



David Bowe

1st Year wire sculpture

18 mixed ability students, 2
students with MGLD and one
ASD student with SNA



Sutton Park School is an independent co-
educational multi-denominational day school
located just off Saint Fintan's Road in Sutton



Aim of Unit of Learning

To create a wire sculpture
Informed by a trip to the
National History Museum.

Theme/Scenario

Trip to the Natural History museum to draw animals and observe the endangerment status of their chosen animals, observing danger to the environment using recycled materials to highlight our waste.

Learning outcomes for scheme/unit of learning

- 1.1** analyse their work, or that of another, using appropriate vocabulary and knowledge
- 1.2** respond to an artwork using critical and visual language
- 1.4** demonstrate how they use drawing to observe, record and analyse ~~the human figure and~~ the world around them
- 1.5** interpret the world and communicate ideas through visual means
- 1.6** use drawings to communicate their personal outlook or understanding
- 1.7** examine the method of a number of artists and the artwork they created
- 1.8** discuss examples of historical and contemporary visual art
- 1.10** identify the use of art elements and design principles within an artwork
- 1.11** consider the use of the art elements and design principles in their own artwork
- 1.12** apply their understanding of the art elements and design principles to make an artwork
- 1.13** identify media which are used to create artwork
- 1.14** use media to create their own artwork

Key Skills

Managing myself

Exploring the museum independently to discover the things I would like to see. Researching using a computer and learning how to use google to research successfully.

Staying well

Actively being in and experiencing cultural and educational institutions in our community.

Communicating

Listening to presentations and delivering our own. Discussing environmental issues.

Being creative

Drawing, making work and exploring options in creating our work.

Working with others

Listening, Respecting and discussing each other's work and presentations. Sharing our experiences and working alongside each other.

Managing information and thinking

Exploring the museum to make decisions, discover, and disseminate information ourselves. Thinking creatively in using materials and thinking critically in self reflections and group critiques.

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.

5 has an awareness of personal values and an understanding of the process of moral decision making

7 values what it means to be an active citizen, with rights and responsibilities in local and wider contexts

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

10 has the awareness, knowledge, skills, values and motivation to live sustainably

11 takes action to safeguard and promote her/his wellbeing and that of others

22 takes initiative, is innovative and develops entrepreneurial skills

23 brings an idea from conception to realization

Learning Layers / Cross Curricular Links / Literacy & Numeracy / Wellbeing

Literacy – writing a report on their animal

Oracy – presentation on their animal

Science – learning about a diverse range of fauna from presentations, what does extinction mean, what causes extinctions, learning about environmental problems through animals individual and collective challenges.

Our environmental impact – observing our waste and use and how to recycle by reusing materials in our wire sculptures.

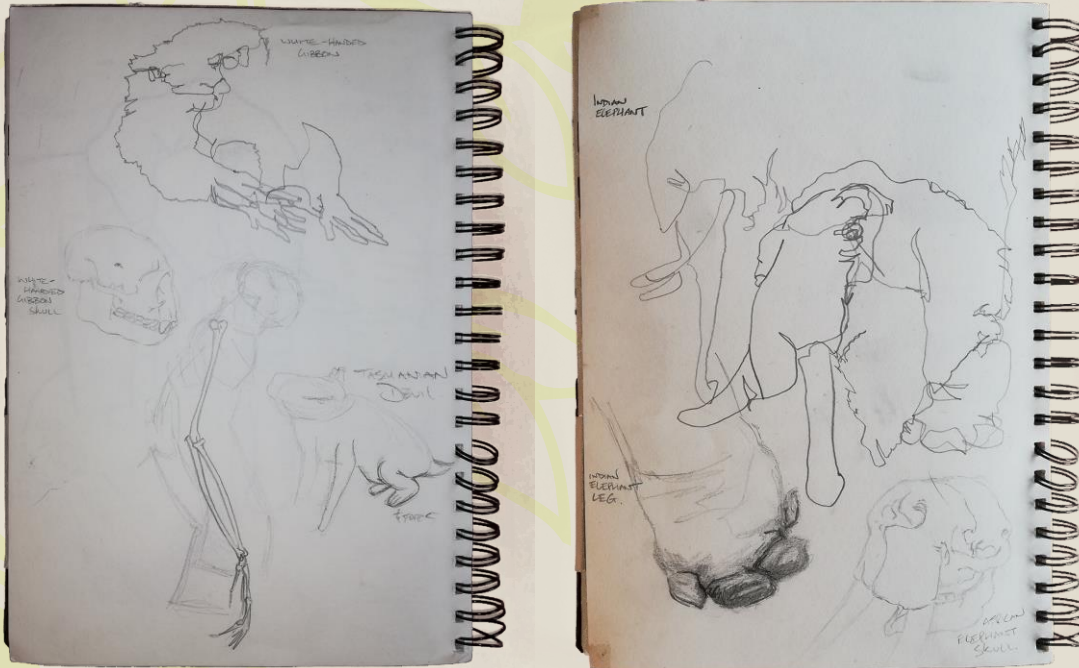
Wellbeing – Being confident to speak about a topic that is interesting to them

Lesson 1

Learning Intentions:

- Observe record and analyse form through line by drawing the exhibits in the museum.
- Research information on their animals through observing exhibitions and infographics at the museum.
- Learn the distinctions of conservation status through discussion at museum.

