

World Religions Lesson Plan Pro-Forma



Teacher Miss Mace	Subject Art	Lesson Title String Outline		Stage 6 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 6 gives the opportunity to develop skill on working in 2D. By the end of lesson 6 pupils will be able to have a clear idea of their final design symbol and have a string outline of their chosen final design.							
Reference to Scheme of Work / Taxonomy At key stage 3 pupils should: 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. Working on their own, and collaborating with others, on projects in two and three dimensions and on different scales. Using a range of materials and processes, including ICT. 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 2a 2b 2c 3a 3b 4a 4b 5b 5c 5d	
Timing	Activity			Differentiated Learning Outcome			
Starter	Register. Gather to front. Re-cap last lesson. Explain the task / lesson aim: produce a string outline of their completed chosen design idea for their chosen religion symbol. Collect homework. Intro Class discussion on how to select the final idea to produce the string outline. Demonstrate how to produce the string outline of the chosen final idea. Show example from the resource pack. Main Activities Pupils collect materials and begin their chosen final idea string outline. 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. Plenary Complete the string outline ten minutes before the end of the lesson. Bring string outlines to front tables – review work as a group and recap on process. Instruct pack away procedure. Prepare to leave. Praise the group.			All	By the end of the lesson all pupils will have chosen the final idea to produce a string outline. They will have engaged in a discussion about their own and others work, offering opinions and adapting their work.		
					Most	Most will have completed the string outline of their chosen final idea and have 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 strong final design idea and produced an individual response to the design task. 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. Sketchbook, paper, pens, pencils, rulers, rubbers, sharpeners, PVA glue, glue spreaders, cardboard, string, scissors.				Homework / Development Collect completed final design idea developed from the 3 deign ideas produced in class in their sketchbook with annotation on how their designed has developed etc. Homework 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.							