

World Religions Lesson Plan Pro-Forma



Teacher Miss Mace	Subject Art	Lesson Title Simplify Religious Symbols		Stage 3 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 3 gives the opportunity to develop knowledge on the six world religions in lesson 2. By the end of lesson 3 pupils will be able to identify the six world religions and have some knowledge and understanding of what they mean and will be able to produce simplified versions of the existing six world religion symbols.					
Reference to Scheme of Work / Taxonomy At key stage 3 pupils should: Organise and present this information in different ways, including using a sketchbook. Investigate, combine and manipulate materials and images, taking account of purpose and audience. Apply and extend their experience of a range of materials and processes, including drawing, refining their control of tools and techniques. 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. Codes and conventions and how these are used to represent ideas, beliefs, and values in works of art, craft and design. Exploring a range of starting points for practical work including themselves, their experiences and natural and man made objects and environments. Investigating art, craft and design in the locality, in a variety of genres, styles and traditions, and from a range of historical, social and cultural contexts.				NC/GCSE Levels All: 2/3 Most: 4/5 Some: 5/6	NC PoS 1c 2a 2b 3a 3b 4b 5a 5d
Timing	Activity			Differentiated Learning Outcome	
Starter	Register. Gather to front. Re-cap last lesson. Explain the task / lesson aim: to simplify the existing six world religions. Set homework and write into planners from the whiteboard.			All	By the end of the lesson all pupils will have simplified some of the six world religions with annotations. They will have engaged in a discussion about their own and others work, offering opinions and adapting their work.
Intro	Class discussion on the six world religions. Demonstrate how to simplify the six world religion symbols and annotate the page to say how you have simplified the existing symbol. Show example from the resource pack.				
Main Activities	Pupils collect materials and begin their simplified six world religions symbols with annotations. Teacher circulates, encouraging and assisting pupils – SEN pupils as a priority. As the lesson progresses hold up good work.				
Plenary	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. Complete symbols ten minutes before the end of the lesson. Bring sketchbooks to front tables – review work as a group and recap on six world religions. Instruct pack away procedure. Prepare to leave. Praise the group.			Most	Most will have completed the simplified six world religion symbols with annotations 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.
				Some	Some will have a good understanding of the six world religions symbols and have strong opinions on what the symbols are about and produced strong simplified symbols in light of this 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.
Resources Scheme of work resource folder & Buddha folder examples. Six world religion images, pupil resource booklet, sketchbook, paper, pens, pencils, rulers, rubbers, sharpeners, religious symbols homework sheet.				Homework / Development Pupils should complete the religious symbols worksheet in their sketchbook and answer all of the questions from the sheet. Homework due in next lesson and will be marked using the Art department marking policy as mentioned in assessment.	
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.					