

**Class Profile:** Mixed Ability/disadvantaged.

**Theme/Aim of Unit of Learning:**

'Fight for Your Right' - A 2nd year 9 lesson unit looking at the art of boxing and the language of the sport as a launching point for CBA based processes and learning involving discussion, drawing and planning towards the creation of a 2D artefact in the form of a poster.

Design briefs throughout the unit will cover drawing from the human form and the natural or man-made world, through secondary sources, and primary sources, where possible. A variety of support studies, research and the art elements and design principles will underpin and support activities and tasks including preparatory work, sketching and colouring, all of which will serve as the basis for building a CBA-type portfolio of artwork and experiments as well as their final 2D piece helping towards the transition of producing a follow on 3D craft piece in the form of a book binded to be resumed upon return to school.

The Visual Art Learning Outcome of strand 1 *Art* will be heavily applied throughout the remote learning phase of the unit, as well as emphasis on aspects of Strand 3, whereas Strand 2 can be delved into upon return to campus.

**Key Skills/ Statements of Learning**

- Applying Visual Thinking Strategies to develop critical thinking and embracing the ideas/views of others.
- Learning to listen and develop understanding of varying viewpoints, preferences and approaches.
- Exploring and experimenting with AEDP to master the art of looking, responding and creating.
- Choosing colours and media to carry our drawing and design tasks.
- Making connections and interpreting aspects of the visual world through the theme.
- Development of drawing and observation skills through mark making with a focus on line, shape, texture and text. Mark making, colouring, measuring and learning about proportion and movement as well as revisiting a range of AEDP through a variety of activities and tasks.
- Planning a design through application of all the processes and trials carried out within the unit with a view to construction of an artefact when classes resume in the physical classroom.

**Learning Outcomes**

Students should be able to:

**STRAND 1 - ART**

**Critical and visual language**

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

1.2 respond to an artwork using critical and visual language

1.3 critique an artwork using critical and visual language

**Drawing**

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

1.5 interpret the world and communicate ideas through visual means

1.6 use drawings to communicate their personal outlook or understanding

**Visual culture and appreciation**

SOL 1: The student communicates effectively using a variety of means in a range of contexts.

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.

SOL 21: The student applies practical skills as they develop models and products using a variety of materials and technologies.

SOL 23: The student brings an idea from conception to realisation.

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.

### **Learning Layers:**

#### **Cross Curricular Links**

English, Science(biology/physics), CSPE, SPHE, Music, P.E.

#### **Literacy**

Describing their work, knowledge and understanding of the media and the creative process in written form through documentation.

Broadening vocabulary through note-taking and written design briefs.

Reading tasks and reading instructions.

Use of the chatbox to answer questions and communication via Google Classroom comment section.

#### **Numeracy**

Ruling lines, measuring by eye and with a ruler.

Planning for

Measuring by eye and through placement

Considering balance and harmony

Working with various scales of material(paper and collage content)

#### **Oracy**

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

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

1.8 discuss examples of historical and contemporary visual art

1.9 debate the value that they and society place on an artwork

Art elements and design principles (AEDP)

1.10 identify the use of art elements and design principles within an artwork

1.11 consider the use of the art elements and design principles in their own artwork

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

Media

1.13 identify media which are used to create artwork

1.14 use media to create their own artwork

1.15 critique the choice of media in their own or others' artwork

STRAND 2 - CRAFT

Critical and visual language

2.1 identify and use the critical and visual language associated with more than one type of craft 2.2 reflect on their own, or another's, craftwork through the use of critical and visual language

2.3 interrogate and communicate ideas about different crafts using critical and visual language

Drawing

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

2.5 develop their ideas for craftwork through drawing

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

Visual culture and appreciation

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

2.8 interpret the narrative, symbols and functions used in craftwork from their own and other world cultures

Art elements and design principles (AEDP)

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

2.11 research the use of art elements and design principles in historical and contemporary craftwork from their own and other cultures

2.12 justify the choice of art elements and design principles in their own or others' craftwork

Public oration.

Presenting their work and verbal critique of others' work.

Answering questions in class.

Verbal exchanges with fellow students.

### Wellbeing

Practice of patience through listening to one another during the course of the scheme, as well as newly applied skills associated with sharing of new online space.

Tolerance and kindness learned through observing others during presentations and Q&As, especially in light of new approaches via remote learning platforms and use of functions such as chatbox.

Supporting fellow students learned through sharing of media, resources and peer to peer support/extracurricular/contact outside of Google Classroom and check-ins with homework task.

### Media

2.13 identify the role of media in the development of craftwork

2.14 use media to create craftwork

2.15 justify the choice of media in their own or others' craftwork

### STRAND3 -MEDIA

#### Critical and visual language

3.1 use critical and visual language to describe diverse design work

3.2 use critical and visual language to explain their own designs and those of others

3.3 respond to and critique works of design using appropriate visual language

#### Drawing

3.4 interpret a design brief and represent this through their drawings

3.5 experiment with design ideas through research and analytical drawing

3.6 design a final work based on their drawings

#### Visual culture and appreciation

3.7 describe examples of historical and contemporary design

3.8 discuss historical and contemporary design practices

3.9 justify the design concepts made by historical and contemporary designers

#### Art elements and design principles (AEDP)

3.10 explain the use of art elements and design principles in examples of design work

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

3.12 assess their own and others' design work using their knowledge of art elements and design principles

#### Media

3.13 describe the use of media in examples of design work

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

3.15 justify design concepts and the use of media in their own or others' work

### **SEN/AEN (Differentiation)**

- Provide face to camera catch ups and voice overs for those who missed out due to COVID. Provide video instructions for catch-ups.
- Extension allowances re. due dates and flexibility.
- Availability at all time on Google Classroom suite, particularly on
- Share documentation from classmates development of ideas and the step by step process.
- Give tailored at home tasks and guide where necessary.
- Be conscientious of limitations at home and send items via post where possible.
- Be mindful of digital allergies and saturation. Have physical slideshow content printed out and be prepared to speak through items or show imagery and physically demonstrate, if 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 unit re. 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 advice according to new methods in light of online teaching).
- Grading generously in these times, encouraging attendance.
- 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 (when returned to school)
- 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 - event/presentation at end of unit).
- Breath breaks along with intermittent eye yoga/relaxing gaze(directing to off screen and to other side of the room).

