

World Religions Lesson Plan Pro-Forma



Teacher Miss Mace	Subject Art	Lesson Title Symbol Development		Stage 4 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 4 gives the opportunity to develop skill on the simplified six world religion symbols in lesson 3. By the end of lesson 4 pupils will be able to choose one of the six world religions to develop further and to produce simplified versions of the existing chosen world religion symbol.						
Reference to Scheme of Work / Taxonomy At key stage 3 pupils should: Record and analyse first hand-observations, to select from experiences and imagination and to explore ideas for different purposes and audiences. Organise and present this in 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. Experiment with and select methods and approaches, synthesise observations, ideas and feelings, and design and make images and artefacts. 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. The visual and tactile qualities of materials and processes and how these can be manipulated and matched to ideas, purposes and audience. 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 1a 1c 2a 2b 2c 3a 3b 4a 4b 5a 5d
Timing	Activity			Differentiated Learning Outcome		
Starter	Register. Gather to front. Re-cap last lesson. Explain the task / lesson aim: to select one of the six world religions to develop for the rest of the project and to simplify the existing world religion symbol. Collect homework.			All	By the end of the lesson all pupils will have simplified their chosen 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 how to select one of the six world religions to develop further. 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.				Most will have completed the chosen simplified world religion symbol 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.	
Main Activities	Pupils collect materials and begin their chosen religion simplified symbol 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	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 on their chosen religion 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.	
				Some		

<p>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.</p>	<p>Homework / Development Collect completed homework from the religious symbols worksheet in their sketchbooks with answers to all of the questions from the sheet. Homework 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>	