Visual aids



Statements of Learning

Key Skills

Managing myself

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

10 would like to see

10 has the awareness, knowledge, skills, values and motivation to live

Staying well

22 takes initiative, is innovative and develops entrepreneurial skills
Actively being in and experiencing cultural and educational institutions in our community.

Learning Layers / Cross Curricular Links

Managing information and thinking

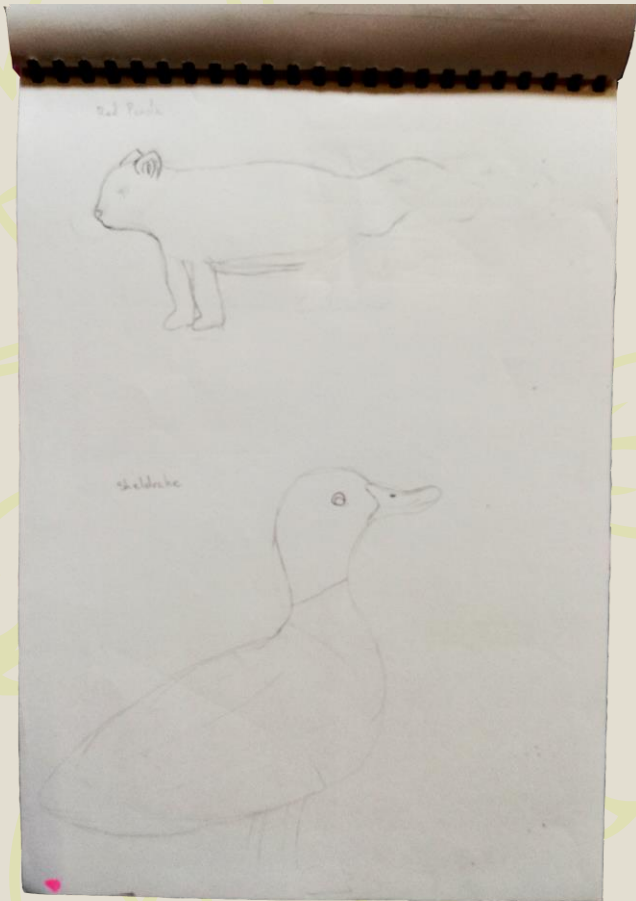
Science – learning about a diverse range of fauna from presentations, what
Exploring the museum to make decisions, discover, and
disseminate information ourselves.
environmental problems through animals individual and collective challenges.

Success Criteria:

Must have: Drawing of the animal of their choosing with good proportions.

Should have: a series of drawings and one of a chosen animal with good proportions and expression of form and volume.

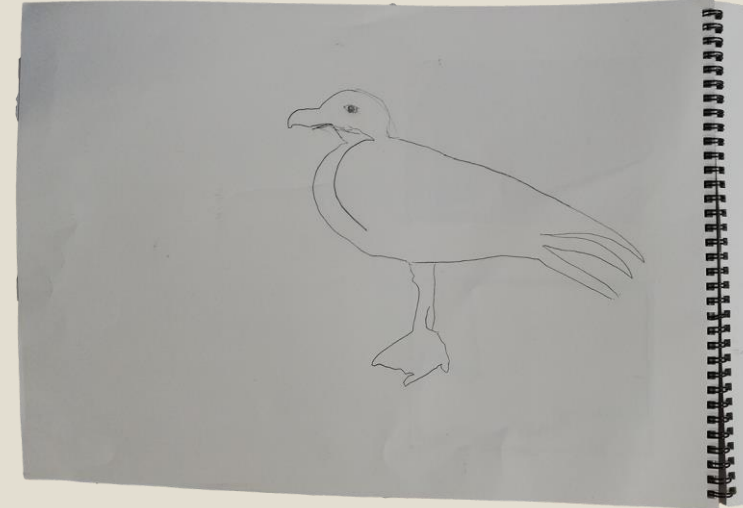
Could have: a series of drawings and one of a chosen animal with excellent proportions and expression of form and volume.