Lesson No. 1/9	Teaching & Learning Content	Learning Intentions
<p><b>Date:</b> 25th Jan (Mon)</p> <p><b>Lesson type:</b></p> <p><b>Time:</b> 10.50-11.30am</p> <p><b>Stage:</b> Intro theme</p>	<p><b>AEDP:</b> colour, shape, movement.</p> <p><b>Process/Learning Layer/s:</b>  Soundcheck and organise online learning platform.  Greet class and take roll.  Show Ushio boxing painting video - MP4 file uploaded to Google Classroom or via Youtube for non staff.  Exploration of the theme by referencing the artist's media, style and technique.  Discussion if possible (students too shy and nervous to use their mics as per Mr. Cheevers, be aware of this).  Describe and explain the work, no need to read word for word (they're to do that themselves later as part of their own learning process on their own), but give an overview - 'warm students up to the brief and pitch a few questions and give a few answers. 'let them win' to increase engagement and underline the relative easiness of the task.  Written and reflective work to be carried out and returned.  Offer the opportunity to ask questions regarding taskwork and due date/time, etc.</p> <p><b>Materials/resources:</b> device to access video and handout, pen and paper.</p> <p><b>Theme:</b> Observing, recording and understanding the human body in motion within the world in various formats. Using a different cultural asset than typical art practices to draw inspiration from and connect art of local interest and social value to classroom learning.</p> <p><b>CC:</b> Science(biology/physics) - artist is an older man, using force to create action which translates into mark making. Momentum and how the material reacts to the hard surface of the canvas. Media -</p>	<p><b>At the end of this lesson learners should be able to</b></p> <ul style="list-style-type: none"> <li>● Describe the use of media and technique in an example of a live artwork</li> <li>● Interpret the art process and broaden their view of contemporary artwork through questions and suggestions that stimulate critical and reflective thinking</li> <li>● Apply themselves in a critical way, using visual and descriptive language to describe a diverse artwork, applying knowledge of AEDP (colour, shape and movement) and offer opinions.</li> </ul>

spine - porous. scientific and art language connected. Light and dark (discussion of space - theatre [black box] versus gallery [white cube] - function/purpose?)

**H&S:** Enquire about how students are feeling, have a positive attitude - in the rush to get unit covered don't forget to be warm and relaxed - show that the learning is fun.

**Slideshow:** [2YR e. Adamczyk \(1-3\)](#)

**Screening:**

<https://drive.google.com/file/d/1Zqn9m2quXajjadoWyn0QupvvggAhbAYs/view?usp=sharing>

[USHIO SHINOHARA Paint Boxer @ SUNY New Paltz 2012.](#)

**Handout/task:**

<https://docs.google.com/document/d/1PGko6XW Cmixsl-58dOeGPfliuyNpQntLNJWbllGSJKE/edit?usp=sharing>

[TASK 2 - Boxer line and shape study.docx](#) >

**SS/VA:** Boxer painter Ushio Shinohara. Live paint performance in SUNY footage. See images >

The screenshot shows a document with the following content:

**INTRODUCTION TO FIGHT FOR YOUR RIGHT!**  
- A young female artist is ready to make a bold statement! Her design...

**2nd YEAR STUDENTS TO DO:**

- VIEW USHIO SHINOHARA 'Paint Boxer' VIDEO
- ANSWER QUESTIONNAIRE
- USE KEYWORDS TO ANSWER QUESTIONS

**KEYWORDS:**  
USHIO SHINOHARA  
BOXER  
ARTIST  
STYLE  
ENERGY  
COLOUR  
POWER/FORCE  
PAINTING  
CANVAS  
TECHNIQUE  
PATTERN  
PAINTING SKILLS  
BOXING SKILLS  
PERFORMANCE  
ART GALLERY  
EXHIBITION

**USHIO SHINOHARA 'PAINT BOXER' QUESTIONNAIRE**

**Q**

- What type of art is Ushio Shinohara? (Tick the box or write 3-4 or 1-10 in your notebook)
  - Artist
  - Painter
  - Performance artist
- Write the artist's name
- What medium is Ushio Shinohara using?
  - Paper
  - Canvas
  - Wall
- Which colours are used?
- What 3-4 words describe the following that best describe the technique Shinohara is using in this artwork?
  - Splattering paint
  - Dabbing and splash strokes
  - Scissoring
  - Dipping
  - Layering paper
  - Clipping
  - Dipping
  - Punching
- What tools is the artist using to create this work?
 

A range of paintbrushes and a palette, boxing gloves with sponges and bands of paper or a map and bucket of paint?
- Describe what action you see happening at 1:45 - 1:58 secs in the video
- Where do you think this event is being held?
  - A college lecture hall
  - An art gallery
  - A theatre

**Writing task:**

What sort of work did the artist make? Did he create a sort of pattern? Can you describe the type of shapes you see when he finishes creating the piece? Answer the above questions and write 3-5 sentences on what you found interesting about the video, the artist and the artwork.

- Write 3-4 words that describe the technique you just saw in the video.
- Write back to the 3 questions you just answered and your 3-4 words.

Ushio Shinohara uses special boxing gloves and a punching technique as he punches to create bright colours. He uses energy in creating his art and splatters. The artist is an older man but you would expect to see a younger artist using boxing in their work. I think that he spent a long time in his work at the wall. The work is a live art performance in front of an audience, including some painting help in an art gallery.



**Teaching methods and student learning activities:**  
including  
**Resources (SS, VA etc)**  
**Differentiation**  
**Evaluation**

**Entry System:**

Greet students, take roll, check mics and chat function., ensure they can see shared screen tabs and that device audio is audible clearly.

**Key words:**

USHIO SHINOHARA, BOXER, ARTIST, STYLE, ENERGY, COLOUR, POWER/FORCE, PAINTING, CANVAS, TECHNIQUE, PATTERN, PAINTING SKILLS, BOXING SKILLS, PERFORMANCE, ART GALLERY, EXHIBITION, ACTION, MOVEMENT, splatter, dabbing, splashing, dipping, punching, tools, boxing gloves, sponges.

**Resources:**

Google Classroom (live link for Google Meets), Google Documents (handout/task), key words and instruction sheet with questionnaire, MP4 separate file of video content, pre-written example of writing task.

**Support study and visual aids:**

Ushio boxer painter video, (still for prompting when revisiting for reference while giving instructions/not to be included in the student questionnaire task package to discourage just answering without viewing the video).

**Materials:**

This is an introductory, observation and questioning/reflective based task. All that is required is the student's own phone or access to Google Classroom for now. We are

warming up to the theme.

**Overview of the lesson and expected outcome:**

Introduce basic theme of Unit of Learning through screen sharing an introductory slide(trying to limit sharing visual screen based content as much as possible in accordance with what the host teacher understands of the students capacities and in conjunction with general advice for this profile of students and at this level of learning.

Differentiation accommodated in overall structuring and writing up of the questionnaire. Some questions are very direct and others offer the chance for stronger students to explore and expand further. Also there are choice questions, so that should allow for a variety of abilities.

