

School of Education Scheme/Unit of Learning

Student Name: David Bowe

Year: 2

Year group: 2nd year

Class Profile:

Aim of Unit of Learning

To create a travel patch by researching a location and developing a design based on this research to expand global cultural knowledge, critical thinking and autonomous learning skills, mixing media of print and textiles to construct a patch.

Theme/Scenario

Travel patches – reflecting the international base in the school.

Key Skills

Managing myself

- *Making considered decisions*
- *Being able to reflect on my own learning*

Staying well

- *Being social*
- *Being confident*
- *Being positive about learning*

Communicating

- *Listening and expressing myself*
- *Using language*
- *Performing and presenting*
- *Discussing and debating*

Being creative

- *Imagining*
- *Exploring options and alternatives*
- *Implementing ideas and taking action*
- *Learning creatively*

Working with others

- *Respecting difference*
- *Contributing to making the world a better place*
- *Learning with others*

Managing information and thinking

- *Being curious*
- *Gathering, recording, organising, and evaluating information and data*
- *Thinking creatively and critically*
- *Reflecting on and evaluating my learning*

Statements of Learning

1 communicates effectively using a variety of means in a range of contexts in L1

4 creates and presents artistic works and appreciates the process and skills involved

6 appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives

8 *values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change - ??*

9 understands the origins and impacts of social, economic, and environmental aspects of the world around her/him

16 describes, illustrates, interprets, predicts and explains patterns and relationships

20 uses appropriate technologies in meeting a design challenge

21 applies practical skills as she/he develop models and products using a variety of materials and technologies

23 brings an idea from conception to realization

Learning Layers / Cross Curricular Links /Literacy & Numeracy (L)(O)(N)/ Wellbeing

- Literacy – writing report on their location
- Numeracy – measuring and counting stitches
- Oracy – presentations
- Wellbeing – sewing as a life skill
- Geography – learning about locations through research and presentations.
- Understanding different cultures through listening to others’ presentations.
- Learn about social and environmental issues from around the world through sharing research among peers
- Autonomous learning in researching their chosen location.
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Learning outcomes for scheme/unit of learning

- 3.2 use critical and visual language to explain their own designs and those of others
- 2.3 reflect on their own, or another’s, craftwork through the use of critical and visual language
- 2.4 show they can use their drawings to observe, record and analyse
- 2.5 develop their ideas for craftwork through drawing
- 3.6 design a final work based on their drawings
- 2.9 assess the visual culture references that are incorporated into craftwork/s
- 3.10 explain the use of art elements and design principles in examples of design work
- 3.11 examine their own and others’ design work through the use of art elements and design principles
- 2.12 justify the choice of art elements and design principles in their own or others’ craftwork.
- 2.13 identify the role of media in the development of craftwork
- 2.14 use media to create craftwork
- 3.15 justify design concepts and the use of media in their own or others’ work

Differentiation

Printing with foam board for people who can’t cut stencils.

3 levels of difficulty of stitch.

Glue guns to assemble patches for people who can’t stitch. (cut wavy fabric and glue in lieu of stitch as a design element).

Embroidery, embellishment, painting, drawing and dying as additional elements of finish to patches for those who proceed quickly.

