

World Religions Lesson Plan Pro-Forma



Teacher Miss Mace	Subject Art	Lesson Title Prepare Surfaces		Stage 8 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 Lesson8 gives the opportunity to develop skills in mark-making & pattern techniques. By the end of lesson 8 pupils will be able to have a range of interesting surfaces ready to print their chosen religion string block print onto.						
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. 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 5b 5c 5d
Timing	Activity			Differentiated Learning Outcome		
Starter	Register. Gather to front. Re-cap last lesson. Explain the task / lesson aim: to prepare surfaces to print their chosen religion string block print symbol onto. Collect homework.			All	By the end of the lesson all pupils will have produced surfaces to print onto. 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 prepare surfaces to print onto. Demonstrate how to prepare surfaces using a range of techniques and materials. Show example from the resource pack.					
Main Activities	Pupils collect materials and begin their prepared surfaces. 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 the prepared surfaces ten minutes before the end of the lesson. Bring prepared surfaces to front tables – review work as a group and recap on process. Instruct pack away procedure. Prepare to leave. Praise the group.			Most	Most will have completed the prepared surfaces 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 range of prepared surfaces using a variety of materials and processes and produced an individual response to the task relating it to the symbol design. 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. Sketchbook, paper, pens, pencils, rulers, rubbers, sharpeners, and a range of scrap/collage materials, paint materials, crayons, oils, watercolours, mark-making worksheets etc.</p>	<p>Homework / Development Collect completed homework of the chosen religion research page in their sketchbook with annotations on why they chose that six world religion for their project. 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>	