The final task gives the option of the learner writing 3- 5 + sentences and gives differentiated guidance re. bullet points and helpful hints to assist the work.

Learners develop answers and reflections based on what they see from the screening. Pupils to be given til the next class to complete this task. Due date to be inserted to Google Classroom 'Classwork' under the prescribed topic.

Assessment will happen by grading via Google Classroom assignments function /100 and engagement with the individual pupils and exemplifying their work in following lessons to the class as a way to reference learning. Feedback can be given directly to students individually and privately via the comment section of their submitted/returned work.

**Body of lesson:**

- Give intro through live presentation
- Discuss learning intentions in student friendly language
- Give an overview of today's lesson as well as the expectations re. classwork and homework
- Screen the video
- Discuss and question to warm up the critical thought and creative interpretation before addressing the questionnaire
- Pupil task - answer the questionnaire
- Homework - finish writing task after the questionnaire (insert due date and time on Google Classroom under allocated topic and classwork area)
- Evaluate and assess through the specified and appropriate means during correction and when planning for following classes (determine based on what ios produced by learners)

**Question students:**

- What tools does a painter use to create their artwork? Any unusual tools he Ushio used to make marks on the canvas?
- Did you hear the audience member referring to 'composition' ? Can you remember we learned all about composition in our unit before Christmas?
- What do you think of the composition Ushio is creating ?
- What sort of marks did the artist make?
- Did he create a sort of pattern?
- Did anything in particular strike you or surprise you pleasantly or otherwise during the performance painting?
- Is this artwork more of a live painting or a performance artwork?
- What way would you feel if you were live in the audience - what way do you think you would react?
- Can you describe the types of shapes we see when he finishes creating the piece?

**Teacher demonstration:**

Demonstration one - teacher to demonstrate how to observe the video and how to understand what is being asked, instructing first to read through the questionnaire in its entirety, ask questions if confused, think and reflect and to then proceed with viewing the video. It may be indicated at this point that notes or little pointers can be jotted down on a piece of paper

Demonstration two - shown by examples in handout these should be expended on and verbally read out to students or students requested to volunteer to read them and discuss, similarly homework writing task full example shown. Read this after questionnaire answers are shared by students and ensure demonstration of writing task is manageable and understood before departure from las.

Asking students to identify some of the answers from the questionnaire through casual questioning prior to assigning the task so that they are confident and already have

half the work done by volunteering their ideas and viewpoints verbally, either vocally or in the chat box.

**Student Learning Activity:**

Students observe, take note and answer questions and interpret from a video screening of a live artwork and respond to a list of questions that refer to art aspects of the process, tools, techniques and other aspects of the work and the artist himself. View, observe, write, respond and reference throughout the class task work and

**Conclusion:**

- Review of learning intentions/outcomes, success criteria, what we achieved, etc.
- Reward efforts and give feedback referring specifically to what students have included in their live responses as well as written work submitted.
- Homework noted and understood and students know where to find it and how to access and upload photographic evidence of prescribed work to the online learning suite.

**Exit strategy:**

Due date for work repeated, state next date for following lesson and wish students well, remind them where and when teacher will be available for any questions or to help with homework, etc.



**Evaluation and Assessment  
Procedures:  
Success Criteria and  
Assessment Method**

**Success Criteria**

**How to recognise success**

- Did learners effectively engage in discussion, written work and offer feedback, submitting work in a timely fashion, showing effort and engagement?
- Did they apply their critical minds to the theme and how it is linked to this particular artist's style and approach, exploring the relevant AEDP of this lesson?
- Were their responses thorough and did they evidence engagement and critical thinking on the topics covered?

**Aligned to Learning Intention**

- Learners have completed a portion of the assigned brief through observation and answering questions.
- They gave feedback on video and content and were able to describe the use of media and techniques.
- They viewed contemporary artwork and responded critically, noticing style, technique, process and use of media.
- They used visual and descriptive language to describe art and evidenced knowledge of the relevant AEDP.
- They were able to explain the process and the result verbally and with art appropriate language.

**Developed by the teacher -**

**Co constructed with the student**

Learners considered the location and where else the live art action could have been carried out.

**Relevant | student friendly language**

Messy, neat and tidy, dip, dribble, spill, splash, playful, pleasant, bright and cheerful, get up and go, moving all around, to and fro, back and forth.

**Can be planned in advance or emerge during the learning**

Conversation emerged about decision making when answering questionnaires and whether or not to leave our initial answers visible for examiners if we change our minds.

**Differentiation** - weaker and quieter students needed to be encouraged by reminding them that the live class space is theirs and they have choices of how to engage(via chatbox or silently observing if they are not in a position to turn mics off and engage fully in online learning on Google Meets).

These learners needed to be reminded that they are not going to be graded poorly and that any and all efforts are positive.

Students that finish quickly were encouraged to finish their writing task homework part.

All students that were present and aware of the work, those who noted the uploaded work and who responded to the teacher were critically engaged and thought for themselves.

**Assessment methods/tools**

- Evaluation (Teacher led Q&A individual questioning/group questioning)
- ~~Peer to peer questioning and evaluating/critiquing.~~
- Teacher Observation
- Questioning /feedback live or in the comment section of the assignment area.
- Artefact - written reflections and evidence of critical observation of support study artist

Reflection

[1 2YR Reflection.docx](#)

Lesson No. 2/9	Teaching & Learning Content	Learning Intentions
<p><b>Date:</b> 27th Jan(Wed) <b>Lesson type:</b> Online <b>Time:</b> 10.50-11.30am <b>Stage:</b></p>	<p><b>AEDP:</b> line, shape, form, movement</p> <p><b>Process/Learning Layer/s:</b> Students are to open up the document logged in today's lesson labelled Task 2 under the designated 'Boxing Unit' topic. They are required to read the instructions. They should commence the writing task after viewing the video. There is a Google Classroom Drive document for student use for their security and a Youtube link for the convenience of substitute (<i>required for non staff members of Mr. Cheevers Google Classroom suite and examiners/supervisors</i>)* Students then complete a drawing task - outlined step by step within the same task document. See the step by step guide.</p> <p><b>Materials/resources:</b> pencil and a marker(colour of their choice). Access to the internet and device for viewing, listening and inputting information, such as uploading photos of task work to Google Classroom for assessment.</p> <p>Please complete TASK 1 if you haven't already done so. (So far, I only see 1 submission of that work)*</p> <p><b>Theme:</b> Observing, recording and understanding the human body in motion within the world in various formats. Using a different cultural asset than typical art practices to draw inspiration from and connect art of local interest and social value to classroom learning.</p> <p><b>CC:</b> English, P.E., Science(physics)</p>	<p><b>At the end of this lesson learners should be able to</b></p> <ul style="list-style-type: none"><li>• Understand the importance of speed and movement as it relates to the human body, recognising the benefits and aesthetic value of slow motion in observing the human figure in action and develop skills in following a step by step line and shape figure drawing brief, whilst maintaining awareness that this is an alternative to live figure action drawing.</li><li>• Growing in understanding of creative learning as part theoretical as well as practical whilst learning to recognise the benefits of careful observation of the natural and manmade world as they interact with one another.</li><li>• Becoming familiar with responding critically and making choices and connections between various media, as well as gaining in the confidence to look and respond as well as name and document their reflections with a view to sharing these findings with their fellows.</li></ul>