In line with
expectations



Above
Expectations



In line with
expectations

Exceptional

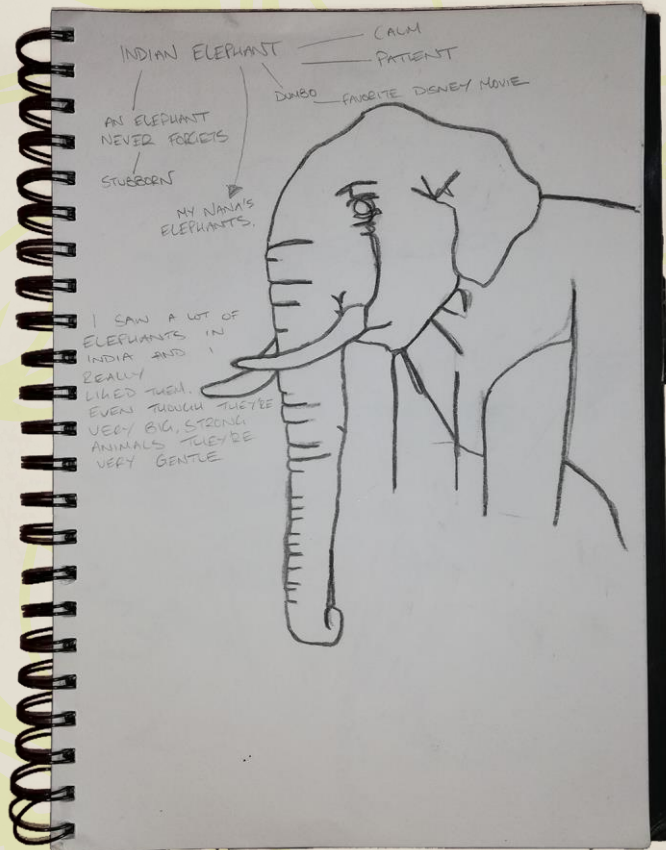


Lesson 2

Support study

Learning Intentions:

- Observe record and analyse form through line by drawing their animals.
- express form and volume in their drawings by varying their use of line.
- Determine how different media can be used to express form and volume through variation of line.



Visual aid

Key Skills

Managing myself

Researching using a computer and learning how to use google to research successfully.

Communicating

Discussing environmental issues.

Being creative

Drawing, making work and exploring options in creating our work.



Statements of Learning

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

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

23 brings an idea from conception to realization

Learning Layers / Cross Curricular Links

Our environmental impact – observing our waste and use and how to recycle by reusing materials in our wire sculptures.

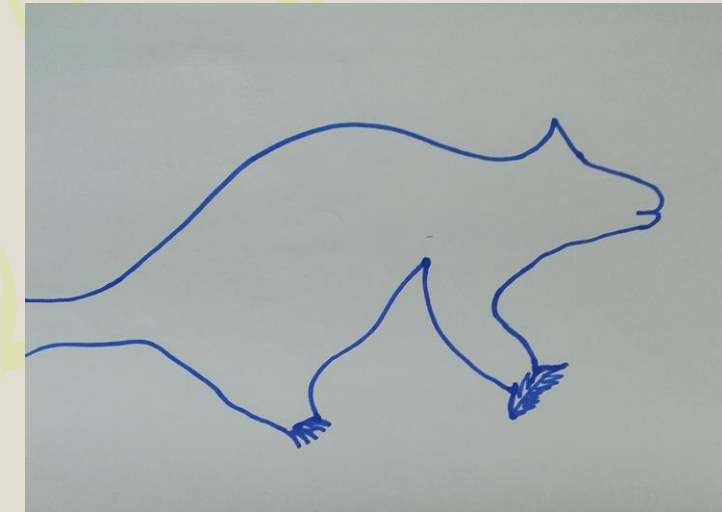
Literacy – writing a report on their animal.

Success Criteria:

Must have: continuous line drawings in two media of the animal of their choosing.

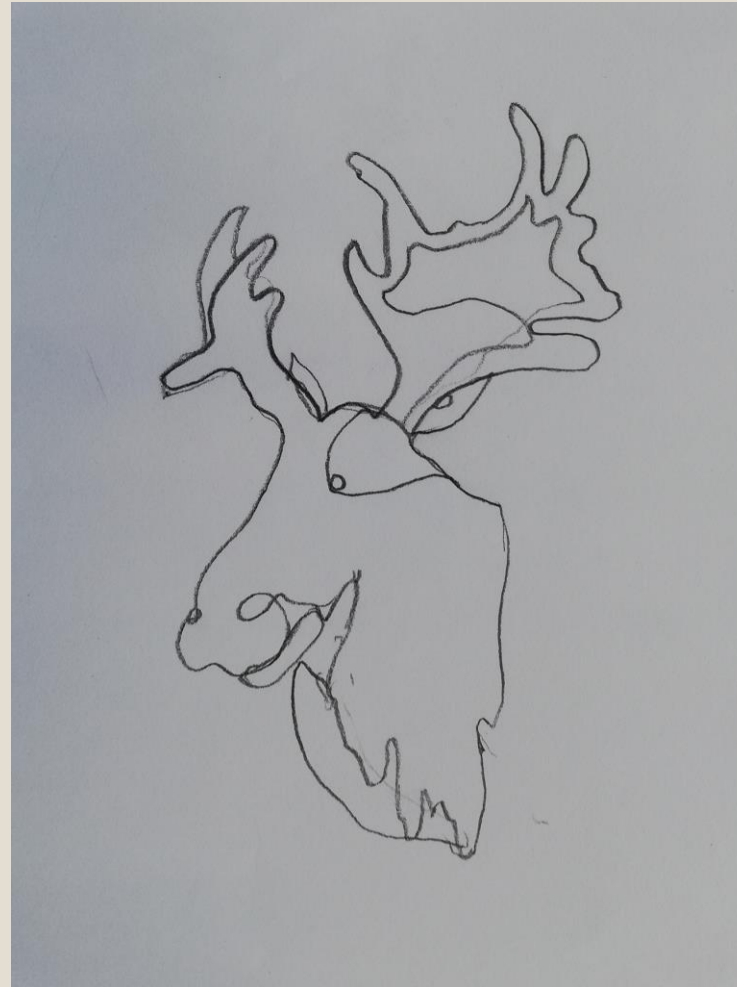
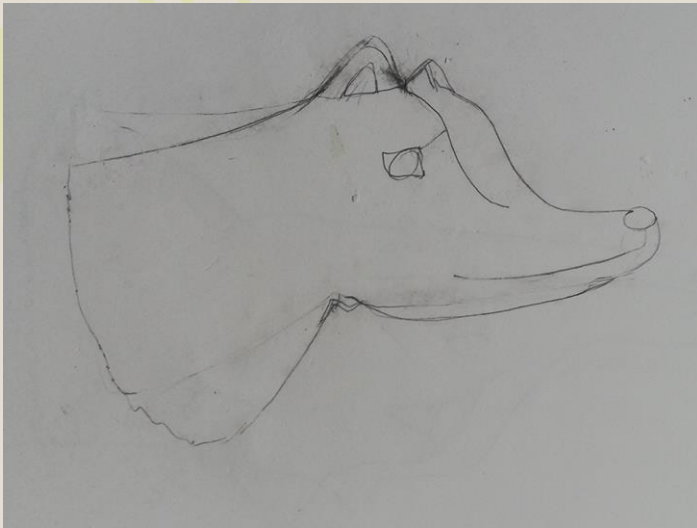
Should have: proportionally accurate continuous line drawings in two media of the animal of their choosing.

