students who like to be together may work that way as usual. The normal rhythm of classroom flow will not be altered.</p> <p>Student teachers to remain aware of pupil and classroom management in terms of the transition of activities, i.e. plan slideshow, activity and evaluation portions of lessons so that consideration is given to wheelchair using students and not impacting their learning by impractical requests such as: "Okay everybody gather round" or "Everyone look at this image on the screen now"(especially in the case that students have moved on from screen introduction to a new activity and it is no longer manageable or convenient to simply bring their attention to something else spontaneously).</p> <p>Seating/situated arrangement to be determined by each student teacher according to the needs of the day, i.e.; a U-shaped layout may be the best choice for initial screenings or evaluations at the start of class, whereas small cluster groups and more independent space may help to allow for effective engagement on solo tasks, such as the making processes and help teachers to engage one-to-one with pupils.</p> <p>Students who may be sensitive to loud or repetitive noise or screen glare or who may tire easily will be invited to work in different ways, i.e. with alternative visual/auditory communicative options(verbal descriptions through voice or colours and shapes as reference, physically descriptive language).</p> <p>Constant positive feedback to be given to all students.</p> <p>If a student does not want to engage in a given task an alternative will be offered or co-created with them. Similarly, if some materials or media do not appeal to a student, they should carry out an activity or skill that is of equal benefit to them and which contains a similar learning value.</p>

<p>Lesson No. 1+7/8 (Elayne) Date: Lesson type: S Time: 1hr Stage:</p>	<p>Teaching & Learning Content</p> <p>Modern Battle of Clontarf character creation and story/script development</p>	<p>Learning Intentions</p>
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AEDP

Shape, rhythm, pattern, colour, movement, proportion, space

Process:

Introduce slideshow (minimum 4 images and one video - 2 classic images/2 contemporary inclusive representation. Screen 2nd vid depending on energy/time)

Collect keyword banks along the way

Discuss character and story together as a group

Show sample of moodboard/mindmap

Demonstrate

Show example of character inspired by Battle of Clontarf in modern times and show 2 to 4 lines of 'script' /story.

Help students through one to one to develop and refine stories and characters

Support study:

Teenage Dick, a play by Michael Lew

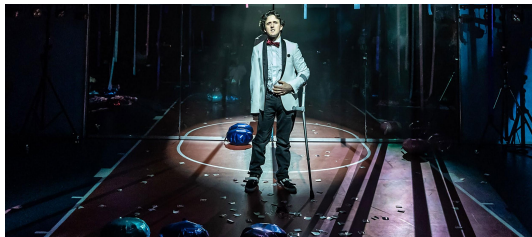
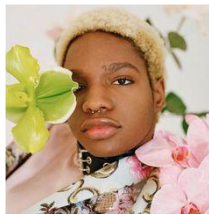
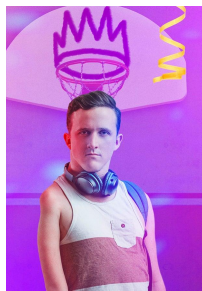
Frederic William Burton's 'The Meeting on the Turret Stairs'

Aron Philip - fashion designer and model

Slideshow:

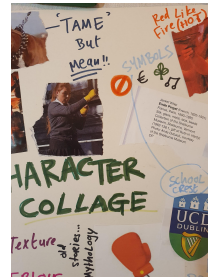
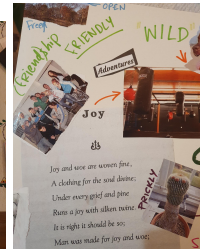
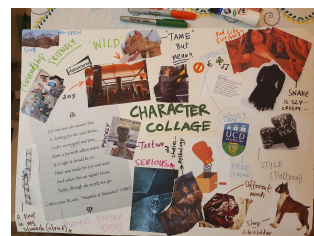
<https://docs.google.com/presentation/d/1i5hvAWBI8NbYcsSwLuUT-dXUu7dazFl-R7ioha6ThS8/edit?usp=sharing>

Visual Aids: screenings, images, readymade collage sample,



Students should be able to:

- Make a moodboard and mindmap through image and text collage, mark making and gathering thoughts as words (pick an emotion, a colour and words).
- Respond to questions and ideas based around a modern *Battle of Clontarf* and the classic paintings.
- Engage in building key word lists during each image discussion.
- Give feedback on the modern characters presented and offer opinions.
- Notice something, anything of interest to them during screening A and screening B and bring that into their character and story. It could be something they were excited by or found interesting or challenging.
- Observe and engage with demonstration of character/story demo. Take one to one instruction on their own character and story building
- Engage in discussion/expression of their idea of their character through presentation of their raw stories and collages.
- Introduce next week's task and remind students to reflect on their character and story all throughout the week.