**H&S:** Check in on energy levels (awareness around wellbeing and digital saturation). 5th years are overwhelmed - perhaps 2nd years are too?\*

**Slideshow:** [2YR e. Adamczyk \(4-7\)](#)

**Screening:**

[https://drive.google.com/file/d/10TJCV342zXqjBUFLmNy6VfTt9-fhJ\\_ab/view?usp=sharing](https://drive.google.com/file/d/10TJCV342zXqjBUFLmNy6VfTt9-fhJ_ab/view?usp=sharing)

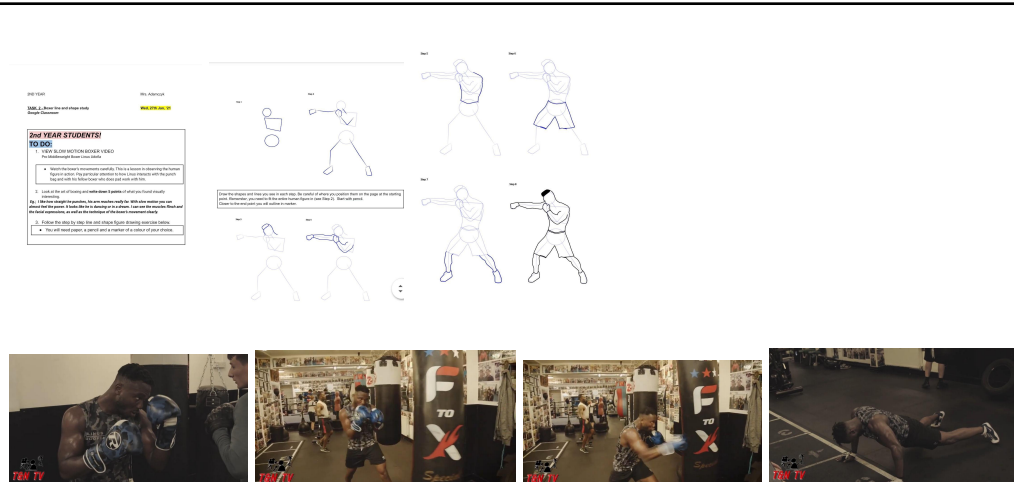
[Slow Motion Boxing Training with \(Linus Udofia\)](#)

**Handout/task:**

<https://docs.google.com/document/d/1u-xhNYPOIHdolvJbn12RGPLVV2r6lfE2qHlt2BR7bNE/edit?usp=sharing>

[TASK 2 - Boxer line and shape study.docx](#) >

**SS/VA:** Video footage slow motion action/human figure. Middleweight boxer Linus Udofia. See images >



**Teaching methods and student learning activities:**  
**including**  
**Resources (SS, VA etc)**  
**Differentiation**  
**Evaluation**

**Entry System:**

Greet students, take roll, check mics and chat functions, remind students of meeting links in 'announcements' stream or at the main board of 2nd year Classroom.

**Key words:** slow-motion, form, movement, action, human figure, physical environment, man made world, Pro Middleweight Boxer, Linus Udofia, observation, figure drawing, interact, punch, stretch, reach, punchbag, boxing pads, jab, cross, uppercut, hook, southpaw, orthodox, visually interesting,, muscular, flinch, detail, expressions. Google Classroom suite, designated folder, topic, assignment section.

**Resources (see Process and Google Classroom/Drive for corresponding class/date)\***

Google Classroom (live link for Google Meets), Google Documents (handout/task), key words and instruction sheet with questionnaire, MP4 separate file of video content, pre-written example of writing task.

**Support study and visual aids:** VIDEO: Slow Motion Boxing Training with (Linus Udofia) and document with questions on reflection and observation (post viewing) including 2 sheets with step by step instructions for full figure in motion drawing exercise.

**Materials:** Pencil, paper (minimum 4 sheets/preferably plain), and marker, student's own phone/laptop for access to Google Classroom.

**Overview of the lesson and expected outcome:**

Introduce basic theme of Unit of Learning through screen sharing an introductory slide(trying to limit sharing visual screen based content as much as possible in accordance with what the host teacher understands of the students capacities and in conjunction with general advice for this profile of students and at this level of learning.

Differentiation accommodated in overall structuring and writing up of the questionnaire. Some questions are very direct and others offer the chance for stronger students to explore and expand further. Also there are choice questions, so that should allow for a variety of abilities. Learners develop answers and reflections based on what they see from the screening. Pupils to be given til the next class to complete this task. Due date to be inserted to Google Classroom 'Classwork' under the prescribed topic. Assessment will happen by grading via Google Classroom assignments function /100 and engagement with the individual pupils and exemplifying their work in following lessons to the class as a way to reference learning. Feedback can be given directly to students individually and privately via the comment section of their submitted/returned work.

**Body of lesson:**

- Give intro through live presentation
- Discuss learning intentions in student friendly language
- Give an overview of today's lesson as well as the expectations re. work for now and the remainder to be completed as homework
- Screen the video (viewed first, as in lesson 1)
- Discuss and question to warm up the critical thought and creative interpretation before addressing the task handout and drawing step by step exercise.
- Demonstration should be covered in this instance by additional text instructions(also differentiation for those who need additional assistance in understanding steps with extra descriptions in word form)
- Pupil task - answer the brief questions, respond with required reflections
- Homework - finish writing task if not completed in the lesson timeframe (by tonight) and complete the figure drawing task and insert all in by the due date and time on Google Classroom under allocated topic and classwork area.
- Evaluate and assess through exemplifying work to fellow students in the next live class. Be ready to discuss your work or at least read out your answers.