Could have: proportionally accurate continuous line drawings in two media of the animal of their choosing showing form and volume through use of line weight.

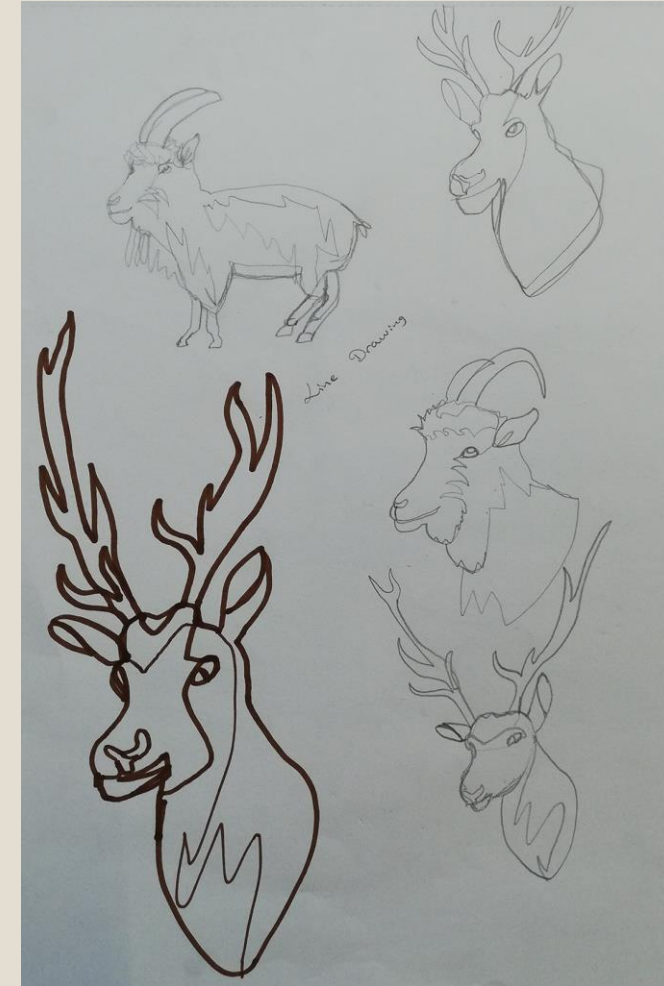


In line with
expectations

In line with
expectations



Above
Expectations



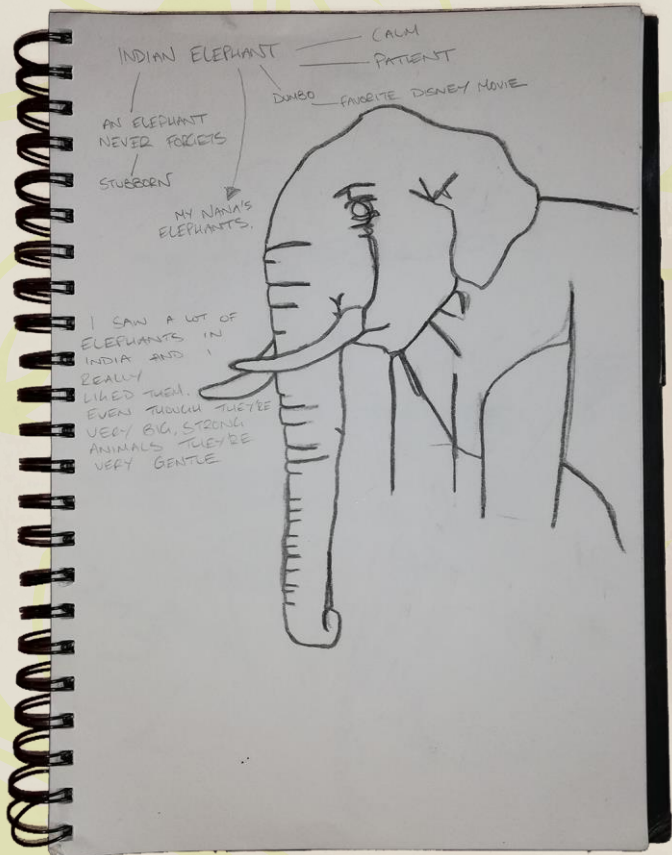
Exceptional

Lesson 3

Learning Intentions:

- Learn about diverse animal species, their habitat and their conservation status through presentations and discussion.
- reflect on themselves by considering what animal represents them and why.

Visual aid



Statements of Learning

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

Key Skills

5 has an awareness of personal values and an

Managing myself process of moral decision

Researching using a computer and

9 understands the origins and impacts of social, economic, and environmental aspects of the world

successfully

3 brings an idea from conception to realization

Listening to presentations and delivering

Learning Layers / Cross Curricular Links

Literacy writing a report on their animal.

Working with others their animal

Science learning about a diverse range of fauna

Listening, Respecting and discussing each

other's work and presentations. Sharing

our experiences and working alongside

each other.

Wellbeing – Being confident to speak about a topic

that is interesting to them

Researching our animals

Name _____

What animal have you chosen?

What type of animal is it?

Where in the world do you find it?

What type of habitat does it live in?

What Characteristics do you associate with it?

How does this animal represent you/why have you chosen it?

What Conservation status is your animal? How many are left in the world?

What threats does your species of animal face?

Websites that might help:
<https://www.worldwildlife.org/>
<https://www.iucnredlist.org/>

Success Criteria:

Must have: Completed worksheet about their animal.

Should have: Reasonable research providing detailed information about their animal.

Could have: Reasonable research providing detailed information about their animal and expressing a personal connection and reason for choosing their animal.

In line with expectations

Researching our animals

Name Julia Mazelsky

What animal have you chosen?
A Goat

What type of animal is it?
Mammal

Where in the world do you find it?
Ireland

What type of habitat does it live in?
Kerry / Field / Mountain

What Characteristics do you associate with it?
Cute, Funny looking. Name Bobby

How does this animal represent you/why have you chosen it?
I liked how funny it was.

What Conservation status is your animal? How many are left in the world?

What threats does your species of animal face?
Farmers (goat milk) / (Dairy products)

Yet to meet expectations

Researching our animals

Name Kisenia

What animal have you chosen?
I choose Tasmanian Devil as my animal.

What type of animal is it?
It is a mammal

Where in the world do you find it?
It was once native to mainland Australia & is now found in wild and only on the Island state of Tasmania.

What type of habitat does it live in?
It lives in wild.

What Characteristics do you associate with it?
They are very agressive. When they see a female they start to fight to death.

How does this animal represent you/why have you chosen it?
I brought it was a specific name for an animal. So I wanted to know more about it.

What Conservation status is your animal? How many are left in the world?
They are ~~was~~ extinct but they are endangered.

? What threats does your species of animal face?

Websites that might help:
<https://www.worldwildlife.org/>
<https://www.iucnredlist.org/>

Above Expectations

Otters -

1. Mammal
2. Uruguay North to central America and Mexico
3. You would find them in many wet habitats.
4. They look cute, innocent, possitive energy and lovable
5. I chose it because I feel I'm like him because I can't be quick tempered and protective.
6. I estimated around 10,000 adults
7. Mostly are threathon by humans like shoodngs entrapments and fishing nets

Homework:
Description of African Pangolin

- African Pangolin
- Mammal
- Congo / Africa
- Desert
- Scaly, protective, strong.
- I chose this animal because I thought its scales were beautiful.
- The african pangolin is ~~vulnerable~~ vulnerable and their population is decreasing.
- Their threat is illegal hunting and poaching for local use. There are 41,000 - 60,000 African Pangolins left in the world

Lesson 4,5 & 6

Learning Intentions:

- Translate a continuous line drawing into a wire sculpture.
- express form and volume through line in drawing.

Support studies



Diane Komater
(Lesson 4)

Support studies

Being creative

Drawing, making work and exploring options in creating our work.

Working with others

Sharing our experiences and working alongside each other

Managing information and thinking

Thinking creatively in using materials and thinking critically in self reflections and group critiques.