<p>Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation</p>	<p>Entry System: Greet students, initial formal introduction, take roll.</p> <p>Key words: Modern, character, battle, struggle, power, monarchy, classic, scoliosis, Richard The Third, legend, role, theatre, play, historical, personality, cerebral palsy, fashion designer, Aaron Philip, representation, objects, symbols, theme, narrative.</p> <p>Resources: Projector, whiteboard, flipchart for keywords, magazines, paper, pritt sticks.</p> <p>Support study: Introduce Unit of Learning through slideshow and screen the video/s: https://docs.google.com/presentation/d/1i5hvAWBI8NbYcsSwLuUT-dXUu7dazFI-R7ioha6ThS8/edit?usp=sharing</p> <p>Materials: Paper, magazine and image cut outs, text cut outs, basic drawing and writing materials, A3/2 sheets,</p> <p>Overview of the lesson and expected outcome Respond to the brief and discuss what they will be thinking of for the next part of the process. Introduce the next area of focus from the unit(modelling)</p> <p>Body of lesson: Give intro through projection of images but have A3 print outs also and A4 handout version to jog memories when entering into mind-mapping. Demonstrate character building based on study of print out or projected example ('Meeting on the Turret Stairs' Hand out materials and go around the classroom supervising and instructing. Pupil task - produce collage mood board to develop a character and commence thinking of words that will build character into a story Group evaluation</p> <p>Question students:</p> <ul style="list-style-type: none"> - What is a character - give me an example? - The Battle of Clontarf was an historical event, it really happened. What is the difference between reality and fantasy? - What type of a personality do you think Brian Boru had? - What is the role of a king? What kind of role does a king play? Okay, so imagine your deputy principal here at CRC...what role does Lorraine have? - If I asked your character: "what mood are you in?" What would they say? - What is the purpose of colour in design? What kind of clothes does Aaron Philip wear? What personality does she have? - How did the artist work and what materials did they use and what was interesting about? - What themes are in the story of Romeo and Juliet? What (do you think) is the story behind this painting(Turret Stairs)? - List different types of battles? For example, someone who is homeless, what type of battle do they have? How might they win their battle? - How do we protect ourselves, not only in battle, but in life in general? Remember I showed you my mindmap and I had the boxing pictures... - Imagine ways that you can protect your heart, your feelings, your emotions, your mood... list ways we can mind ourselves... <p>Teacher demonstration: Demonstration of character collage Demonstration of character formation with 4 lines of text or narrative (poem, script, word bomb). Ask the students to help me name my character as if it is a role in a play.</p>	

	<p>Student Learning Activity:</p> <p>Conclusion: Review of learning intentions/success criteria, what we achieved. Small presentations, preparing students for the performance element at the closing of the unit.</p> <p>Exit strategy: Management of storage of pupils' work, delegation and organisation of tidy up (folders to be returned to shelf/work titled/notebooks in folders), tidy up as much as possible and wait for the bell.</p>
<p>Evaluation and Assessment Procedure Success Criteria and Assessment Method</p>	<p>Success Criteria</p> <p>How to recognise success Did learners effectively engage in developing a sense of their own character and storylines based around the theme Did they differentiate between 'old and new', 'classic and modern', responding to the examples of classic art and comparing new styles and imagery? Did they create a moodboard/mindmap with images and text, both collage and mark making</p> <p>Aligned to Learning Intention (hypothetical...cannot be done in advance anyway) Learners have completed a portion of the assigned brief and connected the task to the theme. They gave feedback on the slideshow and visual aid imagery, as well as the support studies. They engaged with the theme, offering thoughts, ideas and responses. Learners have a greater sense of conceptual art as well as practical art skills that can help to represent ideas in visual/material ways. They have developed skills in translating ideas into visual and verbal narratives. They were able to explain the process and the result verbally and with art appropriate language, including SEN students.</p> <p>Developed by the teacher</p> <p>Co constructed with the student Learners brought up the possibility of</p> <p>Relevant student friendly language Enjoy the process, take your time, there is no need to rush this, "have a think about", "I want you to reflect...tell me", what about a colour,, does any colour come to mind when you think of your character, what about mood, Remind me of some of the different moods and personalities we discussed, what kind of temperament might he have - is he grumpy, is he giddy, is he sullen/serious, mean, funny/humorous?</p> <p>Can be planned in advance or emerge during the learning Conversation emerged about</p> <p>Recognizing OUR GUILD knowledge</p> <p>Differentiation Students who finish their moodboard quickly will be encouraged to create a mindmap and begin to develop their characters further through narrative. They will be asked to reflect on and describe different characteristics of their modern character as linked with the Battle of Clontarf. These learners needed more Students that finish quickly were encouraged to join the demonstration of slab rolling and were encouraged to take part. All students were critically engaged and thought for themselves, regardless of their skill and ability.</p> <p>Assessment methods/tools</p> <ul style="list-style-type: none"> • Evaluation (Teacher led/Peer/Group) • Teacher Observation • Questioning /feedback • Artefact • Notes <p>REFLECTION:</p>