Managing Behaviours: Issues/Strategies

Lesson No. 1/18 Date: Tues 5 th Nov Lesson type: (S) Time: 10:05 Stage: introduction	Teaching & Learning Content AEDP Shape, line, pattern, symmetry, space, scale. Process Introduction to project brief. Discussion on travel and origins. Embossing of stamps. Learning Layer/s: (Theme, CC links, SS, H&S) World cultures, groupwork, geography, oracy, communication	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Discuss other cultures through learning about their peer's origins through group discussion ○ use the elements of shape, space and text to design a passport stamp ○ translate their designs into a mirror version to demonstrate their understanding of the process of mirroring in relief printing.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	Welcome class. Hand out name tags. Introduce Brief. Show visual aids of patches. Group discussions on travel and origins. Discussion on passport stamp imagery Demonstration on embossing stamps focus on space and shape. Students create designs to be traced and transferred onto foam. Students emboss foam. Set homework of research task and hand out guide questions. Answer questions on brief and research task. SS: Images and facts of location. (research task presentation) Travel patches from various countries and Patch examples (Presentation) Passport pages and stamps. (presentation) VA: Patches and stickers Stencils Research presentation	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	Evaluate understanding of brief through peer discussion of travel – page filled with locations with questions and ideas. Questioning students during passport design and stamp making – embossed stamp showing use of shape and space and identifiable elements from passport stamps. Re-evaluate understanding of brief with questioning after research task presentation and setting of homework.	

Lesson No. 2/18 Date: Thurs 7 th Nov Lesson type: (S) Time: 3:05 Stage: Introduction	Teaching & Learning Content AEDP Shape, line, pattern, symmetry, space, scale. Process Discuss example research. Finish embossing stamps. Printing stamps in passport. Learning Layer/s: (Theme, CC links, SS, H&S) World cultures, groupwork, oracy, communication	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Expand their knowledge of cultures through questioning presentation of work ○ Use design elements of space and pattern in stamping into passports
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	Show demo research – India and Nana’s house Question students on info what would they like to know more of? = what they should have in their reports. Question students on their ideas to assess understanding of theme. Show objects of India and nanas house. <ul style="list-style-type: none"> – How do these objects fit in their location? – What stories do they tell? Print stamps onto passport. Discussion on what is a passport. <ul style="list-style-type: none"> – A document/key/diary/record/memory/statement... SS: Images and facts of location. (research task presentation) Passport pages and stamps. (presentation) VA: Research presentation Objects Object drawings Patches	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	Evaluation of understanding of brief through questioning on locations, objects and passport. Evaluation of space and shape in stamps from variety in stamps.	

Lesson No. 3/18 Date: Fri 8 th Nov Lesson type: (D) Time: 2:25 Stage: Investigation/research	Teaching & Learning Content AEDP Shape, line, pattern, symmetry, space, scale. Process Discussion, drawing, questioning. Learning Layer/s: (Theme, CC links, SS, H&S) Literacy, oracy, communication, patience, understanding.	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Critically analyse an object through discussion, recording and drawing. ○ Use a variety of line in a drawing in tests and in drawings. ○ Record form through shape by creating outline drawings.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	<p>Students write 5 things they notice in their objects @ start.</p> <p>Discuss Paul Klee/Pablo Picasso Line drawings. Students present their objects and why they chose it. (Informal show and tell interspersed in lesson between drawing activities.)</p> <p>Blind contour drawing. Blind contour drawing of outline</p> <p>Discuss line/weight of line – draw exemplars in sketchbook.</p> <p>Observational line drawing of object. Two colour cut out paper of objects outline and shadow outline. (reinforce idea of shape, Outline vs. silhouette)</p> <p>Answer questions regarding research homework.</p> <p>SS: Pablo Picasso, Paul Klee. Silhouette artist?</p> <p>VA: Blind contour drawing Outline drawings Patches</p>	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	<p>Evaluation of objects through observation before and after drawing. Questioning on use of line in drawings.</p>	

Lesson No. 4/18 Date: Tues 12 th Nov Lesson type: (S) Time: 10:05 Stage: Investigation/ Experimentation	Teaching & Learning Content AEDP Shape, line, pattern, symmetry, space, scale. Process Questioning, drawing on sticks, discussion. Learning Layer/s: (Theme, CC links, SS, H&S) Oracy	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> Analyse their mark making by drawing with sticks and reflecting on the process. Critically reflect on their use of media and how it affected their images.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	Questioning on drawings from previous class. Blind contour warm up. Demo drawing with oil pastel/marker on stick. Students do blind contour, contour and tonal drawing. Discussion (Alternative make this class about stitching and patches to break up drawing?) <ul style="list-style-type: none"> Which type of drawing worked best with the medium? How did your analysis of the object differ from last week? SS: VA: Blind contour drawing Stick drawings. Patches	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	Students reflect on their drawing and make comparisons and observations in sketchbooks. Must Have: one blind contour, 1 contour and one tonal drawing. Should have: reflections written on their drawings discussing quality/media/ technique Could have: reflected on how media/technique could be used in future.	