**Question students:**

- Is slow motion useful? why? What would the opposite of slow motion be?
- Why did the creator of the video film in slow motion do you think? Do you see movement more clearly or is it distorted?
- How many heads are supposed to fit within the length of the human figure? Do you think this is accurate?
- Human form in action is harder to draw than still life - true or false? Is that an opinion or a fact and what is the basis of your response? Confidence/experience in drawing?
- For the boxers - tell us what you think of Linus Udofia's technique first of all? Is he southpaw or orthodox? When did you know which he was as you viewed the video? How would you best describe one stance from the other for non-boxers in your class?
- What is form ? What is shape? Compare and contrast these elements?
- Look at the drawing brief, how is movement shown in the final drawing? As a design principle, how would you connect movement in a picture to movement in reality, as in the world around us? How about balance? (Consider the aspect of balance we see in the real world example of Linus as he trains... how does he balance himself as he moves and interacts with objects and others in the screening of the training session).

**Teacher demonstration:**

Demonstration one - teacher to watch the video with students and stop and start where necessary to ask questions or make points that will clarify instructions and aspects of the task work and drawing exercise.

Demonstration two - Read the examples out and make any additional comments that come to mind when addressing the brief for students - discuss the instructions on the step by step figure in action drawing brief. (show how to follow the steps as a guide).

Asking students to identify some of the answers from the questionnaire through casual questioning prior to assigning the task so that they are confident and already have half the work done by volunteering their ideas and viewpoints verbally, either vocally or in the chat box.

**Student Learning Activity:**

Students observe, take note and answer questions and interpret a video screening of a boxer in slow motion action and respond to questions that refer to art related aspects

	<p>of the video with special focus on the human figure, the essence of observational studies and appreciation for the slow motion filming technique. They View, observe, write, respond as well as draw throughout the class task work and homework finalisation.</p> <p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>● Review of learning intentions/outcomes, success criteria, what we achieved, etc.</li> <li>● Ensure instructions are understood and that students know where to find it and how to access and upload photographic evidence of prescribed work to the online learning suite.</li> <li>● Highlight where teacher can be reached on Google Classroom, etc</li> <li>● Reward efforts and give feedback referring specifically to what students have included in their live responses as well as written /drawn submissions</li> </ul> <p><b>Exit strategy:</b> Due date for work repeated, state next date for following lesson and wish students well, remind them where and when teacher will be available for any questions or to help with homework and allow students to log off before closing the meeting.</p>
<p><b>Evaluation and Assessment Procedures: Success Criteria and Assessment Method</b></p>	<p><b>Success Criteria</b></p> <p><b>How to recognise success</b></p> <ul style="list-style-type: none"> <li>● Did learners effectively engage in viewing a screened video, discussion, written and drawing work as well as offer feedback plus submit sketch works in a timely fashion, showing effort and engagement?</li> <li>● Did they apply their critical minds to the theme,making connections between bodily movement in a conventionally sport oriented manner and visual art as viewed through the art elements and design principles relevant to the lesson?</li> <li>● Did learners consider different media as a means of observing the world around them, i.e. video (non live) footage as an alternative to life drawing of figures in action?</li> </ul> <p><b>Aligned to Learning Intention</b></p> <ul style="list-style-type: none"> <li>● Learners have completed a portion of the assigned brief through observation and answering questions.</li> <li>● They gave feedback on video and content and were able to describe and appreciate movement as learning about observational drawing as well as it being linked to the design principle focus.</li> <li>● They viewed moving images in a slow motion firmatponded critically, noticing style, technique, process and use of media.</li> <li>● They used visual and descriptive language to describe art and evidenced knowledge of the relevant AEDP.</li> <li>● They were able to explain the process and the result verbally and with art appropriate language.</li> </ul> <p><b>Developed by the teacher</b> Possibility of drawing a model live or students getting family or members of their living space to do the action poses, challenging them to use the boxing vernacular to instruct (P.E. cross curricular).</p> <p><b>Co constructed with the student</b> Learners considered the location and where else the live art action could have been carried out.</p> <p><b>Relevant   student friendly language</b> Constantly moving, keep it moving,keep you on your toes, kept on his toes, on the back foot, propel, pivot, down the eyeline, take it on the chin, guard up, in the same way, just as he does, do you see the way I..., tell me what you think, what comes to mind, don't overthink, just let it flow, manage as bes as you can, reach out.</p> <p><b>Can be planned in advance or emerge during the learning</b> The notion of drawing with boxing gloves on and how laborious it would be. I suggested it would be good for motor skills, control and technique as well as a chance to</p>

	<p>consider scale and mark making in a new way, like lesson 1's support study.</p> <p><b>Differentiation</b> - weaker and quieter students needed to be encouraged by reminding them that the live class space is theirs and they have choices of how to engage(via chatbox or silently observing if they are not in a position to turn mics off and engage fully in online learning on Google Meets. These learners needed to be reminded that they are not going to be graded poorly and that any and all efforts will be positively affirmed. Students that finish quickly were encouraged to finish their writing task homework part. All students that were present and aware of the work, those who noted the uploaded work and who responded to the teacher were critically engaged and thought for themselves.</p> <p><b>Assessment methods/tools</b></p> <ul style="list-style-type: none"> <li>• Evaluation (Teacher led Q&amp;A individual questioning/group questioning)</li> <li>• Peer to peer questioning and evaluating/critiquing:</li> <li>• Teacher Observation/reflection/correction</li> <li>• Questioning /feedback live or in the comment section of the assignment area.</li> <li>• Artefact - figure drawing in motion/pose relative to theme</li> </ul>
	<p><b>Reflection</b>  <a href="#">2 2YR Reflection.docx</a></p>

<p><b>Lesson No. 3/9</b>  <b>Date:</b> 1st Feb (Mon)  <b>Lesson type:</b> online  <b>Time:</b> 10.50-11.30am  <b>Stage:</b> Theme understanding and development</p>	<p><b>Teaching &amp; Learning Content</b></p> <p><b>AEDP:</b> Tension, harmony</p> <p><b>Process Learning Layer/s:</b></p> <p><b>Materials/resources:</b> pencil and a marker(colour of their choice). Access to the internet and device for viewing, listening and inputting information, such as uploading photos of task work to Google Classroom for assessment, as well as a search engine or dictionary tool (a physical dictionary would be great).</p> <p><b>Theme:</b> Delving into the theme in a language based way in order to get to develop skills in responding critically to the visual world with succinct descriptions and phrases that connect to a cultural vernacular specific to an aspect of their community that is held in high regard and which bears huge weight for the society where the school is based and its neighbouring towns. The opportunity to sharpen senses in a cognitive way where there is the chance for learners to feel validation , pride and</p>	<p><b>Learning Intentions</b></p> <p><b>At the end of this lesson the learners should be able to</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge of the power of simplicity in the context of design and be able to align literal power with symbolic power, in light of the overarching theme and associations with the experience of emotions and psychological experiences.</li> <li>• Broaden their vocabulary and gain appreciation for the roots of a specific cultural vernacular, becoming more aware of already existent or inherent knowledge in themselves as learners and members of society as well as the value and the expertise of their extended communities and families.</li> <li>• Think and create innovatively and derive inspiration from historical design traits, borrowing from tradition thus gaining a sense of comprehension and value of visual culture.</li> </ul>
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ownership of their learning and a sense that they are experts and new reckoning of already existing social and cultural knowledge.