Lesson No. 2+7/8 (Francis)	Teaching & Learning Content	Learning Intentions
<p>Date:</p> <p>Lesson type: S</p> <p>Time: 1hr</p> <p>Stage:</p>	<p>AEDP: Contrast, emphases, harmony, movement, scale, form, shape, line</p> <p>On this day the student will be learning how to make a concertina book. We will demonstrate in small groups on how to fold the book and give each abled student to fold one for themselves. We will then introduce the stencil to the student and they can make a silhouette with ink, paints or other materials. The stencils will be related to the story that is made from the theme.</p> <p>Process</p> <ol style="list-style-type: none"> 1. Present my SS and VA to the student and instruct them on what they will be doing. 2. To refer back to moodboards and mind maps created in the previous class images that link with theme and connected to their character and story. 3. Demonstrate to students how to fold the concertina book. 4. To divide the students into manageable groups of 4 or 5 for each teacher and to repeat demonstration or help them with the folding on a one-to-one basis. 5. Introduce stencil and silhouettes to the student and provide demonstration. 6. To have a book completed and to show everyone each work. 	<p>At the end of this lesson students should be able to:</p> <ul style="list-style-type: none"> ● Cooperative learning/group activities/ working together ● Communication ● Introducing the idea of story telling and construction ● Be able to express creativity and appreciate each other's work ● Decision making <p>Teaching methods:</p> <ul style="list-style-type: none"> ● Kinesthetic teaching ● visual aids ● Clear and precise language ● Continuation of positive feedback and support throughout lessons ● Personalised learning <p>Student learning objectives:</p> <ul style="list-style-type: none"> ● Paper folding/cutting ● Composition ● communication

Materials: Scissors, Scalpel knife, Cutting board, Black Acrylic ink/paint, Ruler.

Theme: *Modern Battle of Clontarf* - flags and banners that match character and story

Technology: Laptop, Phone, Camera, Powerpoint, printer

Teaching methods:

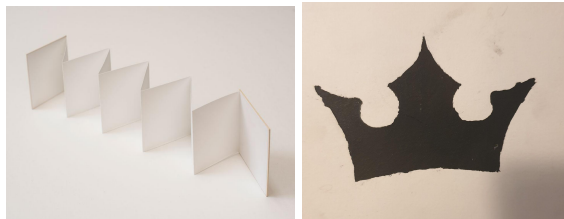
- Visual Learning
- Image making
- Kinesthetic Learning
- Personalised Learning

Student Activities:

- To make A Concertina book
- To pick stencils
- To make images out of stencils

Lesson Plan:

1. Introduce myself and my Graphic Background
2. Introduce the lesson or project of the day which is a concertina book.



3. Show Concertina books I have made in the past
Typography Concertina (Theme words representation and litter patterns)



4. To introduce Stencil and Silhouettes with the student
Explain what Silhouette “the dark shape and outline of someone or something visible in restricted light against a brighter background.”

Introducing student to Artist who has work with silhouettes and stencils (SS)

Kara Walker

This silhouettes of African american lives in the new world (America) and also the people who live in Africa



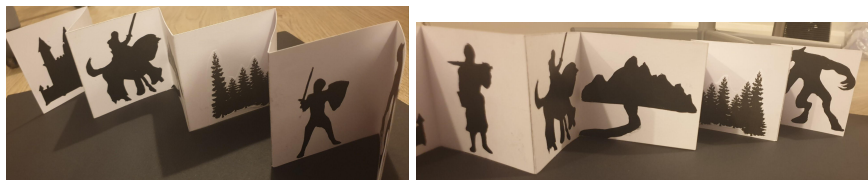
Banksy

Famous street artist who most likely works with stencils to produce his street art.