Lesson No. 5/18 Date: Thurs 14 th Nov Lesson type: (S) Time: 3:05 Stage: Investigation/ experimentation	Teaching & Learning Content AEDP Shape, line, tone, contrast, space, composition Process Drawing, discussion Learning Layer/s: (Theme, CC links, SS, H&S)	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Demonstrate contrast in creating an image in light and dark with charcoal. ○ translate tone into shapes to make a two-tone image.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	<p>Discuss tone and contrast. Demo tonal drawing with charcoal.</p> <ul style="list-style-type: none"> – Squint to observe dark vs light (contrast) – Light/heavy to make light/dark marks – Rubber to draw highlights of tone back in <p>Demo tracing paper to map out areas of tone as shapes. Students trace tonal shapes. Demo drawing tonal shapes. Students draw tonal shapes.</p> <p>SS: Kathe Kollwitz William Kentridge.</p> <p>VA: Tonal Drawings Patches</p>	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	<p>Tracing areas of tone to assess levels of contrast.</p> <p>Must Have: two charcoal drawings and one tone tracing. Should have: variation in mark making in charcoal – heavy/light with charcoal and heavy/light with rubbings. Could have: strong contrast in light and dark and references the support study artists in their sketchbooks in a manner relevant to their drawings.</p>	

Lesson No. 6/18 Date: Fri 15 th Nov Lesson type: (D) Time: 2:25 Stage: Evaluation/Research	Teaching & Learning Content AEDP Tone, shape, composition, space, contrast, Process Presentation, questioning, drawing. Learning Layer/s: (Theme, CC links, SS, H&S) Literacy, Oracy, geography, learning about their own/other cultures.	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Investigate and present information on a topic by collating research into a presentation. ○ Speak about their own research of location through presentation. ○ Render tone in a variety of different media through drawing.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	Students present their locations and answers to their research questions Teacher and student questioning throughout. — What visuals could be considered for the project? Students work on worksheet (/bingo?) throughout presentations. Tonal drawings with ink/oil pastel SS: What I learned worksheet(/bingo?). VA: Tonal Drawings Patches	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	Presentation of research. Must Have: Facts on a location and some imagery. Should have: express an understanding /interest in their location and have images reflecting the location. Could have: engaged with and be able to discuss the social/environmental issues.	

Lesson No. 7/18 Date: Tues 19 th Nov Lesson type: (S) Time: 10:05 Stage: analysing/ investigation/ design	Teaching & Learning Content AEDP Tone, shape, line, composition, space, colour Process Drawing, discussion. Learning Layer/s: (Theme, CC links, SS, H&S) Literacy, geography, learning about their own/other cultures.	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Develop a theme by analysing the visual elements of their research. ○ Make design compositions by combining visual elements. ○ Use critical language when discussing their own and exemplar work.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	Students mind map on visual elements from their presentations last week. Show patch examples and stencil examples Discuss stencilling <ul style="list-style-type: none"> – Reproduction/tonal shapes/colours/solid/bridges – Banksy/swoon/army type Discuss examples regarding shape <ul style="list-style-type: none"> – Simplification/distillation of shapes in India – use of object imagery in Nana's house. Students sketch design possibilities. SS: Banksy Swoon Kathe Kollwitz VA: Design sketches Stencil examples Tonal Drawings Patches	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	Evaluation through reflective mind maps. Discussion on stencilling and shape. Must have: Isolated visual elements from their location. Should have: Drawings of visual elements with annotations explaining their relevance and relation. Could have: Drawings reflect ideas conveying info in presentation, annotations use critical language.	

