

**Year group: 5**

**Class Profile:** Mixed Ability

**Theme/Scenario:**

An eight lesson unit on van Gogh and Post Impressionist painting era from the European section of History of Art studies for Leaving Cert.

**Key Skills/ Statements of Learning**

SOL 1: The student communicates effectively using a variety of means (new online approaches including entering answers in chat box and hand raising in live classes) in a range of contexts(including check in style classes and live Google Meet lessons).

SOL 3: The student creates, appreciates and critically interprets a wide range of texts.

SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which they live.

SOL 16: The student describes, illustrates, interprets, predicts and explains patterns and relationships. (Post Impressionism and other art eras as they relate to modernism and the historical and cultural timeline)\*

SOL 24: The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.

**Aim of Unit of Learning:**

This unit will prepare students to answer an exam question to the required standard (Higher/Ordinary level) whilst engaging pupils in a new digital learning environment and assist the transition from physical classroom learner to online learning experiences.

The unit will entail writing, reading and drawing exercises as well as homework assignments to be completed for discussion and evaluation. A corresponding practical unit will unfold in the semester and will serve to complement the learning and translate that into applied art skills through painting, drawing, writing and use of text.

**Learning Layers:**

**Cross Curricular Links**

English, SPHE, Geography, History

**Literacy**

Describing their work, knowledge and understanding of the research processes and being able to elaborate on various creative processes as carried out by figures in an art historical context in written form through documentation.

Broadening vocabulary through managing information and coordinating verbal content in verbal and written/typed mean.

**Numeracy**

**Learning outcomes for scheme/unit of learning:**

Art	Craft	Design
1.1 analyse their work, or that of another, using appropriate vocabulary and knowledge	2.3 reflect on their own, or another's work through the use of critical and visual language	3.2 use critical and visual language to explain their own designs and those of others
1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the	2.4 show they can use their drawings to observe, record and Analyse	3.4 interpret a design brief and represent this through their drawings

Measuring and planning in terms of format and ruling for framed illustrations and annotated drawings on examination style questions.

**Oracy**

Communication with teachers and fellow students to negotiate group work and engage in discussion as well as Q&A and peer to peer learning.

Listening to one another's voices in media format.

Answering questions in class.

**Wellbeing**

Practice of patience through listening to and watching the digital media trials and examples of fellow students.

Practice of tolerance through listening to/observing their fellows work and coming to an agreement about meaning/interpretation.

Development of identity through social/cultural and personal exploration throughout the project.

Kindness learned through listening to others during presentations and Q&As

Safety/security - exploring content together in a non judgemental environment.

Empathy - seeing the diversity in what others value and gaining understanding and insight into others values and feelings, etc.

world around them

1.6 use drawings to communicate their personal outlook or Understanding

1.7 examine the method of a number of artists and the artwork they created

1.12 apply their understanding of the art elements and design principles to make an Artwork

1.14 use media to create their own artwork

2.6 investigate their own personal approach to craftwork through the technical and creative application of drawing and mark-making

2.7 identify the historical or contemporary skills and materials used in craft works from a number of different Crafts

2.10 describe art elements and design principles as they are used across a number of different crafts

2.14 use media to create craftwork

3.6 design a final work based on their drawings

3.7 describe examples of historical and contemporary design

3.11 examine their own and others' design work through the use of art elements and design Principles

3.14 utilise media in their own design work based on a design brief

### SEN/AEN (Differentiation)

- A differentiated task/lesson/element/approach is labelled '+' or '-' in each lesson to indicate alternative options/paths crafted for those who finish the given task quickly or to allow for those who need more time/extra support, etc.
- Have handouts and visual aids to assist learners who need such references to support learning.
- Allow extra time for taking down information.
- Adjust pace according to activity.
- Give the option and flexibility to allow for varying abilities on different days...i.e.; during screenings some students may feel capable of jotting notes, whereas other days it may be too stressful.
- Allow for one to ones to happen during practical unit following the close of HOA Film unit to ensure students are confident or at least to reassure that further assistance is available.
- Allow for late submission of homework where necessary.

### Managing Behaviours: Issues/Strategies

- Emphasising the importance of much of our work being digital/online, but this not taking from the fact that we keep physical records and build art and academic archives.
- Announce GDPR items at the top of class and at any point during online live teaching: "Please no photos/screenshots at any point during class, if you need to take information down, you must write it down- this is good academic practice as well as principled and mindful of privacy."
- Fill in report cards (as per advise according to new methods in light of online teaching)
- Invite people to raise their hand (physically or digitally) to answer questions (from time to time where appropriate/necessary). Invite all to type in the chatbox where appropriate.
- Have handouts labelled and ready for absent learners for the next day they are present(digital copies uploaded and due dates established and queued).
- Follow up on homework and collect by photographing and asking it be uploaded - let students know it is monitored closely, as well as their participation and presence - inform learners that HW and all rubrics will be corrected that way(virtually). Remind them of the expectation of photographing work and uploading it for correction. Highlight grading aspects of this approach throughout this term.
- Identify issues – establish a strategy to manage behavioural issues such as leaving to go to the toilet or having breaks to visit other teachers when such meetings have not been specified.
- Management of learning environment including punishing the use of phones
- Material management. Equipment and space respect and safety.
- Observe seating arrangement
- Regulated movement through the classroom(consistent presence at class - toilet breaks to be had before class and at scheduled class times, as would be expected in school in person). Allow students to request toilet breaks by asking in chatbox.
- Peer learning – group selection(as per instructions online)
- Be aware of student's situations before commencing classes online, so that unfair expectations for individuals to contribute verbally or with video on, etc are not imposed on already stressed young adults.
- Reward, affirm positive behaviour (via new ways via digital means. Special events at end of unit - digitised tours and special visitors, etc).
- Breath breaks along with intermittent eye yoga/relaxing gaze(directing to off screen and to other side of the room).