CC: English, P.E., Biology.

H&S: Remind learners not to worry if they are only tuning in at this point but gently remind them to be engaged as much as they possibly can be.

Slideshow: [2YR e. Adamczyk \(9+10\)](#)

Handout/task: [- TASK 3 - Boxing Symbols language.docx](#)

Additional reading:

<http://fightclubamerica.com/about/history-of-boxing/>

[https://docs.google.com/document/d/1NNpSIFcaNWPQLWmJxByKL1uk1LEstETFOomVGRR\\_CTk/edit?usp=sharing](https://docs.google.com/document/d/1NNpSIFcaNWPQLWmJxByKL1uk1LEstETFOomVGRR_CTk/edit?usp=sharing)

SS/VA: Grid of design symbols and key words and phrases. See images >

2ND YEAR Mrs. Adamczyk

TASK 3 - Boxing symbols - matching language Google Classroom

For this task you will need:

- paper and a pen/pencil
- A dictionary or to simply search for word definitions on your phone/computer.

When looking up words in online dictionary, type in your word and 'definition' after it to the search bar.  
i.e.: Contender definition  
Press search.

**2nd YEAR STUDENTS TO DO:**

- a) Read all the words and phrases listed on pg. 2  
b) Look at the images of boxing symbols on pg. 3
- Connect the words that match with each symbol.  
Write the number of symbols 1-16 on a separate page and write the corresponding word, showing how you have paired the images and words up.  
**EXAMPLE: 1 "time!"**  
2. ...
- Draw your own boxing symbol and add a word or phrase that can be linked to your symbol.

LIST OF WORDS:

Opponent	"Round 1"	Conditioning	Gloves	Protective gear
Speed bag	16oz	Cross	"Time!"	Boxing bag
Head gear	Jab	Skipping	Footwork	"Step in the ring"
"On the clock"	"Weigh in"	"On the ropes"	Power	Success
Champion	Contender			



Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation

**Entry System:**

Greet students, take roll (take note of presence), check mics and chat function.

**Key words:**

Opponent, Speed bag, Head gear, "On the clock", "Round 1", "16oz, Jab, 'Weigh in, Champion, Conditioning, Cross, Skipping, "On the ropes", Contender, Gloves, "Time!", Footwork, Power, Protective gear, Boxing bag, "Step in the ring", Success, symbol, icon, thumbnail, represent, meaning, phrases, pair up, corresponding.

**Resources:**

Google Classroom (live link for Google Meets), Google Documents (handout/task), key words and instruction sheet with questionnaire, MP4 separate file of video content, pre-written example of writing task.

**Support study and visual aids:**

Boxing symbols and keywords to prompt word association thinking and reflexion on design and communication of a message based on the theme.

**Materials:** Pencil, paper and marker, student's own phone/laptop for access to Google Classroom.

**Overview of the lesson and expected outcome:**

Introduce the learning outcomes for the lesson through a slide or two of the powerpoint for the designated day/class number (labelled in linked Google Slides '3/9'). Continue to try to limit sharing visual screen based content as much as possible in accordance with what the host teacher and school advice. Differentiation accommodated in overall structuring and writing up of the task handout. Some questions are very direct and others offer the chance for stronger students to explore and expand further. Also there is a drawing option, so that should allow for a variety of abilities, including those who express themselves and their thoughts better through drawing as opposed to words.

The final task gives the option of the learner writing 3- 5 + sentences and gives differentiated guidance re. bullet points and helpful hints to assist the work. Learners develop answers and reflections based on what they see from the screening. Pupils to be given til the next class to complete this task. Due date to be inserted to Google Classroom 'Classwork' under the prescribed topic.

Assessment will happen by grading via Google Classroom assignments function /100 and engagement with the individual pupils and exemplifying their work in following lessons to the class as a way to reference learning. Feedback can be given directly to students individually and privately via the comment section of their submitted/returned work.

**Body of lesson:**

- Give intro through live presentation
- Discuss learning intentions in student friendly language
- Give an overview of today's lesson as well as the expectations re. class (task)work and homework (it is referred to as task work because due dates and time for submission has to be extended to accommodate the profile and capacity of this school's student body - i.e.; not wise to ask them to do work there and then in class, as they do not put their cameras on nor do they even unmute themselves, so try your best, but do not pressurise)
- Give instructions and show the imagery for the class (boxing symbols)
- Discuss and question to warm up the critical thought and creative interpretation before assigning the task work.
- Pupil task - respond fully to the brief
- Homework - finish task and insert into Google Classroom under allocated topic and classwork area - note due date.
- Evaluate and assess through the specified and appropriate means during correction and when planning for following classes (determine based on what is produced by learners)

**Question students:**

- Name an emblem or a symbol that is associated with Ireland.
- What do you think is the function of symbols? Are they useful? Why/why not?
- Why are words useful? In what instances can word be replaced by images in the world around us...list some common examples? (Loo around you - can you see some examples in your immediate environment?)
- Did he create a sort of pattern?
- Did anything in particular strike you or surprise you pleasantly or otherwise during the performance painting?
- Is this artwork more of a live painting or a performance artwork?
- What way would you feel if you were live in the audience - what way do you think you would react?
- Can you describe the types of shapes we see when he finishes creating the piece?