Lesson No. 8/18 Date: Thurs 21 st Nov Lesson type: (S) Time: 3:05 Stage: Design	Teaching & Learning Content AEDP Tone, shape, line, composition, space, colour Process Drawing, discussion. Learning Layer/s: (Theme, CC links, SS, H&S) Literacy, geography, learning about their own/other cultures.	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Develop a theme by analysing the visual elements of their research. ○ Make design compositions by combining visual elements. ○ Use critical language when discussing their own and exemplar work.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	Recap examples and artists from previous lesson Students continue design drawing SS: Banksy Swoon Kathe Kollwitz VA: Design sketches Stencil examples Tonal Drawings Patches	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	Must have Drawings of visual elements with annotations explaining their relevance and relation. Should have: Drawings reflect ideas conveying info in presentation, annotations use critical language. Could have: Designs linking what they like about the location and engages the social/environmental issue.	

Lesson No. 9/18 Date: Fri 22 nd Nov Lesson type: (D) Time: 2:25 Stage: design/ experimentation/ evaluation	Teaching & Learning Content AEDP Shape, tone, form, colour, line, composition. Process Drawing, cut coloured paper, stitch, curation/crit. Learning Layer/s: (Theme, CC links, SS, H&S) Oracy, Literacy, Life skills	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Depict form by translating tone into colour and shape. ○ Discuss and critique their work using appropriate terminology and language in curation/crit. ○ Manipulate thread in two types of stitch.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	Demo Converting designs to cut out colour paper — Example on how stencils/ bridging works Demo running stitch and chain stitch in assembling a patch. Students can work on making patches and stencilling designs. Mini curation exercise of cut paper designs. SS: Banksy Swoon Kathe Kollwitz VA: Coloured paper image Design sketches Stencil examples Test patches with running and chain stitch. Patches	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	Mini curation/critique of work. Discussion of stitching and techniques. Must have: two colour cut paper image Should have: Balance of tone and colour in cut paper and experiment with stitches. Could have: Expressed form in two colour image and straight even stitches in test patches.	

Lesson No. 10/18 Date: Tues 26 th Nov Lesson type: (S) Time: 10:05 Stage: design	Teaching & Learning Content AEDP Shape, tone, form, colour, line, composition. Process Cutting, drawing, stitching. Learning Layer/s: (Theme, CC links, SS, H&S) Oracy, Literacy, Life skills	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Develop designs by translating image into a stencil. ○ Manipulate thread in two types of stitch.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	Re-demo cutting stencils. Re-demo Running and chain stitch. Students complete stencils/test patches. SS: Banksy Swoon VA: Design sketches Stencil examples Test patches with running and chain stitch. Patches	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	One on one discussions as students make work. Must have: two stencils. Should have: Stencils are translated from their design images well with bridges to preserve details and experiment with stitches. Could have: designed their images so bridges are incorporated into the design and straight even stitches in test patches.	

Lesson No. 11/18 Date: Thurs 21 st Nov Lesson type: (S) Time: 3:05 Stage: Design	Teaching & Learning Content AEDP Shape, tone, form, colour, line, composition. Process Cutting, drawing, stitching. Learning Layer/s: (Theme, CC links, SS, H&S) Oracy, Literacy, Life skills	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Develop designs by translating image into a stencil. ○ Manipulate thread in two types of stitch.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	Re-demo cutting stencils. Re-demo Running and chain stitch. Demo Blanket stitch. Students complete stencils/test patches. SS: Banksy Swoon VA: Design sketches Stencil examples Test patches with running, chain and blanket stitch. Patches	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	One on one discussions as students make work. Must have: two stencils. Should have: Stencils are translated from their design images well with bridges to preserve details and experiment with stitches. Could have: designed their images so bridges are incorporated into the design and straight	