5. Starting the lesson (VA)

- Show my Concertina to inspire the students of what to do

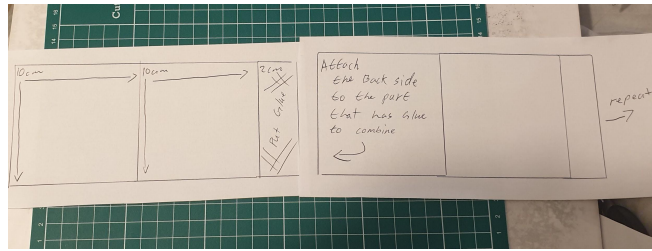


- Gather materials: Stencil, Silhouettes, Precut and measured card, Gluesticks, Acrylic ink/paint.

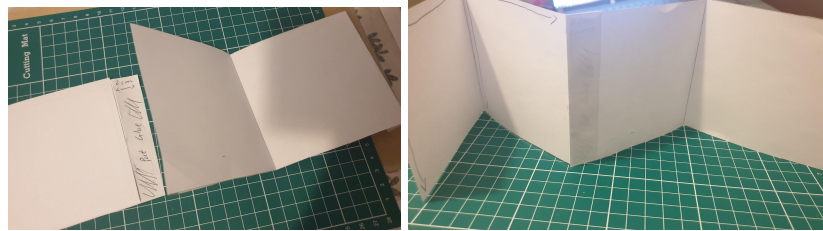


- Ask the student to combined the precut card into a concertina book

Diagram how to combined pre measured card



- Demonstrate it to students



6. Ask the students to pick some stencils, brush and ink/paint. (If student does not want or able to do paint other options will be available)



7. Demonstrate how to paint stencil on card



8. Alternative ways on making imagery such as silhouettes cut out / with found or organic objects/making sponge stamps



9. Questions/ start of making.

Evaluation and Assessment Procedures: Success Criteria and Assessment Method	<p>Aligned to Learning Intention:</p> <p>Developed by the Teacher:</p> <p>Co Constructed With the Student:</p> <p>Relevant/ Student Friendly Language:</p> <p>Can be Planned in Advance or Discovered During the Learning:</p> <p>Recognising OUR GUILD Knowledge:</p> <p>Differentiation:</p> <p>Assessment Methods/Tools:</p> <ul style="list-style-type: none"> ● Evaluation (Teacher led/Peer/Group) ● Teacher Observation ● Questioning and Feedback ● Artefact ● Notes
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Lesson No. 3+4/8 (Ellen)	Teaching & Learning Content	Learning Intentions
Date: Lesson type: S Time: 1 hr Stage: 1 Technology: Computer, powerpoint, google slides, Google docs, Camera/ phone	<p>AEDP Shape, proportion, line, colour, form</p> <p>In this lesson we hope to create banners, flags and backdrops for the students performance at the end of the course. This lesson will be divided between two days to allow students to continue or move on with their creations. They will be looking at symbols used in medieval times relating back to our theme. Students can use their names and their family names to create banners personalised to them. Students can create their own crests if they do not feel comfortable with using their name.</p> <p>Process Day 3:</p> <ol style="list-style-type: none"> 1. Beginning the first lesson with showing the students examples of work from our visual aids and support studies to inspire and show the process of the lesson. 	<p>Students learning intentions:</p> <ul style="list-style-type: none"> ● Cooperative learning/group activities/working together ● Communication ● Introducing the idea of design and construction ● Be able to express creativity and appreciate each other's work ● Decision making <p>Teaching methods:</p> <ul style="list-style-type: none"> ● Kinesthetic teaching ● Visual aids ● Clear and precise language ● Continuation of positive feedback and support throughout lessons ● Personalised learning <p>Student learning objectives:</p> <ul style="list-style-type: none"> ● Paper folding/cutting ● Basic print skills ● Use of text in design ● Layout ● Communication

2. Look at students' surnames and look up their family crests for inspiration for their own work. If students do not have family crests they can create their own.
3. Set up for lesson
4. Demonstrate ways they can decorate e.g stencils, sponging, brushing, sticking etc.
5. Allow able students to cut out the shapes of flags and banners, following guidelines on the card prepared beforehand. For those who can't cut out the desired shapes there will be precut flags available in various colours and shapes that they can choose from.
6. Each student can then thread these shapes together with string to make them into wall hangings.



