

World Religions Lesson Plan Pro-Forma



Teacher Miss Mace	Subject Art	Lesson Title John Muafengejo	Stage 1 Of 12	Date
Year / Group / Set Year 7/8/9 Key Stage 3		Boys	Girls	Period 1 2 3 4 5
Pupils with SEN / IEP / PSP / Report				Support Staff n/a
Learning Objectives Lesson 1 gives the opportunity to develop skills in analysing artists work. By the end of lesson 1 pupil's will have a good understanding of the world religions scheme of work and John Muafengejo's artwork and how the artists work relates to the scheme of work and printmaking.				
Reference to Scheme of Work / Taxonomy At key stage 3 pupils should: Discuss and question critically, and select from a range of visual and other information to help develop ideas for independent work. Analyse and evaluate their own work and others' work, express opinions and make reasoned judgements. Continuity and change in the purposes and audiences of artists, craftspeople and designers from western Europe and the wider world.			NC/GCSE Levels All: 2/3 Most: 4/5 Some: 5/6	NC PoS 1b 3a 4c
Timing	Activity			Differentiated Learning Outcome
Starter	Register. Gather to front. Re-cap last lesson. Introduce the world religions scheme of work and show examples. Explain the task / lesson aim: to complete artist analysis page on John Muafengejo to include discussion/writing and drawing. Write on board discussion notes. Set homework and write into planners from the whiteboard.			All By the end of the lesson all pupils will have produced an artist analysis. They will have attempted to use the worksheet as a guide. They will have engaged in a discussion about their own and others work, offering opinions and adapting their analysis.
Intro	Class discussion on artists work using the 'looking at artists' work' sheet as a guide. Demonstrate how to copy the artists' work onto a grid.			
Main Activities	Pupils collect materials and begin their artist analysis pages. Teacher circulates, encouraging and assisting pupils –SEN pupils as a priority. As the lesson progresses hold up good work Stop the lesson. Remind pupils of the task. Ask pupils to look at the work of the people on their table and give each other advice and encouragement. Pupils then adapt and improve their work			Most Most will have completed an artist analysis including their own thoughts and opinions on the work. Most will have contributed to the class discussion and adapted and improved their work from this.
Plenary	Complete analysis ten minutes before the end of the lesson. Bring sketchbooks to front tables – review work as a group and recap on homework to complete work for next lesson. Instruct pack away procedure. Prepare to leave. Praise the group.			
				Some Some will have a good understanding of the artists work and have strong opinions on what the artists work is about etc. They will have made valuable contributions to the class discussion and will have adapted and refined their own work in light of their own and others evaluations.

<p>Resources Scheme of work resource folder & Buddha folder examples. John Muafengejo artist worksheet, looking at artists' work worksheet, sketchbook, paper, grid worksheets, pens, pencils, rulers, rubbers, sharpeners.</p>	<p>Homework / Development Pupils should complete the John Muafengejo artist analysis pages in their sketchbook with a completed sketch in pencil and writing under the looking at artists' work sheet as a guide. Homework due in next lesson and will be marked using the Art department marking policy as mentioned in assessment.</p>
<p>Assessment Assessment is an intrinsic part of the classroom activity – struggling pupils easily identified whilst circulating. During the lesson pupil assess their own work and the work of their peers and adapt and refine their work based on their discussions. Homework is assessed formatively according to the departmental framework, given a national curriculum level and a letter grade for effort. Whole group feedback also takes place after homework handed in Pupil self- assessment form to be completed at the end of the scheme of work.</p>	