Lesson No. 12/18 Date: Fri 29 th Nov Lesson type: (D) Time: 2:25 Stage: design/ experimentation	Teaching & Learning Content AEDP Shape, colour, contrast, balance, composition. Process Print, stitch, cutting, questioning. Learning Layer/s: (Theme, CC links, SS, H&S) Literacy	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Develop designs by translating image into a stencil. ○ Manipulate thread in two types of stitch. ○ Use shape to explore composition by using registration in screen printing.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	Demo setting up print station. Questioning students on benefit/ possibilities of printing/multiples. Demo printing with 2 set images showing how to use registration to create compositions. Students go in pairs during lesson and make test prints layering with the two images. Students finish stencils and test patches. Group discussion on effects achieved with layering screen printing. SS: Jonathan Lawes Gfeller and Hellsgard Me VA: Screen-prints. Stencil examples Test patches with running, chain and blanket stitch. Patches	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	Questioning in demo. Discussion of results from printing. Must have: two colour screen print. Should have: layered images over each other to create a composition. Could have: explain and critique the image they created in their sketchbook.	

Lesson No. 13/18 Date: Tues 3 rd Dec Lesson type: (S) Time: 10:05 Stage: construction	Teaching & Learning Content AEDP Shape, colour, contrast, balance, composition. Process Print, stitch, cutting, questioning. Learning Layer/s: (Theme, CC links, SS, H&S) Literacy	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Develop designs by translating image into a stencil. ○ Manipulate thread in two types of stitch. ○ Use shape to create an image by screen printing.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	Re-demo setting up screen. Discussion on editioning and what is an edition. Students in pairs print their 1st colour on fabric and on stickers. Students not printing can be assembling their fabric into patches. SS: Jonathan Lawes Gfeller and Hellsgard Me VA: Screen-prints. Stencil examples Test patches with running, chain and blanket stitch. Patches	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	Must have: two colour screen print. Should have: variation on placement of print layers to give design options. Could have: explain and critique the image they created in their sketchbook.	

Lesson No. 14/18 Date: Thurs 5 th Dec Lesson type: (S) Time: 3:05 Stage: Construction	Teaching & Learning Content AEDP Shape, colour, contrast, balance, composition. Process Print, stitch, cutting, questioning. Learning Layer/s: (Theme, CC links, SS, H&S) Literacy	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Develop designs by translating image into a stencil. ○ Manipulate thread in two types of stitch. ○ Use shape to create an image by screen printing.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	Students in pairs print their 1st colour on fabric and on stickers. Students not printing can be assembling their fabric into patches. SS: Jonathan Lawes Gfeller and Hellsgard Me VA: Screen-prints. Stencil examples Test patches with running, chain and blanket stitch. Patches	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	Must have: two colour screen print. Should have: variation on placement of print layers to give design options. Could have: explain and critique the image they created in their sketchbook.	

Lesson No. 15/18 Date: Fri 6 th Dec Lesson type: (D) Time: 2:25 Stage: design/ experimentation	Teaching & Learning Content AEDP Shape, colour, contrast, balance, composition. Process Print, stitch, cutting, questioning, drawing, embroidery. Learning Layer/s: (Theme, CC links, SS, H&S) Literacy	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Develop designs by translating image into a stencil. ○ Manipulate thread in two types of stitch. ○ Use shape to create an image by screen printing. ○ Make design decisions by developing their images further with drawing and embroidery.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	<p>Demo embellishment of patches;</p> <ul style="list-style-type: none"> – drawing back into patches – Embroidery on patches – Beading on patches. <p>Students in pairs print their 2nd colour on fabric and on stickers.</p> <p>Students not printing can be assembling their fabric into patches. /drawing back into first colour.</p> <p>SS: Jonathan Lawes Gfeller and Hellsgard Me</p> <p>VA: Screen-prints. Stencil examples Test patches with running, chain and blanket stitch. Patches</p>	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	<p>Must have: two colour screen print assembled into a patch.</p> <p>Should have: selected which print to turn into their final patch and annotate reasons in sketchbook</p> <p>Could have: explain and critique the image they created in their sketchbook and enhance the aesthetic elements of their patch with embellishment.</p>	