Statements of Learning

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

10 has the awareness, knowledge, skills, values and motivation to live sustainably

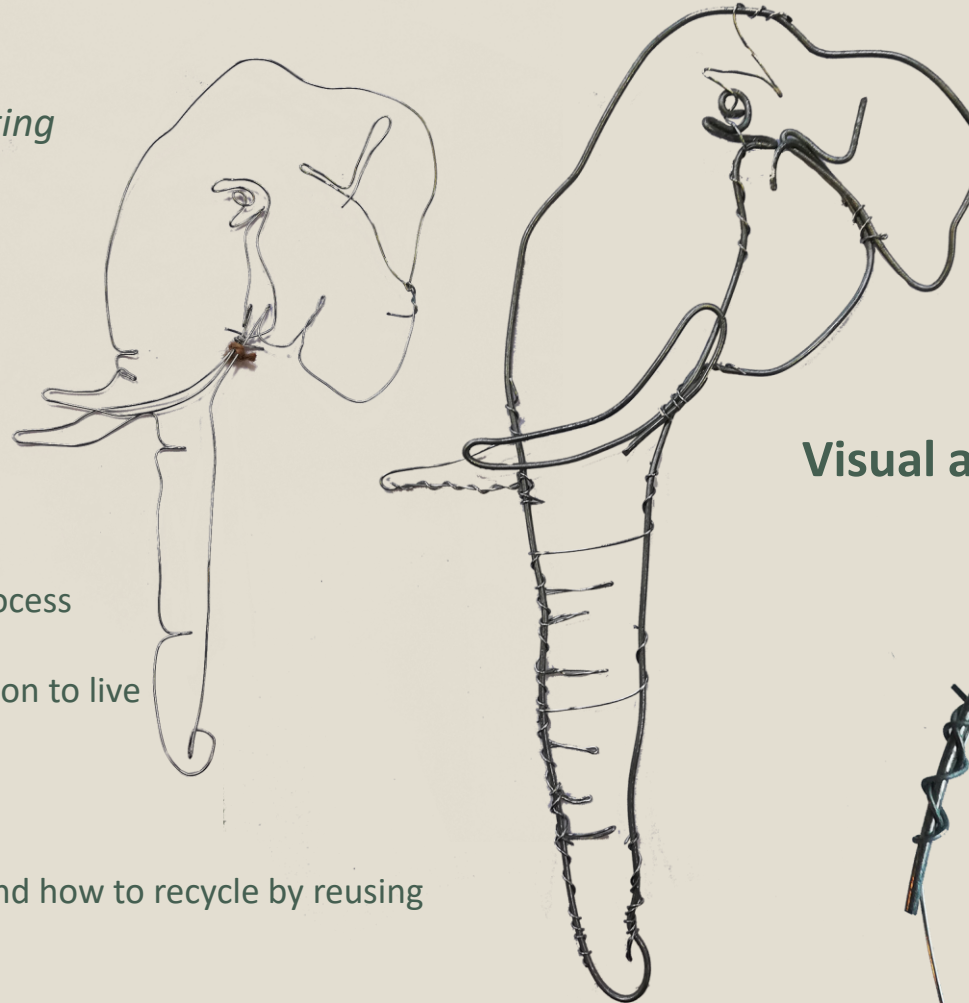
23 brings an idea from conception to realization

Learning Layers / Cross Curricular Links

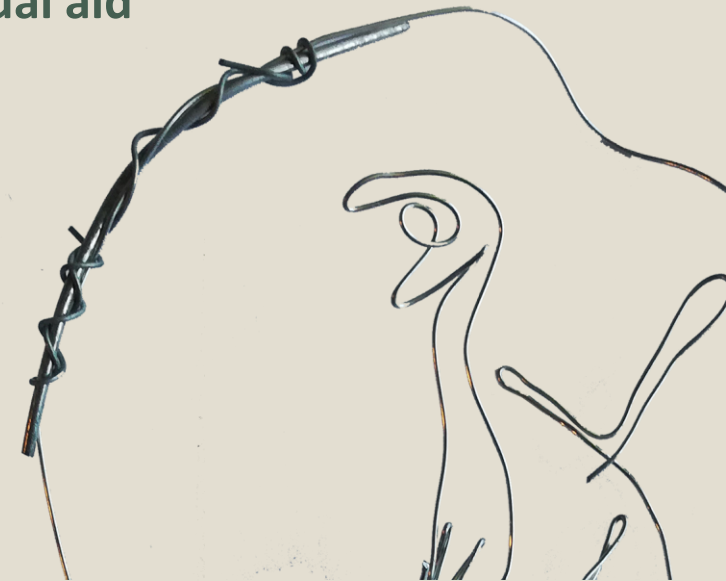
Our environmental impact – observing our waste and use and how to recycle by reusing materials in wire sculptures.

Kendra Haste

(Lesson 6)



Visual aid

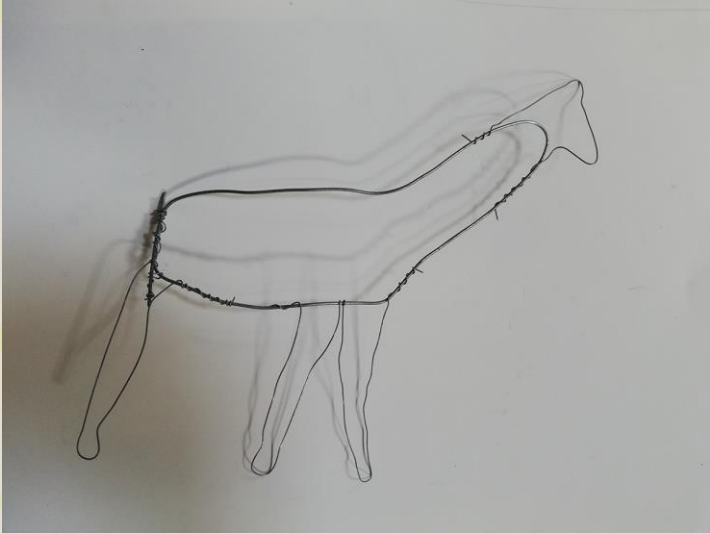


Success Criteria:

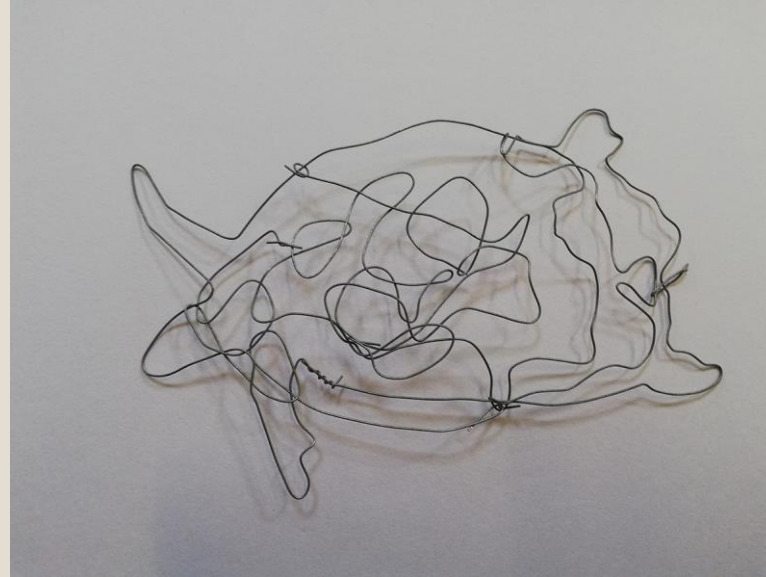
Must have: continuous line wire drawing of their chosen animal.

Should have: proportionally accurate continuous line wire drawing of their chosen animal.

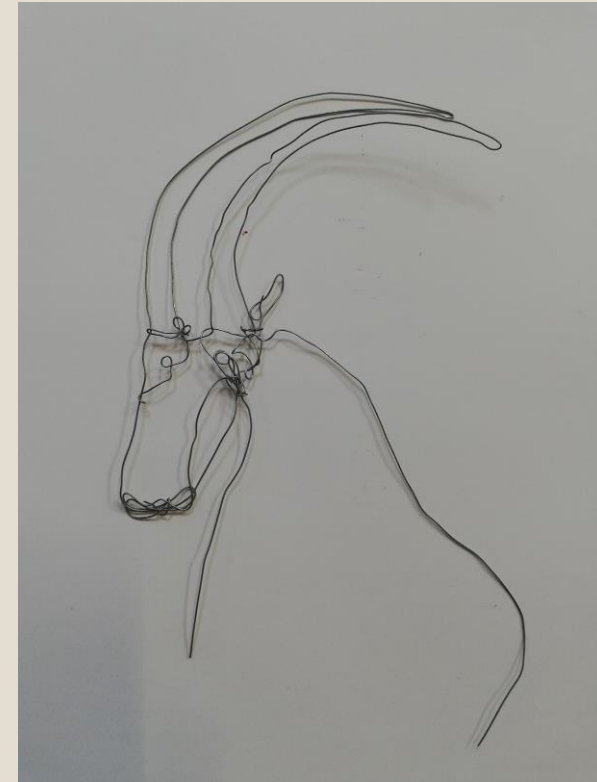
Could have: proportionally accurate continuous line wire drawing of their chosen animal showing form and volume through manipulation of wire.



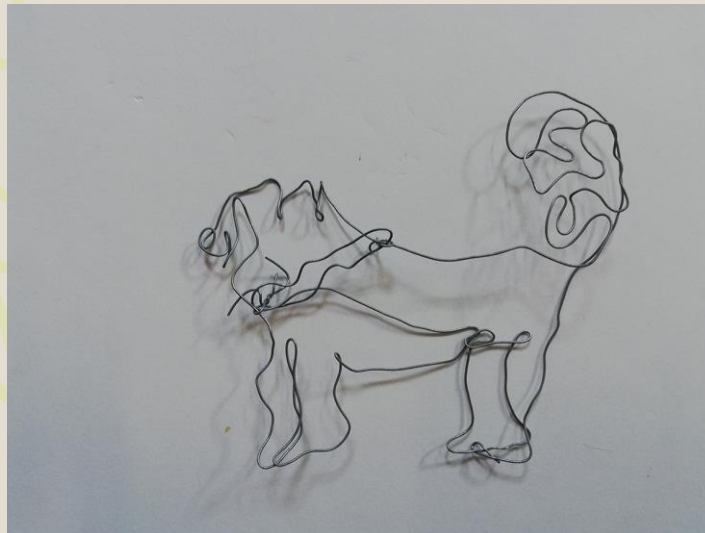
In line with
expectations



Above
Expectations



In line with
expectations



Above
Expectations

Lesson 7,8 & 9

Learning Intentions:

- Translate a continuous line drawing into a wire sculpture.
- express form and volume through line in drawing.
- Express the textures of their animal by selecting textures from the classroom.
- Attach fabric to a wire frame with thread.