7. Students will then be able to draw, paint or stencil designs and symbols relating to our theme onto their flags and/ or banners. These symbols can relate to the students names or imagery linked with their characters and story.
8. If preferred for some students, printed symbols and designs will be on offer to stick down.

Equipment:

Card/paper, tape, markers, paint, stencils, scissors, sponges, string, whole punch. (possibly glue)

Theme:

Modern Battle of Clontarf
- flags and banners that match character and story

Attire: Aprons, gloves

Resources/Visual Aids:





Support studies:

Andy Warhol: (Pop art/ use of colour, shape and form)



Daniel Maclise: (the marriage of Strongbow and Aoife) showing the use of banners and flags with symbols and crests





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Lesson no. 4/8
(Ellen)
Date:
Lesson type: S
Time:
Stage:

AEDP:

Shape, proportion, line, colour, form

In this lesson we hope that the students can continue with their designs and set up their area for performance.

Process: Day 4/8

1. Recap VA and SS aids
2. Prepare the students by getting them into aprons and gloves if needed.
3. Demonstrate ways they can decorate e.g stencils, sponging, brushing, sticking etc.
4. Record students work and support throughout
5. Students can show eachother their work
6. Allow time for clean up

Evaluation and Assessment Procedure
Success Criteria and Assessment Method

Success Criteria

How to Recognise Success:

Have students engaged with the examples of flag style and design as presented in introduction?
 Have they chosen motifs or symbols from their characters and stories and started to plan adding them onto their flags through painting, printing or drawing?
 Have they started the making process of their flags/banners?

Aligned to Learning Intention:

Developed by the Teacher:

Co Constructed With the Student:

Relevant/ Student Friendly Language:


Can be Planned in Advance or Discovered During the Learning:

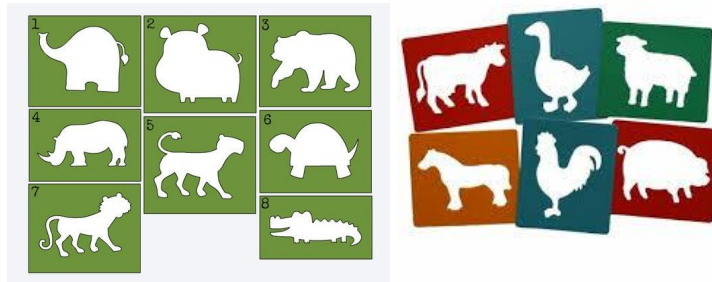
	<p>Recognising OUR GUILD Knowledge:</p> <p>Differentiation: Some students may draw, others may find printing more manageable and paint will be an option too to allow for gross motor skills operation.</p> <p>Assessment Methods/Tools:</p> <ul style="list-style-type: none"> ● Evaluation (Teacher led/Peer/Group) ● Teacher Observation ● Questioning and Feedback ● Artefact ● Notes
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<p>Lesson No. 5+6/8 (Emma) Date: Lesson type: S Time: 1hr Stage:</p>	Teaching & Learning Content	Learning Intentions
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<p>Lesson no. 5:</p> <p>Materials Needed: Paper, PVA Glue, Paint-Brush, Cardboard, Sponge, Paint, Crepe Paper, Pencils, Colours Apron, Plastic or News-Paper to cover tables</p> <p>Technology: Powerpoint, Google Slides, Google Docs Camera/Phone to Record student progress</p> <p>Theme: Battle of Clontarf</p>	<p>AEDP Shape, line, pattern, form.</p> <p>In these two lessons the students will be creating and decorating their own shields and swords which will be made with paper mache. They will be learning more about themselves as characters, focusing on their identity through the story studies and activities with Elayne.</p> <p>Designing and decorating their shields. They will have free reign over their projects being able to choose what mediums they would like to use whether it be paint, pencils, crepe paper, etc as this will allow the students to experience independence through creativity which is always a positive practice.</p> <p>Process of Day 5:</p> <ol style="list-style-type: none"> 1. Firstly I will present my SS and VA's to the students to help them to understand the process and also gain inspiration before creating. We will continue to focus on their own character and story work done in lesson 1. 2. After the task demonstration students will be asked to rip up pieces of paper until they have enough to start the paper mache process. Students who find that task difficult will be assisted throughout the process. 3. During the craft process, students will be prompted and guided in recalling aspects of their characters and stories. Once the students have their pieces of paper ready they will be given a mixture of PVA Glue and water alongside a paintbrush, sponge each. They will also be given their own cardboard cutout of a sword and shield each. 4. Before starting the paper mache process each student will be asked if they would rather design their own shield or if they would like a print out of their family crest or favourite animal, these responses will be noted for the next lesson when they students will begin decorating. 5. Once the students are ready they will begin to cover their cutouts using paper mache. I will then make my way around the class seeing how each individual is getting along. Allow students to get messy as it is part of the process! 6. Once all the students have at least 4 layers covering their cutouts with their names written on the back (if they are unable to write this will be done for them) we will begin to 	<ul style="list-style-type: none"> ● To gain knowledge about the process (papier mache) ● To communicate between each other and also staff ● To experience independence through creativity(learning to make independent choices around colour, placement of images on shields) ● To discover new interests and develop new skills through Art & Craft education ● Understand the importance of self identity and story ● To be able to create new ideas based on a historical event and the imagery and aesthetics linked with it (objects and concepts connected to the Battle of Clontarf) ● To experience joy through the process and fun through creativity
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<p>Lesson no. 6 (Emma) Date: Lesson type: S Time: Stage</p>	<p>clean up the classroom before the end of the class.</p> <p>Process of Day 6:</p> <ol style="list-style-type: none"> 1. At the start of this lesson I will ask the students what we did last week (What techniques did we use? What kind of glue did we use? What is the theme of our project? Did you enjoy the previous lesson?) 2. Next I will give printouts of either family crests or animals to whichever students preferred these options instead of creating their own as I had them prepared from when I asked each student in the previous lesson. 3. Each student will be handed their sword and shield and will begin their decorating using whatever media interest them. 4. This is the most important part of this side project and it allows them to explore their interests and imagination. 5. Once they are finished they will have these beautifully unique pieces that they can use at the end of the project. 	
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<p>Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation</p>	<p>Teaching Methods: Revisiting the theme 'Modern Battle of Clontarf' - character and story development. Monitor and verify student responses to lessons. Visual learning. Pay particular attention to language and communication throughout lessons. Provide support and positive feedback to students throughout difficult processes. Tactile Learning. Personalised learning.</p> <p>Student Learning Activities: Ask students to design their own sword and shield, Students will be creating paper mache forms, Students will be learning about shape and form while doing so, Students will be asked to decorate their items accordingly to their own identity. Students will be asked to communicate with each other in order to learn more about everyone in the class(done through evaluation/presentation).</p> <p>Visual Aids</p> 
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Link to Google Slide Video Tutorial:
[Tutorials on Paper Mache for SEN](#)

