

# World Religions Lesson Plan Pro-Forma



<b>Teacher</b> Miss Mace	<b>Subject</b> Art	<b>Lesson Title</b> Self-Assessment		<b>Stage</b> 12 Of 12	<b>Date</b>
<b>Year / Group / Set</b> Year 7/8/9 Key Stage 3		<b>Boys</b>	<b>Girls</b>	<b>Period</b> 1    2    3    4    5	
<b>Pupils with SEN / IEP / PSP / Report</b>					<b>Support Staff</b> n/a
<b>Learning Objectives</b> Lesson 12 gives the opportunity to review and evaluate and reflect on their own work for this project. By the end of lesson 12 pupils will be able to have a clear idea on how they have done in this project and ways of improving work in the future.					
<b>Reference to Scheme of Work / Taxonomy</b> At key stage 3 pupils should: Analyse and evaluate their own and others' work, express opinions and make reasoned judgements. Adapt and refine their work and plan and develop this further, in the light of their own and others' evaluations.				<b>NC/GCSE Levels</b>  <b>All:</b> 2/3 <b>Most:</b> 4/5 <b>Some:</b> 5/6	<b>NC PoS</b>  3a 3b
<b>Timing</b>	<b>Activity</b>			<b>Differentiated Learning Outcome</b>	
<b>Starter</b>	Register. Gather to front. Re-cap last lesson. Explain the task / lesson aim: complete a verbal and written self-assessment for this project. Collect homework. Class discussion on assessing their artwork. Go through the self-assessment sheet. Pupils collect materials and begin to write self-assessments. Teacher circulates, encouraging and assisting pupils –SEN pupils as a priority. As the lesson progresses read out good work. Stop the lesson. Remind pupils of the task. Ask pupils to read each others work of the people on their table and give each other advice and encouragement. Pupils then adapt and improve their work. Complete the self-assessments ten minutes before the end of the lesson. Bring self-assessments and sketchbooks to front tables – review work as a group and recap on project. Instruct pack away procedure. Prepare to leave. Praise the group.			<b>All</b>	By the end of the lesson all pupils will have self-assessments for their project. They will have engaged in a discussion about their own and others work, offering opinions and adapting their work.
<b>Intro</b>					<b>Most</b>
<b>Main Activities</b>				<b>Some</b>	
<b>Plenary</b>					
<b>Resources</b> Scheme of work resource folder & Buddha folder examples. Sketchbooks, paper, pens, pencils, rubbers, sharpeners, self-assessment sheets.				<b>Homework / Development</b> Collect completed and reworked sketchbooks. All work needs titles, notes etc. Homework will be marked using the Art department marking policy as mentioned in assessment. Teacher and pupil self- assessment sheet.	
<b>Assessment</b> 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.					