Key Skills

Being creative

Drawing, making work and exploring options in creating our work.

Working with others

Sharing our experiences and working alongside each other.

Managing information and thinking

Thinking creatively in using materials and thinking critically in self reflections and group critiques.

Statements of Learning

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

10 has the awareness, knowledge, skills, values and motivation to live sustainably

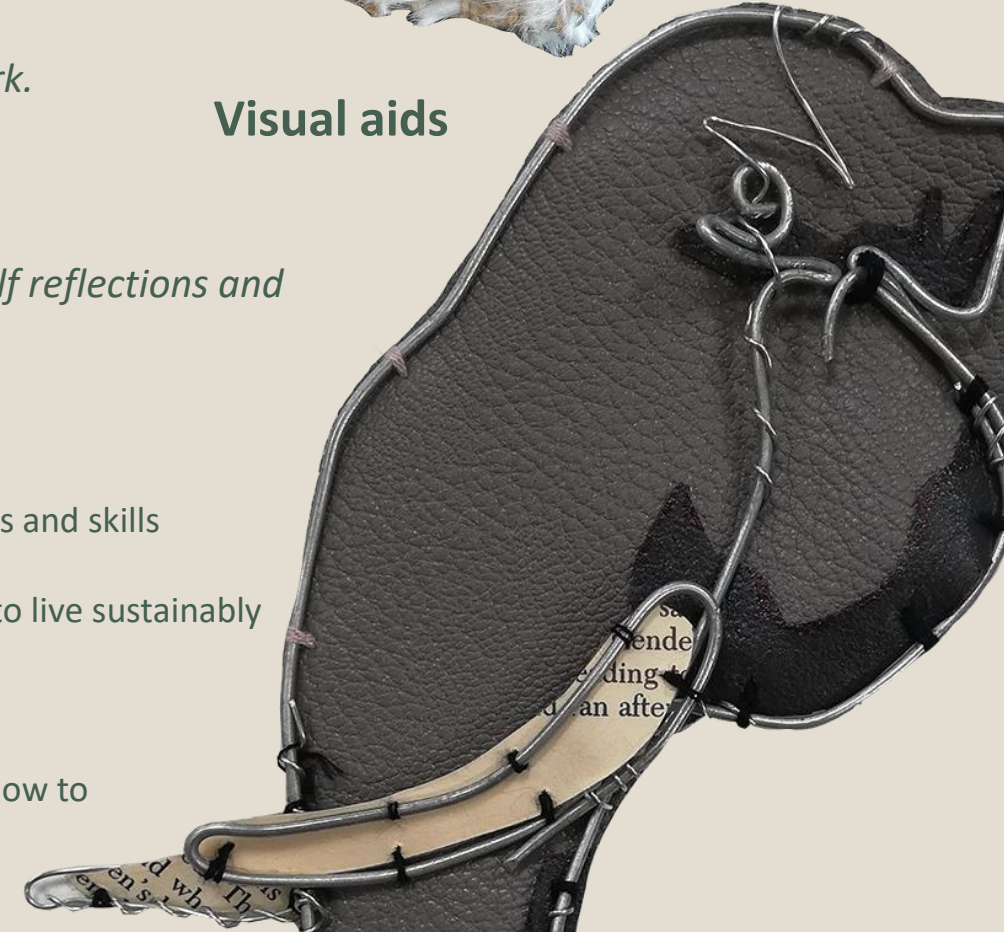
23 brings an idea from conception to realization

Learning Layers / Cross Curricular Links

Our environmental impact – observing our waste and use and how to recycle by reusing materials in our wire sculptures.



Visual aids



Success Criteria:

Must have: continuous line wire drawing of their chosen animal with background texture representing the texture of their animal.

Should have: proportionally accurate continuous line wire drawing of their chosen animal with background texture representing the texture of their animal.

Could have: proportionally accurate continuous line wire drawing of their chosen animal showing form and volume through manipulation of wire mixing background textures representing the textures of their animal attached neatly and cleanly with thread.



Yet to meet expectations



In line with expectations



Above Expectations



Exceptional

Reflection

1. What have I learned over the process of the PME programme that has informed my teaching practice?

Psychology and theoretical frameworks such as Bruner's discovery learning contextualized the task of teaching and gave clarity to how I teach. Vac's and peer learning expanded my material knowledge allowing me to use mixed media projects to reach different learning methods in how I teach. The Gallery module and the Changelab encouraged making the learning fit into the context of the wider world and make projects more real to students.

2. In what respect do you feel your teaching has developed and matured this year?

My planning has improved, allowing me to use discussion and questioning more effectively and deliberately which has facilitated more sophisticated learning and layering within projects.



3. What are the most significant factors that have contributed to your development as a teacher?

Having a broad range of approaches shown to us during the course, combined with two very different school settings and host teacher styles created a balanced experience in which to develop my teaching.