**Teacher demonstration:**



	<p>Demonstration one - teacher to demonstrate how to observe the video and how to understand what is being asked, instructing first to read through the questionnaire in its entirety, ask questions if confused, think and reflect and to then proceed with viewing the video. It may be indicated at this point that notes or little pointers can be jotted down on a piece of paper</p> <p>Demonstration two - shown by examples in handout these should be expended on and verbally read out to students or students requested to volunteer to read them and discuss, similarly homework writing task full example shown. Read this after questionnaire answers are shared by students and ensure demonstration of writing task is manageable and understood before departure from las.</p> <p>Asking students to identify some of the answers from the questionnaire through casual questioning prior to assigning the task so that they are confident and already have half the work done by volunteering their ideas and viewpoints verbally, either vocally or in the chat box.</p> <p><b>Student Learning Activity:</b> Students observe, take note and answer questions and interpret from a video screening of a live artwork and respond to a list of questions that refer to art aspects of the process, tools, techniques and other aspects of the work and the artist himself. View, observe, write, respond and reference throughout the class task work and</p> <p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>● Review of learning intentions/outcomes, success criteria, what we achieved, etc.</li> <li>● Reward efforts and give feedback referring specifically to what students have included in their live responses as well as written work submitted.</li> <li>● Homework noted and understood and students know where to find it and how to access and upload photographic evidence of prescribed work to the online learning suite.</li> </ul> <p><b>Exit strategy:</b> Due date for work repeated, state next date for following lesson and wish students well, remind them where and when teacher will be available for any questions or to help with homework, etc.</p>
<p><b>Evaluation and Assessment Procedures: Success Criteria and Assessment Method</b></p>	<p><b>Success Criteria</b></p> <p><b>How to recognise success</b></p> <ul style="list-style-type: none"> <li>● Did learners effectively engage in discussion, written work and offer feedback, submitting work in a timely fashion, showing effort and engagement?</li> <li>● Did they apply their critical minds to the theme and how it is linked to this particular artist's style and approach, exploring the relevant AEDP of this lesson?</li> </ul> <p><b>Aligned to Learning Intention</b></p> <ul style="list-style-type: none"> <li>● Learners have completed a portion of the assigned brief through observation and answering questions.</li> <li>● They gave feedback on video and content and were able to describe the use of media and techniques.</li> <li>● They viewed contemporary artwork and responded critically, noticing style, technique, process and use of media.</li> <li>● They used visual and descriptive language to describe art and evidenced knowledge of the relevant AEDP.</li> <li>● They were able to explain the process and the result verbally and with art appropriate language.</li> </ul> <p><b>Developed by the teacher -</b></p> <p><b>Co constructed with the student</b> Learners considered the location and where else the live art action could have been carried out.</p>

	<p><b>Relevant   student friendly language</b> Messy, neat and tidy, dip, dribble, spill, splash, playful, pleasant, bright and cheerful, get up and go, moving all around, to and fro, back and forth.</p> <p><b>Can be planned in advance or emerge during the learning</b> Conversation emerged about</p> <p><b>Differentiation</b> - weaker and quieter students needed to be encouraged by reminding them that the live class space is theirs and they have choices of how to engage(via chatbox or silently observing if they are not in a position to turn mics off and engage fully in online learning on Google Meets. These learners needed to be reminded that they are not going to be graded poorly and that any and all efforts are positive. Students that finish quickly were encouraged to finish their writing task homework part. All students that were present and aware of the work, those who noted the uploaded work and who responded to teacher were critically engaged and thought for themselves.</p> <p><b>Assessment methods/tools</b></p> <ul style="list-style-type: none"> <li>• Evaluation (Teacher led Q&amp;A individual questioning/group questioning)</li> <li>• <del>Peer to peer questioning and evaluating/critiquing.</del></li> <li>• Teacher Observation</li> <li>• Questioning /feedback live or in comment section of assignment area.</li> <li>• Artefact -a word bank stemming from reflective observations based on symbol and word association challenges, as well as their own drawn motif connected to a theme based word of their own(also documented).</li> </ul>
	<p><b>Reflection</b> <a href="#">3 2YR Ref8lection.docx</a></p>

<p><b>Lesson No. 4/9</b> <b>Date:</b> 3rd Feb(Wed) <b>Lesson type:</b> online <b>Time:</b> 10.50-11.30am <b>Stage:</b></p>	<p><b>Teaching &amp; Learning Content</b></p> <p><b>AEDP:</b> line, shape, colour</p> <p><b>Process Learning Layer/s:</b></p> <p>Please complete TASK 1 if you haven't already done so. (So far, I only see 1 submission of that work)* <b>Materials/resources:</b> pencil and a marker(colour of their choice). Access to internet and device for viewing, listening and inputting information, such as uploading photos of task work to Google Classroom for assessment.</p> <p><b>Theme:</b> Boxing belt blended art element task</p> <p><b>CC:</b> maths</p>	<p><b>Learning Intentions</b></p> <p><b>At the end of this lesson learners should be able to</b></p> <ul style="list-style-type: none"> <li>• Be able to recognise the application of the blend of relevant art elements in the one taskline and apply past knowledge of colour theory to the new design brief, gaining in confidence and also developing abilities in creativity and decision making based on choices within the instructions.</li> <li>• Applying themselves in a disciplined way an artist or designer would by abiding by step by step processes and use of appropriate media for specific tasks suited to the given phase of the process</li> </ul> <p>1. Use a primary colour for the buckle and a secondary colour for the belt.</p>
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**H&S:** Conscientious of home environments not facilitating long and/or dense lessons as well as the mental health and emotional implications of this. A simple verbal generalised acknowledgement will suffice. Asking how the students are can be helpful. Allowances for any means of interaction to be encouraged due to shyness re. mic use and sharing image.

**Slideshow:** [2YR e. Adamczyk](#)

**Screening:** [Lesson 4 BOXER'S BELT line, shape, colour.mp4](#)

<https://drive.google.com/file/d/16X3eScGuZUVs2Zs6Dnkyu0FO4CdBXssT/view?usp=sharing>

**Handout/task:** [TASK 4 BOXING UNIT JNR.docx](#)

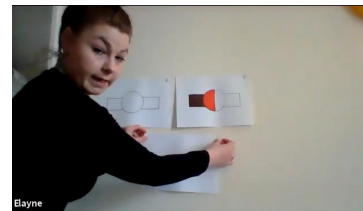
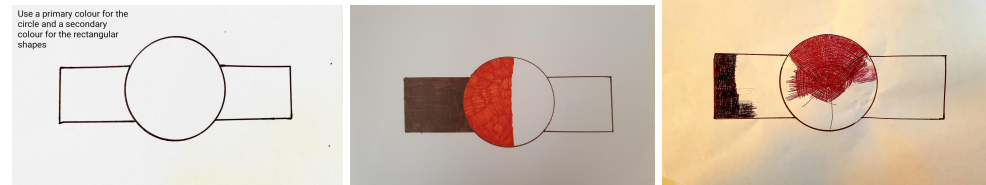
<https://docs.google.com/document/d/11ZakbPRaPDMsBIsoNXb5LaeJdLKGiQXKy68PAjuYJ0/edit?usp=sharing>

[TASK 4 BOXING BELT.jpeg](#)

**SS/VA:** see images >

Colour in with markers or colouring pencils. (If you don't have these you can use biro, just as I have done).

Look at the techniques I demonstrate for colouring in. It creates a very nice textured effect!



**Teaching methods and student learning activities:**  
including  
**Resources (SS, VA etc)**  
**Differentiation**  
**Evaluation**

**Entry System:**

Greet students, take roll, check mics and chat function

**Key words:**

**Resources:**

Google Classroom (live link for Google Meets), Google Documents (handout/task), key words and instruction sheet with questionnaire, MP4 separate file of video content, pre-written example of writing task.