Lesson No. 16/18 Date: Tues 10 th Dec Lesson type: (S) Time: 10:05 Stage: construction	Teaching & Learning Content AEDP Shape, colour, contrast, balance, composition. Process Print, stitch, cutting, questioning, drawing, embroidery. Learning Layer/s: (Theme, CC links, SS, H&S) Literacy	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Develop designs by translating image into a stencil. ○ Manipulate thread in two types of stitch. ○ Use shape to create an image by screen printing. ○ Make design decisions by developing their images further with drawing and embroidery.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	Any students to finish printing print 2 nd colour. Students construct the patches and embellish. SS: VA: Screen-prints. Stencil examples Test patches with running, chain and blanket stitch. Patches Embellished patches	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	Must have: two colour screen print assembled into a patch. Should have: selected which print to turn into their final patch and annotate reasons in sketchbook and enhance the aesthetic elements of their patch with embellishment. Could have: explain and critique the image they created in their sketchbook and use embellishment to add extra layer of info from their research into patches.	

Lesson No. 17/18 Date: Thurs 12 th Dec Lesson type: (S) Time: 3:05 Stage: Construction	Teaching & Learning Content AEDP Shape, colour, contrast, balance, composition. Process Print, stitch, cutting, questioning, drawing, embroidery. Learning Layer/s: (Theme, CC links, SS, H&S) Literacy	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Develop designs by translating image into a stencil. ○ Manipulate thread in two types of stitch. ○ Use shape to create an image by screen printing. ○ Make design decisions by developing their images further with drawing and embroidery.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	Any students to finish printing print 2 nd colour. Students construct the patches and embellish. SS: VA: Screen-prints. Stencil examples Test patches with running, chain and blanket stitch. Patches Embellished patches	
Evaluation and Assessment Procedures: Success Criteria and Assessment Method	Must have: two colour screen print assembled into a patch. Should have: selected which print to turn into their final patch and annotate reasons in sketchbook and enhance the aesthetic elements of their patch with embellishment. Could have: explain and critique the image they created in their sketchbook and use embellishment to add extra layer of info from their research into patches.	

Lesson No. 18/18 Date: Fri 13 th Dec Lesson type: (D) Time: 2:25 Stage: design/ experimentation	Teaching & Learning Content AEDP Shape, colour, contrast, balance, composition Process Discussion, Curation. Learning Layer/s: (Theme, CC links, SS, H&S) Literacy, Oracy, Geography, life skills, learning about other cultures.	Learning Intentions Learners will be able to: <ul style="list-style-type: none"> ○ Use critical and visual language in curating their patches. ○ Reflect on their design decisions by reviewing their process.
Teaching methods and student learning activities: including Resources (SS, VA etc) Differentiation Evaluation	Demo cutting out stickers on backing paper. Show some sticker artists/locations and discuss. Any students to finish printing print 2 nd colour. Any students to finish can construct the patches and embellish. Curating the patches onto a bag/jacket Discussion on projects <ul style="list-style-type: none"> – What places have we in our passport now? – How does the process of printing/multiple fit into the passport idea? – How could this apply to other projects? SS: Pablo Picasso, Paul Klee. Kathe Kollwitz, William Kentridge, Banksy, Swoon, Jonathan Lawes, Gfeller and Hellsgard, Me. VA: Patches Embellished patches	

Evaluation and Assessment Procedures: Success Criteria and Assessment Method	<p>Evaluation through reflecting on project and curation of patches.</p> <p>Must have: two colour printed patch stitched together showing their location.</p> <p>Should have: two colour printed patch stitched together expressing their relationship to their location and reflect on the project in sketchbook and group discussion.</p> <p>Could have: two colour printed patch stitched together giving an insight into life in the location researched and being critical about the work and how it expressed what they researched in sketchbook and group discussion.</p>
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