Support Studies:

1. **Chie Hitotsuyama** (Three dimensional rolled strips of wet newspaper, sculptures of animals and various characters)
2. **Marie Talalaëff** (Bestiary made from paper mache with textures)
3. **Melanie Burlon** (Paper mache bestiary, revisiting naturalism)
4. **Jean-Jules Chasse-Pot** (Paul Rancillac), (Paper mache sculpture, caricatural enigmatic, representing the gentrification of society, inspired by old toys as lead soldiers)





Link to doc. containing additional support study imagery:
[Support Studies - Emma McMillan](#)

**Evaluation and Assessment Procedure
 Success Criteria and Assessment Method**

Success Criteria

How to Recognise Success:

- Did students reflect on their 'modern Battle of Clontarf' character and story in order to select another motif to apply to their shield?
- Did they participate in the making process and have an understanding of how papier mache works?
- Did they engage in drawing, planning and discussion around the structure and design?
- Did they

Aligned to Learning Intention:

Developed by the Teacher:

Co Constructed With the Student:

Relevant/ Student Friendly Language:

Can be Planned in Advance or Discovered During the Learning:

Recognising OUR GUILD Knowledge:

<p>Lesson no. 7/8 (Francis) Date: Lesson type: S Time: Stage:</p>	<p>Differentiation:</p> <p>Assessment Methods/Tools:</p> <ul style="list-style-type: none"> ● Evaluation (Teacher led/Peer/Group) ● Teacher Observation ● Questioning and Feedback ● Artefact ● Notes
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<p>Lesson No. 8/8 (Elayne) Date: Lesson type: S Time: Stage:</p>	<p>Teaching & Learning Content</p> <p>Performance Development: 'Getting into character and telling our story'</p>	<p>Learning Intentions</p>
	<p>AEDP</p> <p>Process Performance development</p> <p>Learning Layer/s: (Theme, CC links, SS, H&S)</p>	

Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	
Evaluation and Assessment Procedure Success Criteria and Assessment Method	