**Support study and visual aids:**

Ushio boxer painter video, (still for prompting when revisiting for reference while giving instructions/not to be included in the student questionnaire task package to discourage just answering without viewing the video).

**Materials:**

This is an introductory, observation and questioning/reflective based task. All that is required is the student's own phone or access to Google Classroom for now. We are warming up to the theme.

**Overview of the lesson and expected outcome:**

Introduce basic theme of Unit of Learning through screen sharing an introductory slide(trying to limit sharing visual screen based content as much as possible in accordance with what the host teacher understands of the students capacities and in conjunction with general advice for this profile of students and at this level of learning.

Differentiation accommodated in overall structuring and writing up of the questionnaire. Some questions are very direct and others offer the chance for stronger students to explore and expand further. Also there are choice questions, so that should allow for a variety of abilities.

The final task gives the option of the learner writing 3- 5 + sentences and gives differentiated guidance re. bullet points and helpful hints to assist the work.

Learners develop answers and reflections based on what they see from the screening. Pupils to be given til the next class to complete this task. Due date to be inserted to Google Classroom 'Classwork' under the prescribed topic.

Assessment will happen by grading via Google Classroom assignments function /100 and engagement with the individual pupils and exemplifying their work in following lessons to the class as a way to reference learning. Feedback can be given directly to students individually and privately via the comment section of their submitted/returned work.

**Body of lesson:**

- Give intro through live presentation
- Discuss learning intentions in student friendly language
- Give an overview of today's lesson as well as the expectations re. classwork and homework
- Screen the video
- Discuss and question to warm up the critical thought and creative interpretation before addressing the questionnaire
- Pupil task - answer the questionnaire
- Homework - finish writing task after the questionnaire (insert due date and time on Google Classroom under allocated topic and classwork area)
- Evaluate and assess through the specified and appropriate means during correction and when planning for following classes (determine based on what is produced by learners)

**Question students:**

- What tools does a painter use to create their artwork? Any unusual tools he Ushio used to make marks on the canvas?
- Did you hear the audience member referring to 'composition' ? Can you remember we learned all about composition in our unit before Christmas?
- What do you think of the composition Ushio is creating ?
- What sort of marks did the artist make?
- Did he create a sort of pattern?
- Did anything in particular strike you or surprise you pleasantly or otherwise during the performance painting?
- Is this artwork more of a live painting or a performance artwork?
- What way would you feel if you were live in the audience - what way do you think you would react?
- Can you describe the types of shapes we see when he finishes creating the piece?

**Teacher demonstration:**

Demonstration one - teacher to demonstrate how to observe the video and how to understand what is being asked, instructing first to read through the questionnaire in its entirety, ask questions if confused, think and reflect and to then proceed with viewing the video. It may be indicated at this point that notes or little pointers can be jotted

	<p>down on a piece of paper</p> <p>Demonstration two - shown by examples in handout these should be expended on and verbally read out to students or students requested to volunteer to read them and discuss, similarly homework writing task full example shown. Read this after questionnaire answers are shared by students and ensure demonstration of writing task is manageable and understood before departure from las.</p> <p>Asking students to identify some of the answers from the questionnaire through casual questioning prior to assigning the task so that they are confident and already have half the work done by volunteering their ideas and viewpoints verbally, either vocally or in the chat box.</p> <p><b>Student Learning Activity:</b></p> <p>Students observe, take note and answer questions and interpret from a video screening of a live artwork and respond to a list of questions that refer to art aspects of the process, tools, techniques and other aspects of the work and the artist himself. View, observe, write, respond and reference throughout the class task work and</p> <p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>● Review of learning intentions/outcomes, success criteria, what we achieved, etc.</li> <li>● Reward efforts and give feedback referring specifically to what students have included in their live responses as well as written work submitted.</li> <li>● Homework noted and understood and students know where to find it and how to access and upload photographic evidence of prescribed work to the online learning suite.</li> </ul> <p><b>Exit strategy:</b> Due date for work repeated, state next date for following lesson and wish students well, remind them where and when teacher will be available for any questions or to help with homework, etc.</p>
<p><b>Evaluation and Assessment Procedures:</b></p> <p><b>Success Criteria and Assessment Method</b></p>	<p><b>Success Criteria</b></p> <p><b>How to recognise success</b></p> <ul style="list-style-type: none"> <li>● Did learners effectively engage in discussion, written work and offer feedback, submitting work in a timely fashion, showing effort and engagement?</li> <li>● Did they apply their critical minds to the theme and how it is linked to this particular artist's style and approach, exploring the relevant AEDP of this lesson?</li> </ul> <p><b>Aligned to Learning Intention</b></p> <ul style="list-style-type: none"> <li>● Learners have completed a portion of the assigned brief through observation and answering questions.</li> <li>● They gave feedback on video and content and were able to describe the use of media and techniques.</li> <li>● They viewed contemporary artwork and responded critically, noticing style, technique, process and use of media.</li> <li>● They used visual and descriptive language to describe art and evidenced knowledge of the relevant AEDP.</li> <li>● They were able to explain the process and the result verbally and with art appropriate language.</li> </ul> <p><b>Developed by the teacher</b></p> <p>Possibility of</p> <p><b>Co constructed with the student</b></p> <p>Learners considered the location and where else the live art action could have been carried out.</p> <p><b>Relevant   student friendly language</b></p> <p>Messy, neat and tidy, dip, dribble, spill, splash, playful, pleasant, bright and cheerful, get up and go, moving all around, to and fro, back and forth.</p> <p><b>Can be planned in advance or emerge during the learning</b></p>

	<p>Conversation emerged about</p> <p><b>Differentiation</b> - weaker and quieter students needed to be encouraged by reminding them that the live class space is theirs and they have choices of how to engage(via chatbox or silently observing if they are not in a position to turn mics off and engage fully in online learning on Google Meets. These learners needed to be reminded that they are not going to be graded poorly and that any and all efforts are positive. Students that finish quickly were encouraged to finish their writing task homework part. All students that were present and aware of the work, those who noted the uploaded work and who responded to teacher were critically engaged and thought for themselves.</p> <p><b>Assessment methods/tools</b></p> <ul style="list-style-type: none"><li>• Evaluation (Teacher led Q&amp;A individual questioning/group questioning)</li><li>• <del>Peer to peer questioning and evaluating/critiquing.</del></li><li>• Teacher Observation</li><li>• Questioning /feedback live or in comment section of assignment area.</li><li>• Artefact - mindmap and 3 lines.</li></ul>
	<p><b>Reflection</b></p> <p><a href="#">4 2YR Reflection.docx</a></p>